



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 (and recovery premium for the 2023 to 2024 academic year) 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 23) | 213 |
| Proportion (%) of pupil premium eligible pupils (Sept 23) | 11.7% (25 pupils) |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2024 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | October 2024 |
| Statement authorised by | Philip Asher |
| Pupil premium lead | Heather Foster |
| Governor / Trustee lead | Steve Hammond |

Funding overview

| Detail – 2023-24 | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £38525 |
| Recovery premium funding allocation this academic year | £3625 |
| 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 | £42,150 |

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.

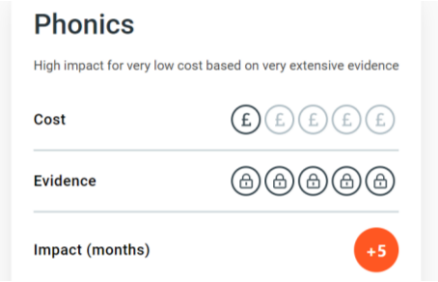
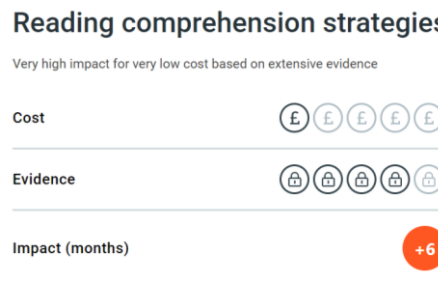
| Intended outcome | Success criteria |
|--|--|
| <p>To target the individual needs of pupils so they can access the whole curriculum and make accelerated progress.</p> | <p>Pastoral and academic intervention support addresses barriers to learning, enabling all pupils to make sustained progress from their starting points.</p> <p>Routine and targeted training for staff to assess and support pupil needs within the curriculum is in place.</p> |
| <p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> | <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> |
| <p>All pupils will be able to access what school offers including curriculum enrichment experiences and wider clubs.</p> | <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> |
| <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> | <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: £ 4500










| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>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> |  <p>Phonics High impact for very low cost based on very extensive evidence</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: [5 padlock icons]</p> <p>Impact (months): +5</p> | 1,2 |
| <p>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.</p> <p>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> |  <p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: [5 padlock icons]</p> <p>Impact (months): +6</p> | 1,2,3 |
| <p>Writing- Ongoing implementation of updated English scheme for writing- with further work on adaptation. Whole school CPD in Colourful Semantics to support this.</p> <p>Spelling curriculum to be updated this year and consistent teaching sequences to be followed across KS2. Release</p> | | 1, 2, 3 |

| | | |
|---|---|----------------|
| <p>time for English lead to look into different schemes to be used for this and for handwriting.</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>Mastery learning 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)</p> | <p>Mastery learning 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 History, Science and Art, supporting small steps learning with clear progression. Vocabulary is well thought out and planned for.</p> | | <p>2, 3, 4</p> |
| <p>Metacognition- Generation of a role for CPD lead to supervise and plan for ongoing use of metacognitive strategies. Release time for this role and to support staff development of explicit teaching to support pupil's learning and self-regulation (Learning Powers, Zones of Regulation)</p> | <p>Metacognition and self-regulation 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> |
| <p>Wellbeing- investment in ELSA training for an HLTA to be able to offer greater wellbeing support top pupils.</p> | | |

| | | |
|--|---|----------------|
| <p>CPD for Teachers- Strategic planning of CPD for teachers done by new CPD lead. Release time granted for this ensuring that a well thought out plan is in place to support the needs of our current pupils.</p> | <p>Metacognition and self-regulation Very high impact for very low cost based on extensive evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> | <p>1, 2, 4</p> |
|--|---|----------------|

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







Budgeted cost: £ 27650

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Targeted intervention groups linked to identified needs and next steps learning, including those related to Oral Skills and Vocabulary development in younger children (NELI).</p> | <div data-bbox="491 884 869 1182"> <p>Individualised instruction Moderate impact for very low cost based on limited evidence.</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> </div> <div data-bbox="491 1193 1098 1467"> <p>Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> </div> <div data-bbox="491 1478 1098 1736"> <p>Oral language interventions Very high impact for very low cost based on extensive evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> </div> | <p>1,2</p> |

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

Budgeted cost: £ 10000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
| | | |

| | | |
|---|--|----------------|
| <p>Further development of Wellbeing Room to support nurture, behaviour interventions and social emotional learning (plans for this space to be adapted further)</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> | <p>1,2,3,4</p> |
| <p>Breakfast Club Access – free access for disadvantaged pupils</p> | <p>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)</p> | <p>1,3,4</p> |
| <p>Educational Visits subsidised participation (50% of parental contribution)</p> | <p>OfSTED – Learning Outside The Classroom Report, October 2008:</p> <p>“When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils’ personal, social and emotional development.”</p> | <p>1,2,3,4</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> |

Total budgeted cost: £42150

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 2021 to 2022 academic year.

Due to COVID-19, school data has not been published, and comparison with previous and subsequent years is not appropriate. The progress data provided here is from school internal assessments. End of KS1 and KS2 data is suppressed due to cohort size for PPG pupils (<5).

The following table shows progress for the academic year 2022-2023.

PPG Cohort: (All year groups)

Not PPG

| READING | | July 2023 | | | | | | | |
|------------------|-----|-----------|----|-----|-----|-----|-----|-----|----|
| | | PRE | | WTS | | EXS | | GDS | |
| Baseline 2022 | PRE | 2% | 3% | 3% | 4% | | 3% | | |
| | WTS | 1% | 2% | 3% | 11% | 1% | 21% | | 2% |
| | EXS | | | | 2% | 1% | 17% | | 9% |
| | GDS | | | | | | | 1% | 3% |

| WRITING | | July 2023 | | | | | | | |
|------------------|-----|-----------|----|-----|-----|-----|-----|-----|----|
| | | PRE | | WTS | | EXS | | GDS | |
| Baseline 2022 | PRE | 3% | 3% | 2% | 3% | | 2% | | |
| | WTS | 1% | 2% | 4% | 23% | 1% | 14% | | |
| | EXS | | 1% | | 1% | | 23% | 1% | 4% |
| | GDS | | | | | | | | 1% |

| MATHS | | July 2023 | | | | | | | |
|------------------|-----|-----------|----|-----|-----|-----|-----|-----|----|
| | | PRE | | WTS | | EXS | | GDS | |
| Baseline 2022 | PRE | 3% | 3% | 2% | 3% | | 1% | | |
| | WTS | 1% | 1% | 4% | 16% | | 13% | | 1% |
| | EXS | | | 1% | 3% | 1% | 26% | 1% | 8% |
| | GDS | | | | | | | | 2% |

Phonics Data:

Y1 Summer 2023 (Cohort in Y1 when check taken):

All Pupils: 63% (Cohort size, 29)

PPG Pupils: 33.3% (Cohort size, 3)

Y2 Summer 2023 (Retake as required by ARA, originally taken Summer 2022):

All Pupils: 29% (Cohort size, 7)

PPG Pupils: Suppressed due to cohort size.

Attendance:

PPG: 90% (Previous year: 89%)
Others: 94.6% (Previous year: 94%)

Therapeutic and Nurture Support

All therapeutic sessions continued for pupils accessing this support. Using the assessment provided by the therapist, pupils' wellbeing scores improved across their sessions.

Wider Opportunities

All music lessons and clubs ran for this academic year. Most 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 |
|---------------------|----------------------|
| Mathletics | 3P Learning |
| Spelling Shed | Education Shed |
| Zones of Regulation | Social Thinking Inc. |