

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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
Number of pupils in school	39
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24
Date this statement was published	December 23
Date on which it will be reviewed	April 24
Statement authorised by	Z. Scott
Pupil premium lead	Z. Scott
Governor / Trustee lead	K. Stanley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,366.48
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	£13,366.48

Part A: Pupil premium strategy plan



Statement of intent

All Saints CE Primary School focuses on the needs of the children to ensure that they are not disadvantaged when accessing their education. This is not limited to and exclusive to those children receiving Free School Meals. When allocating spending careful consideration to the context of the school and the subsequent challenges faced. EEF research informs decisions. Common barriers to learning for our disadvantaged children can be: weak language and communication skills, less support available at home, having SEN needs, more frequent behaviour difficulties and attendance and punctuality issues.

Principles

It is the intention of the school to:

- Ensure all teaching and learning opportunities meet the needs of all pupils
- put provision in place that meets the needs of pupils who belong to vulnerable groups, eg SEN, ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- recognise that not all PP pupils are in receipt of free school meals. Support may be put in place for pupils or groups of pupils the school has identified as being PP.
- allocate funding based on the needs of the individual. This may mean that some children are not always in receipt of all the strategies that are put in place all of the time
- ensure that all children have the opportunity to reach their full potential and not be disadvantaged by barriers in place due to being PP.

Demographics and School Context

All Saints CE Primary School is a Church school, part of the Staffordshire University Trust (SUA). The children are at the centre of everything we do. As a small rural primary school, we have mixed ages in all classes. The school has a long and proud history, consisting of over a 160 years of education in Staffordshire. It is committed to providing the best kind of learning experiences to all of their learners, encouraging them to love, live and learn to be the best version of themselves.

Long Term Objectives

- To narrow the attainment gap between PP and non-PP pupils nationally and also within internal data.
- For all PP pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectations at the end of Year 6.

Strategies

The intended provision for PP pupils is to include, but is not limited to:

- Reduced costs for music tuition, activities, school trips and residential visits
- Support for families
- Additional learning support
- Access to nurture support
- Access to Emotional well-being support for individuals and if appropriate their immediate family
- Work towards accelerating progress, moving children to at least Age Related Expectations
- Encouraging participation in extra curriculum activities
- Support with speech and language development
- Addressing and supporting attendance and lateness

