

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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
Number of pupils in school	R – 6 = 104 N – 6 = 113
Proportion (%) of pupil premium eligible pupils	24 children (23.07%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Katie Davies Head of School
Pupil premium lead	Katie Davies
Governor / Trustee lead	Mary Herman-Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,080
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	£31,080

Part A: Pupil premium strategy plan

Statement of intent

As a Christian school, we strive to nurture each child's God-given talents and ensure that children's individuality is celebrated, whilst their specific needs are met. All staff at All Saints' CE Primary believe that every child deserves the same opportunities to succeed in life regardless their social and economic background. We believe in high-quality education for all ensuring that barriers to learning are removed so that all children can flourish. It is widely acknowledged that the high-quality teaching of a curriculum that builds upon prior learning and is progressive across year groups, benefits all children, not just our most vulnerable. Our hope is that through using this approach, any gaps in attainment of our disadvantaged pupils will be narrowed and that disadvantaged and non-disadvantaged pupils will achieve highly so that no children are left behind and all make excellent progress.

Ultimately, we want all children to achieve highly across all areas of the curriculum regardless of their background and any extra challenges that they may face. All staff understand the difficulties that some of our children face and know how to identify and support children that need extra nurturing and additional support.

Our current pupil premium strategy plan strives to ensure that all disadvantaged children achieve their potential and make good progress by:

- All children receiving high quality teaching and learning by ensuring that all teaching is at least good with some that is outstanding.
- The school having a progressive and challenging curriculum that is accessible to all.
- All children having access to a variety of extra-curricular clubs.
- The school ensuring that children are in school on time and have had their breakfast.
- Making sure that all children are able to access visits and trips that enrich the learning experiences for all.
- That all children become fluent readers so that they are able to access all areas of the curriculum.
- Ensuring that the needs of our disadvantaged children are identified by using robust assessment and diagnostic tools.
- Providing staff with regular CPD so that early intervention is used to support the specific needs of any disadvantaged or vulnerable pupils so that they don't fall behind their peers.
- Using a coaching and mentoring package, where necessary, to support staff in delivering high quality teaching and learning.
- Purchasing technology and other resources to support high quality teaching and learning.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, pupil conferences and observations show that the language gap has widened for many disadvantaged pupils. Some children in EYFS and KS1 have poor oral communication skills and children in KS2 have vocabulary gaps leading to children having difficulties expressing themselves both verbally and within their written work.
2	Internal assessments and reading records across the school show that disadvantaged children in KS1 and KS2 are more likely to be working below ARE in reading.
3	External data shows that disadvantaged children are less likely to achieve EXS in maths.
4	Internal and external assessments, observations and book scrutinies show that children who are disadvantaged are less likely to achieve GDS in writing and maths in KS2.
5	Our attendance data indicates that attendance among some disadvantaged pupils is lower than for non-disadvantaged pupils. Our attendance tracking, assessments and observations indicate that absenteeism is negatively affecting the progress of disadvantaged pupils.
6	Pupil surveys, observations and internal records demonstrate that a growing number of children need support for their mental health and wellbeing.

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
Challenge 1 Improve the oral communication skills of disadvantaged children in EYFS and KS1.	Assessments, observations and pupil voice show that the oral language skills of disadvantaged children across Early Years and Key Stage 1 have improved. <ul style="list-style-type: none"> All disadvantaged children will reach EXS by the end of EYFS in Communication and Language (Listening and Attention, Understanding and Speaking). The triangulation of KS1 children's work, the children's engagement in lessons and formative assessments will demonstrate improvement.
Challenge 2 Improve the reading attainment (fluency and comprehension)	Disadvantaged children achieve in line with their peers in 2024, 2025 and 2026: <ul style="list-style-type: none"> End of key stage reading assessment data. Year 1 phonics check data.

