



All Saints CE Primary School & Nursery

Pupil Premium Strategy Statement

Nurture, Resilience and Achievement for All!

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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	All Saints CE Primary School
Number of pupils in school (Sept 24)	200
Proportion (%) of pupil premium eligible pupils (Sept 24)	12% (pupils)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Philip Asher
Pupil premium lead	Heather Foster
Governor / Trustee lead	Steve Hammond

Funding overview

Detail – 2024-25	Amount
Pupil premium funding allocation this academic year	£36220
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£36220

Part A: Pupil premium strategy plan

Statement of intent

Nurture, Resilience and Achievement for all!

"I have come that you might have life – life in all its fullness", John 10.10

Love Kindness Resilience Understanding

What are our aims/principals for making spending decisions for this money?

In line with our school aims and values, we want:

- To ensure that all children in receipt of Pupil Premium make accelerated progress so that any gap between their attainment and that of those not in receipt of Pupil Premium is diminishing rapidly.
- To ensure that all pupils have access to an enriched curriculum that provides experiences to enhance progress in academic, social and emotional development.
- To diminish the difference between the attendance of pupils in receipt of premium and non-pupil premium groups.
- To support the wellbeing of pupil premium children so they are better prepared for learning in school and ready to make progress (emotional and physical).

We prioritise the use of the Pupil Premium as follows:

- Pupil Premium pupils who are underachieving.
- Pupil Premium pupils who are achieving well and deserve to be extended and challenged.
- Pupil Premium pupils who are unable to participate in broader curriculum entitlements due to financial or social disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing attainment gaps across core subject areas (Reading, Writing, Maths).
2	Under-developed oral language skills and vocabulary gaps among many disadvantaged pupils, impacting attainment and curriculum engagement.
3	Social Disadvantage, including parental engagement and support, impacting engagement of disadvantaged pupils with wider curriculum enrichment, clubs and lower aspirations.
4	Low self-esteem/anxieties & emotional wellbeing impacting engagement with school activities, attendance and behaviour for some pupils.

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.

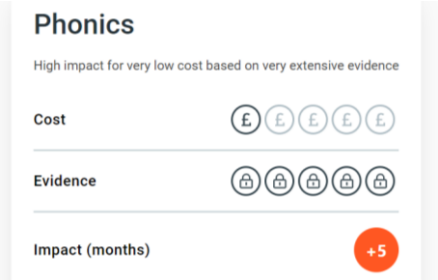
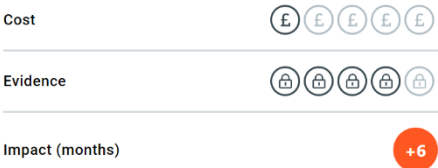
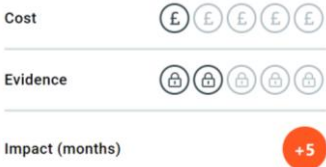
Intended outcome	Success criteria
To target the individual needs of pupils so they can access the whole curriculum and make accelerated progress.	<p>Pastoral and academic intervention support addresses barriers to learning, enabling all pupils to make sustained progress from their starting points.</p> <p>Routine and targeted training for staff to assess and support pupil needs within the curriculum is in place.</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident in lessons, book scrutiny and ongoing formative assessment.</p> <p>Clear vocabulary progression built into teaching of English across the whole school, building on foundations in EYFS.</p>
All pupils will be able to access what school offers including curriculum enrichment experiences and wider clubs.	<p>High engagement with families. Pupils access the wider curriculum/enrichment opportunities. Attainment of disadvantaged pupils demonstrates individual pupil progress over time.</p> <p>Above average attendance for all pupils.</p>
Pupils will have a positive attitude to school and learning, demonstrating high levels of emotional resilience leading to positive behaviour choices and strong attendance.	<p>Above average attendance for all pupils. Good use of home learning programmes to build on learning completed in school (rehearse and consolidate).</p> <p>Nurture programmes and interventions used consistently, flexibly and regularly – alongside core teaching of emotional resilience through Zones of Regulation, Protective Behaviours and PSHE curriculum.</p> <p>Improved behaviour, increased participation in enrichment activities, and Pupil Voice demonstrate sustained high levels of wellbeing and pupils feeling safe, ready to learn.</p>

