

Pupil premium strategy statement – All Saints

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	294
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Emma Prokipczuk
Pupil premium lead	Shane Crick
Governor / Trustee lead	Janet Gaten

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,593
Recovery premium funding allocation this academic year	£8,410
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>	£13,222
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>	£105,225.00

Part A: Pupil premium strategy plan

Statement of intent

Our school vision is 'Guiding all our flock to flourish'. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. It also considers the research conducted by the EEF. Our schools will combine this evidence with professional judgement and knowledge of our own pupil's needs.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our intention is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve regardless of pupils' background.
- Ensure children receive support with non- academic challenges such as wellbeing, mental health and safeguarding concerns.
- Act early to intervene at the point needs are identified.

Challenges

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

Challenge number	Detail of challenge
1	The attendance and punctuality of disadvantaged pupils is below that of their non-disadvantaged peers.
2	Low cross-generational aspirations of disadvantaged families.

3	A high proportion of our disadvantaged pupils have Special Education Needs and often lack a family advocate.
4	A high proportion of our disadvantaged pupils experience challenging family circumstances with ongoing involvement from outside agencies.
5	A high proportion of our disadvantaged pupils have under-developed oral language and vocabulary skills.

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
Improved attendance and punctuality of disadvantaged pupils.	The attendance gap between disadvantaged pupils and non-disadvantaged pupils was 3.26% (21/22). By July 2025, this will have reduced to a maximum 4% The percentage marks late for disadvantaged pupils is 3.7% By July 2025, this will have reduced to a minimum of 0.5%
Our school acts as a springboard in promoting ambitious life opportunities for disadvantaged children and their families.	Increased attendance at in school events (eg. parents evenings, curriculum workshops, open days, Meet the Teacher and school base2d community events). Records of attendance will be closely monitored and reported over time.
Home school partnerships promote the removal of barriers for specific SEND support.	100% of the parents of disadvantaged pupils attend at pupil passport meetings and/or SEND annual reviews. 100% of the parents of disadvantaged pupils engage with the annual SEND parent survey. Where applicable, parents of disadvantaged pupils fully engage with external provision and/or external agencies recommended by the SENCO.
Home school partnerships seek to increase the positive outcomes of the involvement of external agencies.	Our internal, safeguarding records for our disadvantaged pupils demonstrate that: An increasing number of cases are closed successfully. The number of children being actively 'monitored' reduces over time. Fewer closed cases recur.
Improved oracy and language skills among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language skills among disadvantaged pupils. This is evident through learning walks, pupil interviews, book looks, engagement in lessons, phonics data and ongoing formative and summative assessment.

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

Budgeted cost: £31,837

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of CUSP as an ambitious curriculum framework (£31,837).	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well...the potential impact of these approaches is very high, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	1,2,5

Targeted academic support

Budgeted cost: £44,288

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic mentor (£20,595)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils, both one to one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2 & 5
Year 6 intervention teacher – 3 afternoons per week	Tuition targeted at specific needs and knowledge gaps can be an effective method	1, 2 & 5

plus 2 after school sessions (£11,000)	to support low attaining pupils, both one to one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
School led tutoring - after school tuition (£3847)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils, both one to one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2 & 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support - 15 hours per week (£5507)	Phonics approaches have a strong evidence base indicating a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3 & 5
Use of programmes (Talking Tables, Word Aware, Idioms) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills - 10 hours per week (£3339)	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&utm_medium=search&utm_campaign=site_search&search_term=oral	3 & 5

Wider strategies

Budgeted cost: £29,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker (£14,190)	The DfE guidance has been informed by engagement with schools that have	1, 2, 3 & 4

	<p>significantly reduced levels of absence and persistent absence.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</p> <p>The EEF searched for impact evaluations published since 2000 that evaluated an intervention with a primary goal of increasing school attendance and that reported on a measure of pupil attendance or absenteeism.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	
<p>Support for disadvantaged children to access enrichment opportunities and increase their cultural capital e.g. trips, residential and events. Provision of school uniform (£5000)</p>	<p>Children with less cultural capital have difficulty with responding to setbacks, working with others, managing emotions and coping with difficult situations.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	1, 2 & 5
<p>Theraplay, Lego Therapy, ELSA, Play Therapy and Forest School used as interventions to support mental and emotional health (play therapy £4560, ELSA £4000).</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 2, 3, 4 & 5
<p>Contingency fund for acute issues (£1350)</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

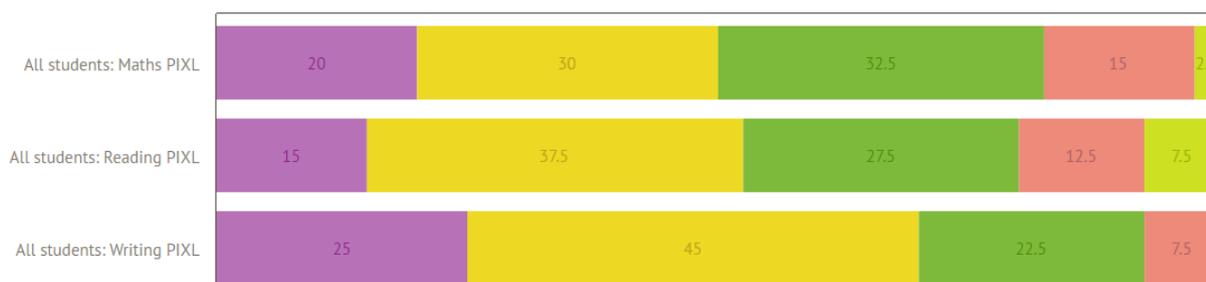
Total budgeted cost: £105,225

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We continue to see that the attainment of disadvantaged pupils has been impacted by the pandemic. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils.

Attainment of disadvantaged pupils (Years 1-6) Autumn 2023



Attainment of non-SEND disadvantaged pupils (Years 1-6) Autumn 2023



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
N/A	

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

N/A

The impact of that spending on service pupil premium eligible pupils