

Pupil premium strategy statement – All Saint’s CE Primary School

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school’s use of pupil premium (and recovery 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	214
Proportion (%) of pupil premium eligible pupils	42.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	November 22
Date on which it will be reviewed	November 23
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,570
Recovery premium funding allocation this academic year	£5,728
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£119,298

Part A: Pupil premium strategy plan

Statement of intent

At All Saints CE Primary School, we want all of our children to reach their academic and social and emotional potential through the consistent excellent delivery of a high-quality, progressive curriculum underpinned by highly effective teaching and learning practices within the classroom. For our disadvantaged children particularly, we are very aware of the barriers which they may have to achieving this vision.

Staff at All Saints work collaboratively with our families and outside agencies to provide a child-centred, personalised approach that caters to the needs of our pupils and our community. We have identified the key barriers for many of our children (including those in receipt of free school meals or who have been). In addition to pupils in receipt of PP funding, All Saints has a proportion of families who sit just above the threshold for FSM and we need to ensure that their needs are met and that we provide the support they need in the same way as we do for our identified disadvantaged children.

How does your current pupil premium strategy plan work towards achieving those objectives?

We have identified the key barriers to success for our children and used these to design our curriculum and pupil premium strategy. From this we have identified key outcomes and activities (based on published evidence) which we feel will deliver long term impact for our disadvantaged children.

What are the key principles of your strategy plan?

- All children leave primary school with a broad knowledge of the world enriched through varied experiences adding to their cultural capital, including through approaches such as 'Things to do before you're 11' enrichment devised by the National Trust.
- All children will have a love of reading through exposure to high quality texts, that they have the confidence to access
- All children will be able to articulate and reason about the world using highly developed vocabulary, knowledge and skills
- All children will leave primary school reaching their full potential irrespective of their background or ability
- Parents feel challenged and involved with school so that they can provide effective support to their children
- Attendance of disadvantaged children is in line with other children in school

Challenges

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

Challenge number	Detail of challenge
1	To close learning gaps and strive to ensure pupils have the best pupil outcomes
2	To ensure that pupils have full access to a rich and engaging curriculum
3	To increase cultural capital for pupils within school, through increasing opportunities for experiences beyond their day-to-day
4	To support SEMH needs within the most vulnerable pupils in school
5	To improve punctuality and attendance. Overall absence in Summer 2021 (5.4%) was in the highest 20% of all schools. 34% of pupils identified as persistent absentees were PP pupils (2021-22).
6	To support families facing challenges due to cost of living increases

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
Close the attainment gap for PP children across the school.	An increase in attainment and progress measures in EYFS, KS1 and KS2 to diminish the difference so PP pupils are performing in line with National (with a particular focus on those pupils whose gap has widened due to the impact of the pandemic).
Develop curriculum framework which caters for the needs and diversity within the All Saints cohort.	<p>All National Curriculum subject areas to have clear curriculum intent, implementation and impact detailed.</p> <p>Progression is sequenced to enable pupils to build their knowledge and skills towards the agreed end points.</p> <p>→ developing learning about and from the community and its rich technological and cultural heritage.</p> <p>→ ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.</p> <p>The introduction and implementation of Forest Schools across the whole school with an initial focus on the youngest learners and those identified as disadvantaged.</p>

<p>Development of enrichment opportunities and experiences that will widen pupil experiences and expose them to opportunities beyond the day-to-day, increasing cultural capital within our school community</p>	<p>Enrichment activities, e.g. residential visits, day activities and on-site enrichment across all year groups throughout the academic year.</p> <p>Breakfast clubs, active-play opportunities and enhanced curriculum opportunities to encourage all children to develop their individual talents in a supportive environment.</p> <p>The introduction and implementation of Forest Schools across the whole school with an initial focus on the youngest learners and those identified as disadvantaged.</p>
<p>For PP children with a range of Social, Emotional and Mental Health challenges to have the resources they need to help them progress.</p>	<p>SEMH nurture provision developed within school to address a growing primary area of need in school. Introducing new strategies and addressing individual barriers to learning</p>
<p>To improve attendance and punctuality for PP pupils.</p>	<p>Improved absence which is at least in line with national and all other pupils.</p> <p>Improved persistent absence at least in line with national averages and all other pupils.</p>
<p>To ensure all children can access all aspects of school life regardless of cost.</p>	<p>Families supported with uniform as needed costs so all pupils have access to clean, well-fitting uniform and feel part of the All Saints community.</p> <p>Pupils have access to a nutritious breakfast to start their day through subsidised breakfast club and mid-morning healthy snack.</p> <p>In order to secure equality of access for all, access to curricular and non-curricular opportunities will be subsidised as appropriate.</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: £25,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Employment of Interim Inclusion Lead to develop Teaching and Learning Policy and Practice</i></p>	<p>High quality teaching and learning is fundamental to tackle underachievement for all pupils, including vulnerable groups, and</p>	<p>1</p>