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: £ 4000










Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics- Ongoing development of consistent phonics teaching – implementation across all key stages and training in new phonics scheme for new members of staff (inc. KS2)	 <p>Phonics High impact for very low cost based on very extensive evidence</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: 🔒 🔒 🔒 🔒 🔒</p> <p>Impact (months): +5</p>	1,2
Reading- Continue to work on fluency for reading following on from phonics teaching. Continue to embed Fred's reading resources including 'Fluency in 5' for Key Stage 1. Development of Reading for Pleasure strategies as advised in the new Reading Framework 2023 (Book Club, Favourite 5, timetabled story time for all year groups).	 <p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: 🔒 🔒 🔒 🔒 🔒</p> <p>Impact (months): +6</p> <p>Reading Framework- DFE 2023</p>	1,2,3
Writing- Ongoing implementation of updated English scheme for writing- with further work on adaptation. Whole school CPD in Colourful Semantics to support this. New scheme of work for Spelling to be used from year 2- year 6.	 <p>Mastery learning High impact for very low cost based on limited evidence</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: 🔒 🔒 🔒 🔒 🔒</p> <p>Impact (months): +5</p>	1, 2, 3







<p>Handwriting scheme to be embedded across the school to ensure consistent approach.</p>	<p>Collaborative learning approaches</p> <p>High impact for very low cost based on limited evidence.</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p>	
<p>Maths- Investment in release time for new to teaching and returning to teaching colleagues – further development of mastery approach, support for vulnerable pupils, and CPD for planning for wide ranges of attainment in classes.</p> <p>Home learning journals from White Rose being used to support Maths at home.</p>	<p>Mastery learning</p> <p>High impact for very low cost based on limited evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p>	<p>1, 2, 3</p>
<p>Mastery approach- Continuation with online resources to support mastery and over-learning of key concepts. (Mathletics, Spelling Shed, Times Tables Rockstars, Twinkl Phonics)</p>	<p>Mastery learning</p> <p>High impact for very low cost based on limited evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p>	<p>1,2,4</p>
<p>Curriculum- Purchase of new schemes of work for Geography and RE-world religions supporting small steps learning with clear progression. Vocabulary is well thought out and planned for. These schemes are supporting teachers with their professional development and keep consistency across the school.</p>	<p>Introduction of techniques alongside these curriculum areas to promote vocab and oracy-</p> <p>Oral language interventions</p> <p>Very high impact for very low cost based on extensive evidence.</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p>	<p>2, 3, 4</p>
<p>Metacognition- CPD for teaching staff planned to encourage children to become more aware of their motivations for learning.</p>	<p>Metacognition and self-regulation</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p>	<p>1,3,4</p>

Wellbeing- investment in ELSA HLTA to run interventions and deliver well-being sessions with pupils.	Social and emotional learning Moderate impact for very low cost based on very limited evidence. Cost  Evidence  Impact (months) 	
CPD for Teachers- Strategic planning of CPD for teachers by SLT who aim to ensure that a well thought out plan is in place to support the needs of our current pupils.	Metacognition and self-regulation Very high impact for very low cost based on extensive evidence Cost  Evidence  Impact (months) 	1, 2, 4

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







Budgeted cost: £ 17220







Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and 1:1 tuition for targeted groups/pupils.	Small group tuition Moderate impact for low cost based on moderate evidence Cost  Evidence  Impact (months)  One to one tuition High impact for moderate cost based on moderate evidence Cost  Evidence  Impact (months) 	1,2,3,4
Targeted intervention groups linked to identified needs and next steps learning, including those related to Oral Skills and Vocabulary development in younger children (Wellcomm).	Individualised instruction Moderate impact for very low cost based on limited evidence. Cost  Evidence  Impact (months) 	1,2