Challenges

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

Challenge number	Detail of challenge
1	<p>Oracy and limitations in vocabulary</p> <p>Assessment observations and discussions with pupil's evidence limitations to the development of oral language skills. This continues to impact on writing where only 50% of children are on track at the end of year 6, following the trend of the previous three years. On entry to school there is a low level of oracy and vocab which is impacting as the children continue through school. Pupils in EYFS ended last year below expected ARE, a focus on this needs to be continued through school.</p>
2	<p>Low Attainment trend in Core subjects</p> <p>Observations, pupil discussions and data indicate that whilst progress in Reading, Writing and Maths is at expected for most year groups, attainment remains a concern across school, for PP children, with some year groups showing a trend of having no PP children on track. The gap between PP and Non-PP is of high concern.</p>
3	<p>Social and emotional impact on Wellbeing</p> <p>The wellbeing of children continues to be a concern for several children, which impacts on their school day and ability to access their learning. Internal data has shown limited improvement in attainment for PP children although most have made expected progress.</p>
4	<p>Lack of exposure to those experiences that will potentially impact on children's ability to learn in line with their peers.</p> <p>Exposure to external enrichment activities remains a concern for several pupils. Discussions with children and observations in school has identified the lack of educational experience that has taken place. The risk is this will continue to be detrimental to attainment in the school, widening the gap further.</p>
5	<p>Children with SEN and PP funding are attaining less</p> <p>The trend of data for the past three years shows that children with SEN and PP have never been on track. This has shown very little change, with one child ending year 6 at ARE in reading and maths.</p>
6	<p>Attendance</p> <p>Attendance for PP children has had an increasing gap in the past year. Refusal to attend and reduced timetables have had an impact on this, however, this has now improved. Attendance is now for PP (94.14%) and non PP children is (93.25%). However, persistent lateness is now becoming an issue with younger children missing valuable sessions at the start of the day.</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
To improve communication skills orally to allow children to engage in their topic areas and speak with confidence as they move through the school	<ul style="list-style-type: none"> • Children are able to speak in clear sentences to communicate their needs and understanding- measured through the ELG, • Implement a way of developing oracy and staff to be trained to lead and deliver high quality intervention • Subject themed language is used by the children orally and through written language- evidenced in writing data • Little Wandle will be introduced and delivered
Improve attainment and progress in Reading,	<ul style="list-style-type: none"> • Teaching and Learning review carried out by the trust, to set expectations for the academic year. • Training for subject leaders from the trust in effective monitoring of curriculum areas. • Consistent and regular monitoring will raise standards of teaching for reading. • Use of age related texts and monitoring of reading diaries. • Modelling of reading and time spent reading with children on a one to one basis. • A reading review and support from an outside advisor will provide specific guidance for teaching and monitoring of reading • Children will continue to make expected progress in line with non-PP children in the school. • The gap of attainment will narrow with more children being on track with their learning closing the gap that has consistently existed. • Pre- teaching to become part of the learning journey.
Improvement in attainment and progress in Writing.	<ul style="list-style-type: none"> • Teaching and Learning review carried out by the trust, to set expectations for the academic year. • Training for subject leaders from the trust in effective monitoring of curriculum areas. • Implementation of the writing training • Consistent monitoring and support to raise standards and the attainment of the children • Children to progress at least in line with their peers. • Targeted intervention in place with timely support during lessons. • There will be children on track in writing closing the gap that has existed over time. • Pre- teaching to become part of the learning journey.
Improvement in attainment and progress in Maths.	<ul style="list-style-type: none"> • Teaching and Learning review carried out by the trust, to set expectations for the academic year. • Training for subject leaders from the trust in effective monitoring of curriculum areas. • Maths deep dive to look at the impact of the implementation of Maths mastery and looks at further development points. Implement recommendations and seek further training where needed

	<ul style="list-style-type: none"> • Focused training with teaching assistants and tutors to support pupils with specific teaching and support skills introduced. • Consistent monitoring and support to raise standards and the attainment of the children, looking at specific support and timely interventions for PP children particularly those with SEN. • Children to progress in line with their peers. • There will be children on track in writing closing the gap that has existed over time. • Pre- teaching to become part of the learning journey.
Ensure children with SEN make expected progress in Core subjects	<ul style="list-style-type: none"> • Teaching and Learning review carried out by the trust, to set expectations for the academic year. • Children with SEN have not historically been on track in school. Maintain the specific support for these children to continue to show at least expected progress is being made • Recruitment of high-quality teaching assistants to deliver specific support to meet the needs of the individuals to support their progress • Staff are aware of the needs of individual children and are supported through monitoring to meet their needs to ensure progress. • Clear APDR targets and recording of steps to meet these targets.
To improve and sustain the wellbeing and mental health of children, particularly PP pupils, to ensure they are ready to learn. Address behaviour concerns	<p>Sustain high levels of wellbeing and mental health evidenced through:.</p> <ul style="list-style-type: none"> • Observation and pupil voice to ensure children are ready to learn. • Record keeping for junior council, wildlife Wednesdays. • A reduction in the number of behavioural incidences requiring SLT interventions. • Children are in school and ready to learn. • Alternative provision sought to support children's wellbeing.
An improvement in the attendance of pupils with a reduction in persistent absence which is impacting on lost learning	<ul style="list-style-type: none"> • Working with families to support them to ensure regular attendance of the children lowering the percentage of persistent absence • Meetings with parents to explain the impact of lost learning on the child's attainment. • Attendance data for all children to be at least in line with National and close the gap that exists.
All children, to be exposed to learning opportunities to enrich their knowledge, behaviours and skills through well-planned curriculum experiences within	<ul style="list-style-type: none"> • All children will engage in learning opportunities which will be evidenced through monitoring in lessons • Planning monitoring and book talk with pupils will document the opportunities planned for the children to learn in line with peers. • Impact on attainment and progress in all subject areas. • All children will attend engagement and experiential activities and opportunities • Introduction of an overarching theme that continues in each year group.