of all pupils but especially our disadvantaged pupils	<ul style="list-style-type: none"> Improvements are further supported by internal reading assessment data showing that the gap between disadvantaged pupils and their peers is narrowing.
Challenge 3 Improve the progress of disadvantaged pupils at the end of KS2 in reading, writing and maths.	Improving progress scores in reading, writing and maths from for disadvantaged pupils. Scores are in-line or above, compared with national averages.
Challenge 4 Improve the level of challenge so that more disadvantaged children achieve greater depth by the end of Key Stage 2.	By the end of 2024: <ul style="list-style-type: none"> 100% of disadvantaged pupils meet the expected standard. >30% of disadvantaged pupils will achieve greater depth.
Challenge 5 Achieve, and maintain, improved attendance for all pupils, with a particular focus on disadvantaged pupils.	Consistently good attendance by 2024 by: <ul style="list-style-type: none"> Average attendance rates for all children (disadvantaged and non-disadvantaged) being 96% or higher. The percentage of all pupils (disadvantaged and non-disadvantaged) with persistent absenteeism is below 5%.
Challenge 6 Ensure that the well-being of all pupils, particularly our disadvantaged children, is improved and sustained.	Good levels of well-being are maintained by 2024: <ul style="list-style-type: none"> Qualitative data collected from pupil surveys, parent voice and teachers' notes shows improved mental health and well-being. Less referrals are made to external support agencies. Rise in uptake in extra-curricular activities by disadvantaged pupils is seen. Fewer behaviour incidents linked to well-being are logged.

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: £13,745

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing of additional resources for the DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Coaching and mentoring of all staff to improve the quality of teaching across all areas of the curriculum in all year groups.	Evidence informs us that supporting high quality teaching is pivotal in improving children's outcomes and can narrow the disadvantage gap. Our program of coaching and mentoring builds on existing knowledge and provides instruction and modelling to support development of teaching techniques. EEF Effective Professional Development	1-4, 6

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

Budgeted cost: £8755

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm interventions provide targeted support for disadvantaged children in EYFS to narrow the gaps in their language development.	Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds: EEF Communication and Language Approaches	1 & 2
One to one phonic interventions for those disadvantaged children that need additional support to improve their reading.	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: EEF One to One Tuition	1 & 2
One to one maths intervention to ensure that gaps are filled so that disadvantaged children make at least expected progress in maths. CPD provided for all teaching assistants.	Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. EEF Teaching Assistant Interventions	3 & 4

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

Budgeted cost: £8580

Activity	Evidence that supports this approach	Challenge number(s) addressed
All disadvantaged children take part in an extra-curricular activity in school.	The weight of evidence suggests that disadvantaged and vulnerable children may benefit more from participation in ECAs than more advantaged and less	5 & 6

	<p>vulnerable children. Being from a disadvantaged background, however, or belonging to a vulnerable group is associated with less participation in ECAs as these children face barriers to accessing ECAs compared to their more advantaged and less vulnerable peers</p> <p>EPIC Benefits of Extra Curricular Activities for Disadvantaged Children</p>	
<p>Whole school CPD to develop strategies to support vulnerable children with forming positive relationships with their peers.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>EEF Social and Emotional Learning</p>	5 & 6
<p>Provision for disadvantaged and vulnerable children at breakfast and afterschool club to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>DfE Improving School Attendance</p>	5 & 6

Total budgeted cost: £31,080

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.

Specific, precise and targeted coaching and mentoring packages were delivered with all four teachers to support and develop their practice focussing on quality first teaching for all. As a result, teaching is now consistently good, ensuring that all children receive access to high quality delivery of the curriculum. This ensures that all children receive quality first teaching across the curriculum. All Saints' has developed a curriculum that is inclusive and challenging for all so that all children have best possible chance to make good progress.

Attainment of disadvantaged children showed that good quality teaching and targeted interventions has started to bridge the gap for many of our children. Interventions based upon the Little Wandle Programme for Phonics and Reading have demonstrated the most impact.

The school's Mental Health Lead closely monitors the well-being of all pupils and provides 1:1 and small group interventions to support children with emotional and behavioural needs. We are seeing a small reduction in the number of referrals from staff for additional support due to high quality PSHE teaching which aims to equip children with strategies to support their own mental health, as well as specific proactive interventions for those that are vulnerable.

All disadvantaged children took part in a before school, afterschool or lunchtime, extra-curricular club last year. We are now aiming to expand the variety and number of clubs available to our children during the 2024-25 academic year. This has helped us to ensure that all children, regardless of economic circumstances, have received opportunities to broaden their lived experiences, strengthen their mental well-being and engage in age-appropriate wider personal development.

Outcomes at the end of KS2 were positive for disadvantaged pupils at the expected level in Reading and Writing (100%) but were lower for Maths (50% = 2 children). 100% of disadvantaged pupils passed the Phonic Screening Check in Year 1.

In KS1, 67% of disadvantaged pupils achieved the expected standard in Reading and Maths, whilst 33% achieved the standard in Writing. In EYFS, 50% of disadvantaged children achieved a GLD.

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
n/a	n/a

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a