



Jesus says, "All things are possible if you believe." Mark 9:23

## All Saints Church School Pupil Premium Strategy Statement 2024-2025

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. Our funding allocation will focus on three core areas:

- Teaching
- Targeted academic support
- Wider strategies

Our approaches will be monitored and reviewed to analyse impact on outcomes for disadvantaged pupils.

### School overview

|  |                               |
|--|-------------------------------|
| Total number of pupils in school   | 202                           |
| Proportion of disadvantaged pupils   | 12% (24/total number on roll) |
| Proportion of disadvantaged pupils who have SEND   | 25% (7/28 pupils)             |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-25                       |
| Publish date   | December 2024                 |
| Review date  | September 2025                |
| Statement authorised by  | LGC- Mrs. S. Foy (Chair)      |
| Pupil Premium lead   | Mr A. Wood                    |
| Governor lead  | Mrs M. Coombe                 |

### Funding Overview

| Detail   | Amount  |
|--|---------|
| Pupil premium funding allocation this academic year                                    | £25,380 |
| Recovery premium funding allocation this academic year                                 | £0      |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0      |

|   |         |
|---|---------|
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £25,380 |
|---|---------|

## Part A: Pupil Premium Strategy Plan

### Statement of Intent – Over 3 Years

*Jesus says ‘All things are possible when you believe’.*

*All staff and governors are fully committed to meeting the needs of each and every child irrespective of their background. We have high aspirations and ambitions for all our children and believe that everyone should be included. At All Saints we fully accept responsibility for meeting the needs of socially disadvantaged children within our caring Christian community. All of our children are valued and respected and we constantly seek to ‘help children flourish to become the best versions of themselves’.*

*Our key objective in using the Pupil Premium grant is to narrow the gap between children who are in receipt of Pupil Premium and those who are not. Through our quality first teaching and targeted interventions, all staff are working towards eliminating barriers to learning for children who are in receipt of Pupil Premium. The challenges that face these children are many and varied and at All Saints we focus on the individual needs and aspirations of each child. We ascertain the family circumstances in order that we can support children with, for example, poor punctuality and attendance, lack of support with reading or homework in general, or specific issues with regards to behaviour, poor attitudes to learning or involvement in extra-curricular activities.*

#### Background information

*The Pupil Premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.*

*The Government has used pupils entitled to free school meals (FSM), children looked after and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period. At All Saints we will be using the indicator of those eligible for Pupil Premium as well as identified vulnerable groups as our target children to ‘close the gap’ regarding attainment.*

## Challenges

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

| Challenge | Detail of challenge   |
|-----------|---|
| 1.        | Low-self a steam- PSHE lessons and ELSA support to build confidence.  |
| 2.        | Attendance for PP children to be monitored regularly to ensure children are in school on time, so they are exposed to high class first quality teaching for the longest time possible |
| 3.        | Covid-19- Lockdowns and limited access to technology for pupils of families on lower income support   |
| 4.        | Oral Literacy for Early Years   |

## 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.

| Challenge | Intended outcome   | Success criteria   |
|-----------|--|--|
| 1         | Children feel confident, happy to learn to enable them to be successful in the classroom.      | Nurture group or ELSA support (as appropriate), Dandelions group (pupils in receipt of the Service Premium), Enter and Exit questionnaire (for parents/teachers and children from support provided form ELSA sessions. |
| 2         | Increased attendance in school by offering support to our PP families                          | Sustained good to outstanding attendance for PP children. Measured/Monitored by KS   |
| 3         | Children to be on track for prior attainment. First class quality teaching and recovery plans. | Increased percentage of PP children achieving targets and over time increased number of PP children achieving GD. Formative and Summative Assessment   |
| 4         | Improve communication, oral language and vocabulary for disadvantaged pupils.                  | Teacher assessment of pupils' oral language demonstrates a reduction in the attainment gap between disadvantaged pupils and their peers in school. This is within a context of high attainment for all.                |

