

Pupil premium strategy statement – All Saints C.E. Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	423
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Suzie Walker
Pupil premium lead	Juliette Little
Governor / Trustee lead	Suzie Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,260
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£54,260

Part A: Pupil premium strategy plan

Statement of intent

All Saints School's vision is 'Together we Aspire, Believe, Explore, Achieve' This is underpinned by Matthew 17:20, 'If you have faith as small as a mustard seed you can say to this mountain move from here to there and it will move. Nothing will be impossible for you.'

This Pupil Premium plan aims to enable all children to realise this vision in their school journey and their lives. All Saints is committed to giving all children the best chances in their time with us and beyond. This plan is under constant review to meet the evolving and changing needs of our school community.

Challenges

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

Challenge number	Detail of challenge
1	The Covid Pandemic has impacted the attainment and progress of children in receipt of PP. The gap in attainment between PP children and non-PP is considerable in most subjects in most year groups.
2	Limited reading at home. This impacts vocabulary breadth which in turn impacts attainment across the school in all subjects. 2023-2024 data for reading is positive for children in KS1 through the teaching of RWI however a gap in reading attainment arises and develops in KS2.
3	Children's engagement in writing. Early language experiences and cultural capital results in language gap between PP children and non-PP. This can effect children's ability to speak in full sentences. Data for PP children in 2023-2024 was lower for Writing than that for Reading and Maths.
4	Attendance. PP attendance 2023-2024 was 93.24% whilst non-PP attendance 2023-2024 was 95.86%. Persistence absence for PP children is significantly higher than that of non-pupil premium. PP persistent absence 2023-2024 was 24.56% whilst non-PP attendance 2023-2024 was 6.67%.
5	Individual barriers to learning including social and emotional skills and family circumstances are impacting attainment and progress. Limited access to activities and experiences, parent/carer engagement, low aspirations and expectations and inconsistent attendance are having a detrimental effect on pupil attainment.
6	Boys do not achieve as well as girls in all subjects in all year groups apart from Year 1 (Reading, Writing and Maths), Year 2 (Reading), Year 4 (Maths) and Year 6 (Maths)

7	Parental engagement is low. Parental engagement of PP children is lower and attendance at school events and meetings is lower.
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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
Increased attainment in reading for children in receipt of Pupil Premium so that achievement is in line with national average and the in-school gap between PP and non-PP narrows.	In school attainment gap to reduce and pupils to make good progress. Attainment and progress measures for pupils in receipt of PP will be in line with national average. Pupil Premium Phonics attainment will improve to be in line with national attainment. Boys will achieve as well as girls in their reading attainment.
Increased attainment in writing for children in receipt of Pupil Premium so that achievement is in line with national average and the in-school gap between PP and non-PP narrows.	In school attainment gap to reduce and pupils to make good progress. Attainment and progress measures for pupils in receipt of PP will be in line with national average. Pupil Premium Phonics attainment will improve to be in line with national attainment. Boys will achieve as well as girls in their writing outcome.
Increased attainment in maths for children in receipt of Pupil Premium so that achievement is in line with national average and the in-school gap between PP and non-PP narrows.	In school attainment gap to reduce and pupils to make good progress. Attainment and progress measures for pupils in receipt of PP will be in line with national average. Times table knowledge will be strong with Y4 timestable test showing good attainment (Average score of 20.29 for PP children 2023-2024) Boys will attain as well as girls in their maths attainment.
To improve PP attendance to 97% so that children are present in school and attain/ progress well from their starting points.	PP attendance is improved to 97%. PP attendance is comparable to non-PP attendance. PP persistent absence to be comparable to non-PP.
To identify individual needs for Pupil Premium children and provision is matched to support these needs. For PP funding to be able to provide additional provision to meet individual learning needs and social and emotional needs.	All Pupil Premium children have identified barriers to learning and provision. In school attainment gap to reduce. Pupil Voice and parent surveys show children in receipt PP are being supported well and achieving well. Children are happy at All Saints and enjoy their learning.
To improve parental engagement so families of PP children attend school events and meetings.	100% of families attend a parent meeting. Parental attendance at key events is strong for PP families.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 29,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To embed Read, Write, Inc, and associated resources, across the school with support of the English Hub.</p> <p>Ongoing training throughout the year (purchased through Ruth Miskin Training and as part of English Hub).</p>	<p>Read, Write, Ink has a proven record for being a 'gold standard' phonics scheme as informed by English Hub team. During its implementation year, 79% of our Year 1 children passed the Phonics Screening Check. In 2023-2024, 78.9% children passed their Phonics Screening in Year 1 and 80% of PP children passed.</p> <p>OFSTED good practice is for reading materials to match to children's phonic abilities. This ensures reading materials are accessible and progressive.</p> <p>EEF shows phonics has high impact.</p> <p>Quigley, A (2018) highlights the link between the alphabetic code, reading, vocabulary and educational success.</p>	<p>1, 2, 6</p>
<p>CPD (through Ruth Miskin training and English Hub) for Reading leader.</p> <p>Additional non-contact time for Reading leader weekly to support staff CPD and development in relation to the teaching of reading.</p>	<p>Clear and focused leadership to accelerate school improvement.</p> <p>Team teaching to support quality first teaching of reading.</p>	<p>1, 2, 6</p>
<p>To embed Read, Write, Inc Spelling, and associated resources, across the school.</p>	<p>Quigley, A (2018) highlights the link between the alphabetic code, reading, vocabulary and educational success.</p> <p>L.C. Ehri (2000) found that spelling instruction improves reading ability, as it builds a learner's knowledge of the</p>	<p>1,2,3,6</p>