	<p>Teaching Assistant Interventions</p> <p>Moderate impact for moderate cost based on moderate evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> <p>Oral language interventions</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing- ELSA wellbeing room prepared for emotional support and well-being sessions.</p> <p>ELSA sessions planned in for pupils who need support with well-being, behaviour and attendance.</p> <p>Yoga Mindfulness, Zones of Regulation, Therapeutic counselling sessions to continue.</p>	<p>Behaviour interventions</p> <p>Moderate impact for low cost based on limited evidence</p> <p>Cost </p> <p>Evidence </p> <p>Behaviour interventions</p> <p>Impact (months) </p> <p>Social and emotional learning</p> <p>Moderate impact for very low cost based on very limited evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p>	1,2,3,4
Breakfast Club Access free access for disadvantaged pupils	DfE Guidance regarding the Breakfast Club programme demonstrates the importance of food at the start of the day for readiness to learn, concentration and improved wellbeing & behaviour. Breakfast clubs programme 2021-2023 - GOV.UK (www.gov.uk)	1,3,4
Educational Visits subsidised participation (50% of parental contribution)	OfSTED – Learning Outside The Classroom Report, October 2008: “When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils’ personal, social and emotional development.”	1,2,3,4

<p>Purchase of Maths Home Learning Journals- free for disadvantaged pupils- to support with home-learning and to encourage wider engagement from parents with children's learning.</p>	<p>Homework</p> <p>High impact for very low cost based on very limited evidence.</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p>	<p>1, 2, 3</p>
<p>Wider Opportunities for learning within the curriculum (Forest School, Music Lessons, Sports Clubs, After School Clubs).</p>	<p>Participation in these wider opportunities serves to enhance aspiration and broader life experiences that disadvantaged children may not have access to. Costs to school calculated at provision for disadvantaged pupils all participating in Forest School, and subsidised rates of 50% for other activities where other subsidies are not available (such as through HMS).</p> <p>Research to support Forest School is available here: Research on Forest School (forestschoolltraining.co.uk)</p>	<p>2,3,4</p>
<p>Increase Parental Engagement-</p> <p>Host phonics, spelling and Maths workshops for parents to attend in order to increase their understanding on how pupils are taught and how to support at home.</p>	<p>Parental engagement</p> <p>Moderate impact for very low cost based on extensive evidence.</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p>	<p>1, 2, 3</p>

Total budgeted cost: £ 36220

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

The following table shows progress for the academic year 2023-2024.

PPG Cohort: (All year groups)

Not PPG

READING		July 2024							
		PRE		WTS		EXS		GDS	
Baseline 2023	PRE	3%	4%	0.6%	1%		%		
	WTS	0%	2%	3%	9%	1%	2%		2%
	EXS	0.6		1	12%	2%	35%		2%
	GDS						6%	1%	9%

WRITING		July 2024							
		PRE		WTS		EXS		GDS	
Baseline 2023	PRE	3%	5%	1%	1%				
	WTS		1%	4%	18%	1%	5%		
	EXS			2	9%	1	36%	1%	2%
	GDS						2%		2%

MATHS		July 2024							
		PRE		WTS		EXS		GDS	
Baseline 2023	PRE	3%	1%	1%	1%		1%		
	WTS	%	1%	4%	17%	1	2%		1%
	EXS			1%	6%	1%	40%	1%	1%
	GDS						4%		9%

Phonics Data:

Y1 Summer 2024 (Cohort in Y1 when check taken):

All Pupils: 74.1% (Cohort size, 30)

PPG Pupils: Supressed due to cohort size

Attendance:

PPG: 86% (Previous year: 91.7%)

Non PPG: 95% (Previous year: 94.6%)

Wider Opportunities

All music lessons and clubs ran for this academic year. All educational visits planned for the year took place, and the Year 5 cohort took part in activities week, a week full of outdoor adventurous activities. All PPG pupils in the year groups involved attended these visits/events and received subsidy through the Pupil Premium Grant. Forest School lessons continued for EYFS groups

weekly, with half termly blocks of sessions for KS1 and KS2 pupils. Pupil voice was overwhelmingly positive about these trips and activities.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
White Rose Maths	Jane Considine- The Spelling Book
White Rose Science	
Kapow- Scheme of work for foundation subjects	