## Activity in this academic year 2024-2025

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: £ 19,064

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><i>High quality first teaching across the school as EEF evidence indicates this has the biggest impact of child's learning</i></p> <p>1.1 CPD<br/>           CPD for Teachers.<br/>           CPD for Teaching Assistants.</p> | <p><i>Teaching will be judged as good or better to aid success with outcomes. Teachers are confident in subject knowledge, up to date with current pedagogical skills and focused on quality first delivery.</i></p> <p><i>To ensure staff delivering learning are trained effectively with the necessary pedagogical skills and content knowledge to enable quality first teaching.</i></p> <p><i>Teachers and Teaching assistants to be given CPD on intervention programmes such as Read, Write Inc. Recovery Programme</i></p> <p><i>SENDCo to proactively seek new, effective interventions and train support staff up, enabling delivery for all pupils.</i></p> <p><i>Termly PPMs to discuss children who are not on track with prior attainment</i></p> <p><i>The Research Schools Network states that evidence shows teacher CPD can have a strong impact on pupil outcomes and that these gains have been shown to be even greater for children from disadvantaged backgrounds (William and Timperley et al, 2016).</i></p> | <p>3</p>                      |
| <p>Curriculum Development</p>   | <p><i>To continue to further develop our school curriculum to enhance the opportunities provided to children.</i></p> <p><i>To give PP greater opportunities to access GD work and to increase their aspirations.</i></p>   | <p>3</p>                      |

**Targeted Academic Support (for example tutoring, one to one support, structured interventions)**

**Budgeted Cost: £ 4,316**

| <b>Activity</b>   | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|---|--|--------------------------------------|
| <i>Children to be exposed to a rich and varied vocabulary within lessons and in the classroom environment so that they are able to develop their own vocabulary<br/>'Word of the Day' boards across Key Stage 2</i> | <i>'Language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment.'</i>  | 4                                    |
| <i>Targeted intervention groups for pre-post teaching</i>   | <i>EEF research reports<br/>Small group tuition +4 months<br/>Feedback +8 months<br/>Reading Comprehension +6 months<br/>Oral Language Intervention +5 months<br/>Phonics +4 months<br/><br/>The EEF reports high quality teaching should reduce the need for extra support, but it is likely that some children will require high quality, structured, targeted interventions to make progress. Children requiring such intervention will be identified through the SENDCo's review of provision.</i> | 3                                    |

**Wider Strategies (for example, related to behaviour, attendance, well-being)**

**Budgeted Cost: £ 2,000**

| <b>Activity</b>   | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
|---|---|--------------------------------------|
| <i>Office staff to monitor attendance of pupil premium children in comparison to non-PP children-</i> | <i>If any individual attendance concerns arise PP lead meets with parents to discuss. Breakfast club to be subsidised for PP children who have lower than average</i> | 2                                    |

|  |  |            |
|--|--|------------|
|  | <i>attendance to ensure children are in school regularly and on time</i>   |            |
| <i>Provide funding support for PP children to attend wraparound club.</i>  | <i>When attendance becomes a problem, to support families by also offering breakfast and/or wraparound club funding to ensure children are in school at the correct time, fed and ready to learn.</i>  | <i>1/2</i> |
| <i>Curriculum Opportunities-</i><br><ul style="list-style-type: none"> <li><i>• Trips</i></li> <li><i>• Additional learning opportunities</i></li> <li><i>• Dandelions Club</i></li> </ul> | <i>To support families by supporting them with attendance on school trips</i><br><br><i>To provide children with an environment where they feel comfortable to share feelings whilst family members are away on active service.</i><br><br><i>Children to lead Armed Forces Day assembly and activities to promote awareness of our nation's Armed Forces.</i>   | <i>1/2</i> |
| <i>Curriculum Opportunities- Forest School hours.</i>  | <i>EEF research reports Outdoor adventure learning +4 months Meta-cognition and self regulation +7 months.</i><br><br><i>Developing children's metacognitive knowledge of how they learn and developing self regulated learners who are aware of their strengths and weaknesses continues to be a priority at All Saints. It will improve motivation and engagement (EEF). Activities in Forest School will support this, and Forest School lessons will be provided to all learners as a whole school approach.</i> | <i>1/3</i> |