	alphabetic system as it is used in reading.	
To promote the engagement in writing of all pupils across the school and close the gap through training provided by Julie Sargent (Writing Consultant).		
All class teachers to complete a class Pupil Premium overview to identify barriers and provision. Individual provision to be implemented following this. Class teachers to have non-contact time to meet PP lead after each data point.	Class teachers will have strong knowledge of their Pupil Premium cohort as individuals. Barriers to learning identified and provision matched to individual need. Impact of provision is monitored and evaluated by PP leader.	1,5
All staff provide high quality feedback (visual, written, verbal). Children are given time to respond to feedback regularly. Teachers to have non-contact time to engage in work looks to discuss feedback with subject leaders.	Feedback leads to response, purple pen improvement and progress. Feedback leads to immediate intervention and same day support. Work looks show effective feedback impacting progress. Teachers are involved in work looks to discuss feedback and see examples of good practice. EEF shows impact of feedback is high.	1,6

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

Budgeted cost: £ 9,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional intervention (Fast Track) and support for PP children who are working in the lowest 20% in reading	Regular reading practise can improve reading accuracy. EEF shows benefit of targeted support and small group tuition	1,2

	Quigley, A (2018) highlights the link between the alphabetic code, reading, vocabulary and educational success.	
To implement 'Fresh start' intervention to support reading attainment in Years 5 and 6	Regular reading practise can improve reading accuracy. EEF shows benefit of targeted support and small group tuition	2
Same Day intervention to be implemented daily to address misconceptions and offer catch up support.	EEF shows benefit of targeted support and small group tuition	1,2,5,6
Home School Link Worker to provide support and mentoring/ drop ins as needs are identified.	EEF shows benefit of targeted support and small group tuition	1,5,6
Buddy reading to be trialled allowing KS1 children to share a book with KS2 children.	EEF shows benefit of mentoring and peer tuition.	1,2,5,6

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

Budgeted cost: £ 15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent workshops to be led to help them support their child at home with phonics.	EEF Toolkit shows that parental engagement is consistently associated with pupils' success at school	1,2, 7
School and Family partnership worker to work with families to support pastoral needs (at home and school), vulnerability, or underachievement in school.	Parental engagement is shown to have moderate impact on attainment through EEF Social and Emotional learning moderate impact for moderate cost from EEF	1,4,5, 7
Attendance team meetings every month to identify children at risk of poor attendance and identify action. Targeted support offered to address attendance	Regular school attendance leads to raising standards leads to achieving more	1,4,5, 7

concerns on an individual basis.		
After school and breakfast club places funded to support engagement, attendance, and families in need.	To provide opportunities for social interaction (EEF shows social and emotional learning to moderately impact attainment). To help families get to school on time and improve attendance.	1,4,5
Enrichment activities funded on a needs basis e.g., trips, residential, extra curricular clubs.	Social and Emotional learning moderate impact for moderate cost from EEF	1,5,7
Breakfast snacks provided for children who have not eaten breakfast in the mornings.	Eating breakfast has been shown to improve children's behaviour at school and provides children with the energy that they need for the day.	1,5
To send regular reminders and individual contact to PP families to remind them and invite them individually to school events. PP families to be invited to book parents evenings first through individual contact.	Parental engagement is shown to have moderate impact on attainment through EEF	1,5,7

