



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 2021 to 2022 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 22)	214
Proportion (%) of pupil premium eligible pupils (Sept 22)	13%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Philip Asher
Pupil premium lead	Philip Asher
Governor / Trustee lead	Steve Hammond

Funding overview

Detail – 2022-23	Amount
Pupil premium funding allocation this academic year	£32520
Recovery premium funding allocation this academic year	£3190
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	£35710

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
<i>To target the individual needs of pupils so they can access the whole curriculum and make accelerated progress.</i>	<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
Ongoing development of consistent phonics teaching – implementation and training in new phonics scheme for all staff (inc. KS2)	<p>Phonics High impact for very low cost based on very extensive evidence</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: [Evidence icons]</p> <p>Impact (months): +5</p>	1,2
Implementation of updated English scheme for writing, including development of Reading for Pleasure strategies.	<p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: [Evidence icons]</p> <p>Impact (months): +6</p>	1,2,3
Investment in release time for new to teaching and returning to teaching colleagues – development of mastery approach, support for vulnerable pupils, and support for planning for wide ranges of attainment in classes.	<p>Mastery learning High impact for very low cost based on limited evidence</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: [Evidence icons]</p> <p>Impact (months): +5</p>	
Ongoing use of metacognitive strategies and development of explicit teaching to support pupil's learning and self-regulation (Learning Powers, Zones of Regulation)	<p>Metacognition and self-regulation Very high impact for very low cost based on extensive evidence</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: [Evidence icons]</p> <p>Impact (months): +7</p>	1,2,4

Purchase of online resources to support mastery and over-learning of key concepts. (Mathletics, Spelling Shed)	<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>	1,3,4
CPD for Teachers – using the Walk Thru resource to support school identified needs individual to teaching staff, as well as ‘dip-in’ access.	<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>	1, 2, 4

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

Budgeted cost: £ 26274

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and 1:1 tuition for targeted groups/pupils.	<p>Small group tuition</p> <p>Moderate impact for low cost based on moderate evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> <p>One to one tuition</p> <p>High impact for moderate cost based on moderate evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p>	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 (NELI).	<p>Individualised instruction</p> <p>Moderate impact for very low cost based on limited evidence.</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p>	1,2

	<p>Teaching Assistant Interventions</p> <p>Moderate impact for moderate cost based on moderate evidence</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: [Evidence icons]</p> <p>Impact (months): +4</p> <p>Oral language interventions</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: [Evidence icons]</p> <p>Impact (months): +6</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Wellbeing Room to support nurture, behaviour interventions and social emotional learning (Yoga Mindfulness, Zones of Regulation, Therapeutic counselling & resources).	<p>Behaviour interventions</p> <p>Moderate impact for low cost based on limited evidence</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: [Evidence icons]</p> <p>Behaviour interventions</p> <p>Impact (months): +4</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: [Evidence icons]</p> <p>Impact (months): +4</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
Wider Opportunities for learning within the	Participation in these wider opportunities serves to enhance aspiration and broader life experiences that disadvantaged	2,3,4

<p>curriculum (Forest School, Music Lessons, Sports Clubs, After School Clubs).</p>	<p>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 (forestschooctraining.co.uk)</p>	
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Total budgeted cost: £ 39274

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 2021-2022.

PPG Cohort: 21 (All year groups)

Not PPG

READING		July 2022							
		PRE		WTS		EXS		GDS	
Baseline 2021	PRE	25%	7%	24%	9%		3%		1%
	WTS			37%	14%		15%		1%
	EXS				1%	10%	29%		10%
	GDS							4%	10%

WRITING		July 2022							
		PRE		WTS		EXS		GDS	
Baseline 2021	PRE	29%	9%	20%	9%		2%		
	WTS		1%	43%	29%		11%		
	EXS				2%	4%	26%	4%	10%
	GDS								1%

MATHS		July 2022							
		PRE		WTS		EXS		GDS	
Baseline 2021	PRE	10%	4%	20%	7%		1%		
	WTS	4%		48%	18%	4%	21%		
	EXS				1%	10%	30%	4%	10%
	GDS								6%

NELI Language Report (Reception)

PPG: avg. 4 point increase in score

Non-PPG: avg. 3.7 point increase in score

Phonics Data:

Y1 Deferred to Autumn 2021 (Cohort in Y2 when check taken):

All Pupils: 77% (Cohort size, 18)

PPG Pupils: 66% (Cohort size, 6)

Y1 Summer 2022 (Cohort in Y1 when check taken):

All Pupils: 63% (Cohort size, 30)

PPG Pupils: 25% (Cohort size, 4)

Y2 Summer 2022 (Retake as required by ARA, originally taken Autumn 2021):

All Pupils: 29% (Cohort size, 7)

PPG Pupils: Suppressed due to cohort size.

Attendance:

PPG: 89% (Previous year: 95%)

Others: 94% (Previous year: 97.2%)

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, rising from an average of 23/40 to 40/40. This score is based on pupils self-assessing with the therapist.

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 went on their residential trip. 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 and KS1 groups weekly, with half termly blocks of sessions for 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.