<i>across school, including coaching and mentoring opportunities.</i>	<p>as detailed in the DfE Standards for Teacher's Professional Development, CPD should include collaborative learning and expert challenge.</p> <p>Distributed leadership influences teacher capacity and teacher's working conditions and these in turn enhance pupil learning and achievement.</p> <p>Department for Education (publishing.service.gov.uk)</p>	
<i>Further investment in phonics and reading development, to include further staff training in phonics scheme for targeted intervention and catch up support.</i>	EEF Toolkit (+5: Investment in Phonics - high impact for low cost). Phonics has a positive impact, on average, of 5 months, additional progress in academic outcomes over the course of an academic year.	1
<i>Consultant support to ensure effective curriculum development and continuous professional development opportunities for all subject leaders.</i>	<p>As detailed in the DfE Standards for Teacher's Professional Development, professional development should include collaborative learning and expert challenge.</p> <p>Distributed leadership influences teacher capacity and teacher's working conditions and these in turn enhance pupil learning and achievement.</p> <p>Department for Education (publishing.service.gov.uk)</p>	1, 2, 3
<i>Purchase and implementation of new schemes of work to better match current needs of pupils within school with consideration of lost learning time due to pandemic.</i>	<p>Quality curriculum that is matched to the needs of the pupils within a school's cohort is central to effective teaching and learning practice in schools. As detailed in Ofsted investigation into how to assess the quality of education through curriculum intent, implementation and impact, coherent rationale and ambitious curriculum content were identified as the most important aspects for securing progress in learning.</p> <p>Curriculum research: assessing intent, implementation and impact (publishing.service.gov.uk)</p>	1, 2, 3
<i>Employment of specialist C&I teacher to support Speech and Language interventions for identified pupils</i>	EEF Toolkit (+6: Oral Language intervention - very high impact for low cost). Oral language intervention has a positive impact, on average, of 6 months, additional progress in academic outcomes over the course of an academic year.	1
<i>Invest in data system that allows streamlined data collection and analysis across school, including for PP group analysis, that can be used to inform pupil progress meetings for PP pupils.</i>	Ensuring actions are data-led is central to informing school development plan and identifying next steps.	1

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

Budgeted cost: £12,833.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional tutoring sessions for UKS2 pupils in areas of Maths, Reading and Writing.</i>	EEF Toolkit (+4: Small group tuition - moderate impact for low cost). Small group tuition has a positive impact, on average, of 4 months, additional progress in academic outcomes over the course of an academic year.	1
<i>Daily Reading interventions for phonics for pupils in KS1 and LKS2 who have not met end of Key Stage standards / phonics screening check standards.</i>	EEF Toolkit (+5: Investment in Phonics - high impact for low cost). Phonics has a positive impact, on average, of 5 months, additional progress in academic outcomes over the course of an academic year.	1
<i>Social and emotional learning interventions to be developed, including Draw and Talk and Think Bricks. Emotion coaching approaches established whole school.</i>	EEF Toolkit (+4 = moderate impact). Social and Emotional learning approaches have a positive impact, on average, of 4 months, additional progress in academic outcomes over the course of an academic year.	4
<i>Speech and Language Therapist to be employed through buy-in service offered by NHS to offer further specialist support for pupils referred to SALT services.</i>	EEF Toolkit (+6: Oral Language intervention - very high impact for low cost). Oral language intervention has a positive impact, on average, of 6 months, additional progress in academic outcomes over the course of an academic year.	1, 4

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

Budgeted cost: £81,848

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Development of nurture provision and two specialist nurture leads. To include development of the space, purchase of resources and training of staff in 2 SEMH interventions and Boxall Profiling.</i>	EEF Toolkit (+4: Social and Emotional Learning - moderate impact for low cost). Social and Emotional Learning has a positive impact, on average, of 4 months, additional progress in academic outcomes over the course of an academic year. Evidence based strategies recommended are detailed in the NAIT Anxiety Related Absence Guidance 2020. NAIT-Anxiety-Related-Absence-Guidance-2020.pdf (thirdspace.scot)	4

	Stockport's ABSA Toolkit details impact of facilitating support for Emotion Based School Avoidance to support persistent absentees in attending school.	
<i>Further development of school's behaviour policy within school to include emotion coaching and zones of regulation. To include whole-staff training around these approaches.</i>	EEF Toolkit (+4: Behaviour interventions - moderate impact for low cost). Behaviour intervention has a positive impact, on average, of 4 months, additional progress in academic outcomes over the course of an academic year.	4
<i>Develop rigorous implementation of school's new attendance procedures, addressing some attendance issues arising as a result of Covid-19 disruptions to education. Supported through pastoral lead and EWO.</i>	Non-statutory guidance produced by the DfE has been produced to help schools, trusts, governing bodies, and local authorities maintain high levels of school attendance. This is being utilised within school to further improve attendance practices. Working together to improve school attendance (publishing.service.gov.uk)	5
<i>Employment of Interim Inclusion Lead to identify, plan for and strategically support most vulnerable PP pupils within school with consideration of academic data, attendance and other vulnerability characteristics (e.g. SEND, EAL, medical)</i>	Early identification and intervention is vital to tackle underachievement for all pupils, including vulnerable groups. Distributed leadership influences teacher capacity and teacher's working conditions and these in turn enhance pupil learning and achievement. Department for Education (publishing.service.gov.uk)	1, 3, 4, 5, 6
<i>Employment of full time permanent pastoral lead to ensure close home-school working and efficient signposting and support for the vulnerable individuals and families.</i>	EEF Toolkit (+4: Parental engagement: moderate impact for low cost). Parental engagement has a positive impact, on average, of 4 months, additional progress in academic outcomes over the course of an academic year.	4, 5, 6
<i>Continue to provide provision of breakfast club, out of hours club and toast as a mid-morning snack. This to be subsidised for pupils.</i>	Breakfast club provision and out of hours support improves school attendance and readiness for learning.	3, 6
<i>Continue to provide and further develop enrichment opportunities including educational visits. This to be subsidised for pupils.</i>	Learners need to experience a wealth of different cultural experiences to become tolerant, respectful and curious citizens for the future.	3, 6

Total budgeted cost: £119,866.50

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.