Total budgeted cost: £54,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Impact of Tier 1- Teaching

Read, Write, Inc, and associated resources, across the school was continued to be implemented across with support of the English Hub. All teaching and support staff received staff meeting and ongoing training from the Phonics Lead on the RWI approach to effective teaching of Phonics. Additional CPD (through Ruth Miskin training and English Hub) was provided for the Reading leader which was then dispersed to RWI teachers. Further reading and phonics books were also purchased which enabled children to take home books matched directly to their phonic knowledge and content of RWI sessions. As a result, regular feedback was provided RWI group leaders to improve the teaching and learning. In our 2024 Phonics Screening Check In 78.9% children passed in Year 1.

Read, Write, Inc Spelling was implemented from Year 2-6 working on children's spelling gaps across the school. Each unit follows the same activities over 4/5 sessions. Once trained and familiar with the activities, this then allows for children's working memory to focus on the spelling rule. The format also builds on from RWI speed sound lessons with children identifying the phonemes using 'dots and dashes': dots for one letter making one sound, dashes for digraphs/trigraphs and 4 letters making one sound. This helps them to break words up into sound components. The spelling sound chart is up in every room from Y2 to Y6 and the children have them in their scaffolding packs, offering a consistent visual tool to support inclusion. Also, the scheme draws attention to root words and word classes. This all makes for a consistent approach across school which will build each year. The impact is measured through regular spelling assessments from the programme.

All class teachers completed a class Pupil Premium Overview to identify barriers and provision. This led to increased awareness of the needs for PP learners. As a result, Pupil Premium Lead and Home School Link Worker were able to review and suggest appropriate support for PP children. They were also able to track the impact of interventions and provision.

Forest Learning sessions took place weekly in Reception and Nursery led by the Forest School leader. This provided children the opportunities to take risks in a safe environment and develop their language.

Impact of Tier 2- Targeted Academic Support

Targeted ARCH reader support was provided in Year 2 including targeting PP children and supporting progress throughout the academic year. Throughout the year, ARCH reader supported Year 2 children.

When reviewing the interventions across the school, additional intervention and support was promoted for PP children who are working in the lowest 20% in Reading.

In Reception, all children were assessed using the Wellcomm assessment at the start of the academic year and provision implemented for those who needed additional language support and input. The Colourful Semantics Intervention was provided to 10 children. 6 of 10 made age related expectations in C&L ELG.

Throughout the year, All Saints School and our Family Partnership Worker/ Home School Link Worker provided support and mentoring/ drop ins as needed. These involved checking on vulnerable children within the school day to support based on a particular curriculum area or nurture need to motivate the learners.

Impact of Tier 3- Wider Strategies

Parent workshop was led to help them support their child at home with phonics. This was held in person at school for parents in Reception and KS1. All resources from this meeting were shared with parents and a recording was placed on the school website. We had a high attendance of parents.

School and Family partnership worker worked with families to support pastoral needs (at home and school), vulnerability, or underachievement in school. This has involved daily check-ins, transporting children/supporting parents/carers to and from school, pastoral support for parents and children and communication with outside agencies to support vulnerable families.

Each month, the attendance team met to identify children at risk of poor attendance and identify action. Targeted support was offered to address attendance concerns on an individual basis and attendance contracts created to give targets for individual families. PP attendance has improved from 92.70% in 2022-2023 to 93.27%. Whole school attendance 95.53% which needs to be continually improved upon in the next academic year.

To support attendance and the need of particular families places were funded at Breakfast Club and at After School Club. This supported families in need with required childcare. Breakfast snacks have also been provided for children who have not eaten breakfast in the mornings.

To allow for all children to engage in the wider aspects of education, enrichment activities were funded for some PP children.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Kapow DT	Kapow!