

Pupil premium strategy statement – All Saints’ CofE Nursery and Primary School N20

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 (not including Nursery) | 200 |
| Proportion (%) of pupil premium eligible pupils | 23% |
| 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) | from September 2024 to September 2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Jane Corkill - headteacher |
| Pupil premium lead | Jane Corkill |
| Governor / Trustee lead | Elaine French |

Funding overview

| Detail | Amount |
|--|--------|
| Pupil premium funding allocation this academic year | £78750 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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> | £78750 |

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Approach to education & capacity at home to support children's learning Families face financial challenges and may have poor experiences of education themselves. This can be a barrier to children reaching their own full potential. Some families face language barriers.</p> <p>At All Saints', there is a relentless focus on our school vision inspired by the parable of the Sower: The message from the Parable of the Sower is one of love and responsibility. By understanding their purpose and place in our world, children will be motivated to achieve great things and become change makers themselves.</p> |
| 2 | <p>High Percentage of Pupil Premium have SEND It is imperative to have early identification of need in Early Years. The early support can be put in place for PPG children SEND the better. This means that: The SENDCo spends a considerable amount of time in Early Years to identify need and ensure that support is in place. Furthermore, very experienced teachers and support staff are placed in the Early Years. The early gathering of evidence in nursery and reception class is needed to ensure that EHCPs are secured early.</p> |
| 3 | <p>Gaps in learning: lack of embedding and securing knowledge and skills. Closely linked to attitude to learning, the gap in attainment can widen if not addressed. Some children benefit from additional opportunities.</p> |
| 4 | <p>The legacy of the pandemic continues to have a disproportionate affect on pupils eligible for PPG In terms of attendance, gaps in learning and cultural capital.</p> |

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 |
|---|--|
| Children are engaging with learning opportunities. | <i>Effort and progress for PP children is assessed by class teachers to be rated as at least good.</i> |
| Any additional barriers are identified early. | PP children have access to support needed to ensure progress. |
| Mental health and well-being is supported. | PP families have support and access services. |
| PP children have access to targeted learning interventions. | Regular interventions are in place, which are assessed and reviewed. |
| PP gain cultural capital. | PP children are accessing clubs, trips and wider opportunities. |

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: £ 30000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>CPD for staff working with SEND PP children.</i> | High number of children are identified as SEND and PP. Positive impact on progress when led by trained and high quality staff. The ratio of staff to children is critical to safety and success. Sendco is accessing further training to ensure best quality provision including ELSEC. | 1,2,3,4 |
| <i>High quality teaching</i> | Professional development to support implementation of approaches: Maths leader training as maths mastery specialist ; training provided by a DfE validated systematic synthetic phonics programme | 1,4 |
| <i>Additional support in class from Learning Support Assistants</i> | Increasing SEND within the group of children identified as PP, who require 1:1 support to be safe and make progress. | 1,2,3,4 |

| | | |
|--|---|-----|
| | With good support, children in this category at All Saints' have made progress. Other PP children benefit from additional support in class. | |
| <i>Links built with high quality cover staff</i> | Learning time is used well for quality first teaching. Little disruption to learning as the children, teachers and LSAs know each other well. . | 1,4 |

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

Budgeted cost: £ 25000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--------------------------------------|
| <i>Talk Boost & ELSEC</i> | Acquisition and development of speech in Early Years. Talk Boost in Reception class. Ensuring good reading is a high priority. Oracy is a significant barrier to progress. Early intervention is key. Implementation of ELSEC is planned. | 1,2,3,4,5 |
| <i>Accelerated reader and everyday readers</i> | To monitor the reading habits of PP children: Where need is identified, further reading support allows children to secure progress and be better equipped as writers too. | 1,2,3,4,5 |
| <i>Tutoring and interventions</i> | Additional phonics tutor groups and everyday readers. Ensuring good reading is a high priority. Tutoring for children in school for Year 6 to ensure they are ready as possible for transition. Specialist teacher for SPLD. | 1,3,4,5 |
| <i>Early Identification of need and strategic approach</i> | Track dual PPG/ SEND children in SLT meetings, at the beginning of pupil progress meetings. These children are our highest priority. Good use of the INSIGHT tracking tool enables early identification of problems and ensures support is put in place quickly. Timely and accurate assessment ensures targeted support for all PP children. Ensuring that support plans are personalised accurately, a high priority | 2,3 |

| | | |
|--|---|-------|
| | <p>and have an impact on effort, attainment and progress.</p> <p>Provision for these children beyond quality first teaching is as good as possible. Support plans are well written and personalised to meet the needs of children at All Saints’.</p> | |
| <i>Support from SLT for behaviour for learning</i> | <p>Increased support by the SLT for PPG children in Year 3 who have great need. SLT intervene to help children be able to be ready for learning.</p> | 1,2,4 |

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

Budgeted cost: £ 24000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--------------------------------------|
| <i>Whole school approach led by Terapia</i> | Mental health and well-being: Supporting pupils’ social, emotional and behavioural needs. Communicating with and supporting parents. This is fundamental. | 1,3,4 |
| <i>Working with EWO. HT and Governors monitor attendance of PPG children</i> | Ensuring the attendance is monitored and personalised tailored approaches taken with individuals. Working in partnership with other services. | 1,3, |
| <i>Restorative practice whole school approach</i> | Reduction of unacceptable behaviour evident from the same approach being used in secondary schools. All Saints’ is part of a research project that will pilot a similar approach in primary setting. The training of staff for this is a big undertaking. | 1,4 |
| <i>Cultural Capital</i> | Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips. | 1,4, |
| <i>Growth Mindset and metacognition</i> | A relentless focus on our school vision inspired by the parable of the Sower: The message from the Parable of the Sower is one of love and responsibility. | 1,3,4, |
| <i>Being Change-Makers and reaching out to all.</i> | Half-termly project weeks have broadened the understanding of the school community about our place in the world and our responsibilities as change-makers. Projects linked to the | 1,3,4, |

| | | |
|--|---|-----|
| | UN sustainable development goals give children opportunities to apply their learning and make a difference. | |
| <i>Reaching out to families with language barriers</i> | Stop and Chat - set up groups to support each other and utilise skills within the school community. | 1,4 |

Total budgeted cost: £ 79000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| End of KS2 data attainment (end of year data for Y6 July 2024) | | | |
|---|-----------------|-----------------|----------|
| (23.3% of cohort eligible for PPG) | All Saints' N20 | Local Authority | National |
| % achieving ARE in reading (end of KS2 data) | 71.4% | 70.5% | 59.4% |
| % achieving ARE in maths (end of KS2 data) | 71.4% | 69.7% | 62.8% |
| % achieving ARE in writing (end of KS2 data) | 42.9% | 64.7% | 58.8% |
| % of achieving in ARE in reading, writing and maths (end of KS2 data) | 14.3% | 54.5% | 45.8% |

Across the school, quality first teaching and high quality support from our Learning Support Assistants has a positive impact on progress and attainment.

PPG children have accessed a paid for after school club.

PPG children in specific cohorts have been offered music lessons within the school day.

Attention has been paid to the wellbeing of the PPG children: a high proportion of children accessing Terapia in school therapeutic service were PP children and families.

A whole class aerial acrobat intervention was delivered to Year 4 (27% PPG) which successfully developed the cohort's stamina, listening and teamwork, positively impacting on learning outcomes.

PPG children have subsidised trips to ensure access to opportunities to further develop cultural capital.