|  |   |  |
|--|---|--|
| <p><i>Parental Engagement</i><br/> <i>Increased communication with parents through class assemblies, showcase etc.</i></p> | <p><i>EEF research states Parental engagement +3 months</i><br/> <i>Provide parents the opportunity to come and engage with the school and will come</i></p>  |  |
|  | <p><i>into the classroom to explore children's books, learning etc.</i><br/> <i>Phonics information evening for EYFS &amp; KS1 parents/carers.</i><br/> <i>Maths information afternoon to again for KS2 parents/carers.</i><br/> <i>Termly 'Praise &amp; Share' opportunities for parents/carers to celebrate their children's learning</i></p> |  |
| <p><i>Computing resources</i></p>  | <p><i>Additional ICT resources will provide quality equipment for not only delivering ICT but will support with SEND needs allowing access to programmes to help specific requirements and support intervention groups.</i></p>   |  |

**Total budgeted cost: £ 36160.50**

## Part B: Review of outcomes in the previous academic year 2023-2024

### Pupil premium strategy outcomes (Teacher Assessed)

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

In identifying priorities, school leaders will take account of a wide range of information about the learning of disadvantaged pupils in informing them about the barriers to future attainment and progress.

Progress was strong in all areas, particularly in maths – notable progress with the Multiplication Check which highlights the school being **21% above national average**. We note that there remains a gender gap in attainment and a slight gap between those disadvantaged and not at the end of KS2. We also have higher aspirations for our disadvantaged children to achieve GLD in the coming academic year.

|                               |                      | EYFSP<br>GLD    | YR1<br>32+      | KS1 (Expected +) |                 |                 | MTC<br>20+      | KS2 (Expected +)    |                     |                   |
|-------------------------------|----------------------|-----------------|-----------------|------------------|-----------------|-----------------|-----------------|---------------------|---------------------|-------------------|
| England average (All pupils): |                      | Eng: 68%        | Eng: 80%        | Reading<br>-     | Writing<br>-    | Maths<br>-      | 2023 Eng: 63%   | Reading<br>Eng: 74% | Writing<br>Eng: 72% | Maths<br>Eng: 73% |
| <b>All Pupils</b>             | <b>All</b>           | <b>73%</b> (15) | <b>80%</b> (30) | <b>85%</b> (27)  | <b>85%</b> (27) | <b>89%</b> (27) | <b>84%</b> (32) | <b>77%</b> (31)     | <b>81%</b> (31)     | <b>84%</b> (31)   |
| <b>Gender</b>                 | <b>Female</b>        | 75% (4)         | 89% (9)         | 89% (19)         | 89% (19)        | 89% (19)        | 86% (14)        | 84% (19)            | 84% (19)            | 84% (19)          |
|                               | <b>Male</b>          | 73% (11)        | 76% (21)        | 75% (8)          | 75% (8)         | 88% (8)         | 83% (18)        | 67% (12)            | 75% (12)            | 83% (12)          |
| <b>Disadv.</b>                | <b>Disadvantaged</b> |                 |                 |                  |                 |                 | 67% (3)         | 80% (5)             | 80% (5)             | 80% (5)           |
|                               | <b>Other</b>         | 69% (13)        | 82% (28)        | 85% (26)         | 85% (26)        | 88% (26)        | 86% (29)        | 77% (26)            | 81% (26)            | 85% (26)          |

### **Year 1 phonics data analysis 2024**

30 children in class. 30 children completed the screener.