lessons or on external visits	
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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: £5,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oracy programme to be in place for EYFS children and replicated through school where needed.</p> <p>Assessments to have taken place and children identified by the end of term.</p> <p>Training up to date for staff delivering the programme.</p> <p>Learning plans by teachers being overseen by SENDCo.</p>	<p>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: In some cases, the overall effectiveness can improve pupil outcomes by six months.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Ongoing training, monitoring and CPD to ensure teaching meets and addresses the needs of the children.</p> <p>Use of in-service training and staff meeting time to further develop subject knowledge of staffing when</p>	<p>The impact on focusing and developing metacognition in children can improve outcomes for pupils by seven months where staff are implementing the system effectively and consistently across the school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	2, 4

<p>delivering a progressive curriculum.</p> <p>Teaching to focus on giving children the tools to overcome barriers and develop their own ownership of learning.</p> <p>Seek external advice from Teaching and Learning review to develop high quality expectations.</p> <p>Subject leader training.</p>		
<p>Children with SEN receive specific intervention to target needs.</p> <p>Staff training to secure the ability of welfare staff to support smaller intervention groups.</p> <p>Training for welfare support staff to deliver in class reading intervention for small groups of children.</p> <p>Investigate the use of PECS and NESI throughout school.</p> <p>One day a week dedicated time from SEND leader-qualification due to be completed.</p>	<p>Children in smaller groups make the expected progress and maintain the gains when returning to whole class teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>2, 4, 5</p>

<p>Seek a deep dive into Maths to monitor the implementation of maths mastery. Continue CPD, as per the outcome of the visit, with maths mastery through the guidance of the maths hub. Working with V. Brown. Bespoke training by the maths lead with teaching assistants to support the delivery.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Mastery Learning can impact six months or more on pupil outcomes.</p>	<p>2, 4, 5</p>
<p>Continue CPD to support the development of a writing strategy to be imbedded across the school, through New Ford Primary. Embedding teaching of Grammar</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Mastery Learning can impact six months or more on pupil outcomes. A development of vocabulary usage and application to learning as mentioned previously</p>	<p>1, 2, 4</p>

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Time and commitment from staff to deliver the Oracy programme on a regular basis in EYFS and KS2.</p> <p>Training in Little Wandle.</p> <p>Developing sentence not sentence.</p>	<p>For the development of oracy to have an impact it needs to be repetitive and on a regular basis. Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Enhancement of our reading, writing and maths teaching and curriculum in line with DfE and EEF guidance</p> <p>Additional support in Core subjects to PP children within the lessons.</p> <p>CPD and monitoring to support this.</p> <p>Supported by SUAT senior leadership training.</p> <p>Interventions in place five afternoons a week.</p>	<p>Development of the evidence based strategies to develop the provision for SEND children through class based support.</p> <p>https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send</p> <p>Improve recording of individuals data so that it is clear the level of academic progress the children are making and the level of working needed to teach the children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	2, 4, 5

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

Budgeted cost: £2,167

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning is related to what the children will have an understanding of.</p> <p>Children are provided with life experiences, residential, school visit.</p> <p>Classroom environment engages children in the learning</p>	<p>Children can gain from the time spent outside of the classroom. The evidence basis explains the impact that it is thought to have on children's outcomes, however at this time the impact has not been measured.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>There is, however evidence to support the development of self-confidence and motivation.</p>	4
<p>Use of wildlife Wednesdays and mentoring to improve the</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p>	3, 4

<p>quality of social and emotional learning for children.</p> <p>Seek training for older school children to support. Junior Councils.</p> <p>Small group mentor workshops with trained staff to meet specific needs of the children identified through mentoring.</p> <p>Wellbeing councillor available to meet specific individual needs</p>	<p>(e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>EEF evidence shows that four months progress can be made when the social and emotional needs of a child can be met. This can be through whole class teaching, having a positive ethos focused on learning or engaging in a recognised programme of coaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Use of VIP education to target persistent absence and lateness.</p>	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice</p>	6

Total budgeted cost: £ 14,036

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 2022 to 2023 academic year.

