

Pupil Premium Strategy Statement



Statement Authorised: December 2023

Headteacher: Lisa Harrison

Review date: December 2024

Next review date: December 2025

Pupil premium strategy statement – All Saints CE Primary School and Nursery

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	48.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published (3 year plan)	December 2022
Date on which it will next be reviewed	December 2025
Statement authorised by	<i>Lisa Harrison</i>
Pupil premium lead	<i>Lisa Edwards</i>
Governor / Trustee lead	<i>Catherine Arrowsmith</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,453
Pupil premium (and recovery premium) funding carried forward from previous years	£ 00.
Total budget for this academic year	£ 161,453

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Supporting pupils' social and emotional needs and development is integral to our approach. Our pastoral team are employed to commission, lead and provide high quality social, emotional and mental health interventions and support.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and share the expectation that they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to difficulties accessing social and enrichment opportunities. These challenges particularly affect disadvantaged pupils and have a negative impact on their social and emotional development as well as their academic achievement. Teacher referrals for support are high. Many pupils currently require additional support with social and emotional needs.
5	Attendance data shows that a significant number of pupils (disadvantaged and non-disadvantaged) are persistently absent. This has a negative impact on their social and emotional development as well as their academic achievement.
6	Our ongoing discussions with pupils and their families show that a significant number of families require additional pastoral intervention, including social, emotional and mental health support.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 72% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 72% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • data from Boxall Profiles and SDQs shows that pupils wellbeing improves as a result of support • a reduction in behaviour incidents • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £45,207

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Renew purchase of standardised assessment system.</p> <p>Training for new staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised assessment systems can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3
<p>Embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Purchase resources and fund ongoing teacher training and release time.</p> <p>Purchase additional speech and language interventions as a traded service.</p> <p>Employ a Speech and Language practitioner to provide targeted language intervention in Reception and Nursery.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Renewal of a DfE validated Systematic Synthetic Phonics programme to</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily</p>	2

secure stronger phonics teaching for all pupils.	comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training and the Mastering Number programme in EYFS and KS1).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	3
Teacher coaching by DHT	Research tells us that high quality teaching can narrow the disadvantage gap EEF/ Effective Teacher Development	1, 2, 3
Teaching Assistant coaching by HLTA		
<p>Improve the quality of social and emotional (SEL) learning (Zones of Regulation).</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Social and emotional skills, including how to deal with childhood conflict, will be explicitly taught through the Peacemakers and Peer Mediation programmes in KS2.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £98,486.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocate staffing to provide a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Allocate staffing to provide interventions for pupils identified as having gaps in learning.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17,760.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Happy Lunchtimes provision to improve SEMH and behavior at lunchtimes.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4,5,6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4,5,6
Provision for extracurricular activities, including sports, culture and trips (including Year 6 residential visit)	Research tells us that outcomes improve for children who participate in high quality extracurricular activities. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	4,5,6
Supporting families via the Early Help process.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance	4,5,6

Providing breakfast for children on arrival at school each day via the National Breakfast scheme (school subsidises the programme).	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance	1,2,3,4,5,6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5,6

Total budgeted cost: £161,453.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using EYFS, Key Stage 1 (phonics) and Key Stage 2 performance data.

To help us gauge the performance of our disadvantaged pupils we have compared our results to those for disadvantaged and non-disadvantaged pupils at a national level.

Data from statutory KS2 assessments in 2024 suggests that disadvantaged pupils at All Saints had lower attainment than disadvantaged pupils nationally. The attainment gaps were:

Reading -8.6%. Writing -11.5% and Mathematics -18.7%

However, 27% of our disadvantaged pupils in Y6 of 2024 also had an Education, Health & Care Plan (EHCP) to support their significant learning needs. This is much higher than the national proportion of pupil premium pupils with an EHCP which was 8.3%.

Our analysis of statutory pupil data in EYFS and KS1 (ELGs and Y1 Phonics Screening statutory assessment) initially suggests that younger children who are disadvantaged have lower attainment than non-disadvantaged children in our school. However, as a school, we have a larger than average proportion of disadvantaged pupils who also have SEND needs that impact on their learning.

When comparing our statutory EYFS data to national average data, our school data for the disadvantaged group is broadly similar to disadvantaged pupils nationally. In addition, 29% of our EYFS pupils who are disadvantaged, also have SEND needs that impact on their learning.

In KS1, our disadvantaged data for the phonic screen was lower than the national average for disadvantaged pupils. However, a larger than average proportion of our disadvantaged group also had identified SEND needs that affect their attainment.

We are however aware that in general, when children start our school in EYFS, the majority of them have very low speech and language skills and high SEMH needs when compared to children nationally. This undoubtedly has an impact on early attainment and our interventions and quality first teaching need time to have an impact.

Attendance for our pupil premium children is improving over time. In 2023/23. The gap was -4.5%. In 2023/24, this had reduced to -2.9%.

Our observations and analysis of assessments demonstrated that pupil behaviour is improving over time. Challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils continues to be particularly acute. Our pastoral team continue to provide extensive support to a significant proportion of our pupils. The impact of this work is demonstrated by improving data in Boxall Profiles and SDQs (Strengths & Difficulties Questionnaires).

These results demonstrate that over time, our pupil premium strategy is effective.

Externally provided programmes

Programme	Provider
Assessment	Sonar
Music	Kapow
French	Kapow
Mastering Number	White Rose (via Origin Maths Hub)
Mastery Readiness	White Rose (via Origin Maths Hub)
Reading and Phonics	Twinkl
Code Breakers Phonic Intervention	Twinkl
SEMH Identification	Boxall & SDQ
Happy Lunchtimes	Wellbeing Education