Pass mark 32 in 2024

36 – 40 11 children

32 – 35 13 children

25 + 0 children

0 – 24 6 children

**80% pass rate**

| Review of expenditure 2023 - 2024  |   |                   |
|--|---|-------------------|
| 1. Teaching  |   |                   |
| Outcomes and Impact<br>Include impact on pupils not eligible for PP, if appropriate  | Lessons learned<br>(and whether you will continue with this approach)   | Cost              |
| <p><i>High quality first teaching across the school as EEF evidence indicates this has the biggest impact of child's learning</i></p> <p>1.1 CPD<br/>CPD for Teachers.<br/>CPD for Teaching Assistants.</p> <p><i>Curriculum Development</i></p> | <p><i>Positive impact was seen across the whole school and this will continue to be a priority for the next academic year.</i></p> <p><i>RE has been reviewed SIAMS (inspection Nov '24) and the school was commended on this being a strength of the school. It needs to continue to be a priority for the school.</i></p> <p><i>Ofsted inspection (Nov '24) reviewed early maths and English as well as the wider curriculum and found that learning was well-sequenced and evidenced. The school will continue to build on this.</i></p> | <p>£28,541.44</p> |
| 2. Targeted Academic Support   |   |                   |
| Outcomes and Impact<br>Include impact on pupils not eligible for PP, if appropriate  | Lessons learned<br>(and whether you will continue with this approach)   | Cost              |

|   |  |               |
|---|--|---------------|
| <p>Targeted intervention groups for pre-post teaching</p> <p>ELSA</p> <p>Children to be exposed to a rich and varied vocabulary within lessons and in the classroom environment so that they are able to develop their own vocabulary</p> | <p>Interventions enabled children to narrow the gap. Lockdown provided school with a challenge in providing targeted 1:1 sessions/group interventions.</p> <p>ELSA was hugely beneficial for PP children and Non PP children who had emotional difficulties during home-learning. ELSA was able to support through meetings and give strategies to support once teachers had made their weekly phone calls home. Language acquisition improved but the profile of this needs to be raised further.</p> | <p>£5,610</p> |
|---|--|---------------|

### 3. Wider Strategies

| Outcomes and Impact Include impact on pupils | Lessons learned (and whether you will continue with this ap- | Cost |
|--|--|------|
|--|--|------|

|  |   |                  |
|--|---|------------------|
| <p>Office staff to monitor attendance of pupil premium children in comparison to non-PP children</p> <p>Provide funding support for PP children to attend breakfast club</p> <p>Curriculum opportunities – trips, additional learning opportunities, Dandelions Club</p> <p>Forest School hours</p> <p>Parental engagement increase</p> <p>Computing resources</p> | <p>Ongoing communication proves successful in supporting attendance for both PP and non-PP families</p> <p>We will continue to offer this for families to remove potential barriers to attendance</p> <p>Families have spoken positively about this and benefit from this support. We will continue to run this.</p> <p>Pupils engaged positively through this and an after school club will be offered in the next academic year for all pupils</p> <p>Parents and carers have valued all opportunities to engage with the school and we will continue to make this a priority in the next academic year</p> <p>Pupils access computing resources effectively and ongoing CPD keeps the SENDCo and staff up to date on the latest programmes</p> | <p>£2,009.06</p> |
|--|---|------------------|

|  |            |  |
|--|------------|--|
|  | available. |  |
|--|------------|--|

## 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 |
|--------------------|----------|
| PP Network Meeting | BWMAT    |

## Service pupil premium funding (optional)

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

| Measure  | Details   |
|--|---|
| How did you spend your service pupil premium allocation last academic year?    | Service club 'Dandelions'   |
| What was the impact of that spending on service pupil premium eligible pupils? | Although Dandelions were unable to meet as often as planned this year it still provided children an opportunity |

*to meet and share challenging times.  
This is to continue next year, KK to  
support NB next year.*

*Dandelions celebrated Armed forces  
day and lead whole school assembly to  
raise awareness.*