Action	Impact	Next
To improve communication skills orally to allow children to engage in their topic areas and speak with confidence as they move through the school	<p>Introduction of Little Wanda and retraining of new staff.</p> <p>Staff training to use explicit topic focused language across the curriculum.</p> <p>Use of show and tell to develop speaking and listening</p> <p>Listening ear has not had the desired outcome</p>	<p>Continuation of Little Wanda and monitoring of impact.</p> <p>Monitoring of the use of explicit use of vocabulary eg through writing</p>
Improve attainment and progress in Reading,	<p><u>All Data:</u> Year 1- 5 Attainment Summer 2022</p> <p>Summer 2023</p>	<p>Monitoring of Little Wanda and the impact on reading standards</p> <p>Analysis of reading data through AR and monitoring skills being taught.</p> <p>Review teaching and learning recommendations</p> <p>Specific high-quality interventions put in place</p> <p>Ensure assessments for children working at below continue to be levelled as well as recorded as below.</p>
Improvement in attainment and progress in Writing.	<p>Summer 2022</p> <p>Summer 2023</p>	<p>Monitor grammar training implementation and track impact on data.</p> <p>Analysis of writing data and monitoring skills being taught.</p> <p>Review teaching and learning recommendations</p>

		<p>Specific high-quality interventions put in place.</p> <p>Ensure assessments for children working at below continue to be levelled as well as recorded as below.</p>
Improvement in attainment and progress in Maths.	<p>Summer 2022</p> <p>Summer 2023</p>	<p>Training from V Brown on maths mastery.</p> <p>Continuation of deep dive training to ensure high standards of teaching.</p> <p>Review teaching and learning recommendations</p> <p>Specific high-quality interventions put in place</p> <p>Ensure assessments for children working at below continue to be levelled as well as recorded as below.</p>
Ensure children with SEN make expected progress in Core subjects		<p>Training and monitoring of the use and impact of teaching assistants and support staff.</p> <p>High quality focused interventions</p> <p>Day release time of SENDCo to look at implementation and impact.</p> <p>Ensure assessments for children working at below continue to be levelled as well as recorded as below.</p>
To improve and sustain the wellbeing and mental health of children, particularly PP pupils, to ensure they are ready to learn. Address behaviour concerns	<p>There is no formal record keeping for nurture, but there are records of concerns and behaviour incidents. These have reduced over the past term.</p> <p>Children have asked if they can reinstate Little Ears and are now putting this in place.</p> <p>Forest school hasn't had the desired impact.</p> <p>Amy Hatfield has had a positive impact.</p>	<p>Listening Ear has been unsuccessful. Introduction of a Junior Council to replace Listening Ear.</p> <p>Forest school to be relaunched as Wildlife Wednesday.</p> <p>Completion of pupil surveys.</p> <p>Continuation of work with Amy Hatfield.</p>

An improvement in the attendance of pupils with a reduction in persistent absence which is impacting on lost learning	Attendance is improving. All three refusers are now in school. VIP tracking lates PP attendance is at 94.14% compared to the rest of the school at 93.25%. Persistent lateness is an issue however with PP children -	Monitoring needs to continue.
All children to be exposed to learning opportunities to enrich their knowledge, behaviours and skills through well-planned curriculum experiences within lessons or on external visits	Enrichment activities remain a focus to ensure exposure and experience to all pupils.	This needs to remain a focus moving forward until it is consistent.

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

Service pupil premium funding (optional)

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

Measure	Details