

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	24.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2023 to 2025 - 2026
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	N Brompton Headteacher
Pupil premium lead	S Halmshaw Assistant Headteacher
Governor / Trustee lead	R Khalil

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£119870.00
Recovery premium funding allocation this academic year	£18198.00
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	£138068.00

Part A: Pupil Premium Strategy Plan

Statement of Intent

All Saints' Primary School is committed to ensuring that every child has access to a full curriculum, especially for our disadvantaged pupils. We ensure that any barriers to learning are minimised by closely monitoring attendance, parental engagement, progress and attainment. We have high aspirations and expectation for every child, whatever their needs and abilities, and teach a creative, inclusive and enriched curriculum that helps every child reach their potential.

School context:

All Saints' C of E Primary School is a two-form entry inner city school in central Peterborough. The school serves a diverse population. Of this school population, we have 88% of our children with English as an Additional Language. Further to this we have 37 different languages spoken in total.

From the analysis of data by senior leaders and the review of the previous year's Pupil Premium strategy plan, we have identified key aims specific to our Pupil Premium children.

We aim to:

- Use Pupil Premium funding to narrow the gap in attainment and progress between vulnerable pupils and those nationally.
- Continue to offer quality first teaching for all pupils across the school in order for all groups of learners, but particularly the disadvantaged pupils, to achieve well and make at least expected progress.
- Offer equal opportunities for all Pupil Premium children, ensuring they have access to a well-mapped curriculum and non-curriculum learning opportunities.
- Engage parents and families of Pupil Premium children through Teaching and Learning conferences, to support learning needs and improve attendance.
- To ensure that both disadvantaged pupils and their peers have access to a range of emotional, social and mental support as required, developing their wellbeing.
- Improve Pupil Premium children's attendance, particularly focusing on persistent absenteeism, so that it is in line with non-pupil premium cohorts and exceeds Pupil Premium attendance nationally.

Challenges

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

Challenge number	Detail of challenge
1	Children enter EYFS with low levels of literacy and independent skills. Children are below national expectations and need to make accelerated progress through the school in order to meet KS2 age related expectations.
2	In Writing, Pupil Premium attainment is lower and progress is slower than their non-pupil premium counterparts. This is resulting in a widening gap in most year groups.
3	In Reading, Pupil Premium attainment is lower and progress is slower than their non-pupil premium counterparts. This is resulting in a widening gap in most year groups.
4	In Maths, Pupil Premium attainment is lower and progress is slower than their non-pupil premium counterparts. This is resulting in a widening gap in most year groups.
5	There is a high proportion of Pupil Premium children who also have English as an Additional Language (76%).
6	Pupil Premium children do not access as many extra-curricular opportunities as their non-pupil premium peers. Many pupils have limited access to wider experiences that would develop wider knowledge and skills.
7	<p>Our attendance data last year indicates that attendance among disadvantaged pupils has been lower than non-pupil premium pupils. Pupil Premium attendance was 92.38% and non-pupil premium attendance was 93.24%</p> <p>After analysing the persistent absentee data from 21-22 we need to focus on disadvantaged families in order to improve attendance so it does not negatively impact our disadvantaged pupils.</p>
8	We have seen an increase in wellbeing concerns (for example mental health, social emotional) there is a lack of capacity within our staff and our understanding is still developing to allow us to effectively identify and target these pupils and address the concerns.

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 Number	Intended outcome	Success criteria
1	Early reading and communication skills are improved within EYFS and KS1 for all pupils including PP in order to develop pupils' oral language and vocabulary development.	In Y1 the phonics pass rate will be in line with national for both PP and non-PP children. By the end of Y2 pupils will be in line for national expectation for Reading.
1, 2, 3, 4	Progress and attainment gap is narrowed for Pupil Premium children compared to non-PP children in Reading, Writing and Maths.	Data demonstrates outcomes for PP children are narrowed and more in line with non-PP children. This will be evidenced through learning walks, book scrutinies, ongoing assessments (AfL), gap analysis (PiXL), pupil progress meetings, interventions, effective use of assessment.
5	The language deficit for PP pupils is diminished.	Evidence shows that the % of PP children working at age related expectations increases in reading. The progress in this area will be higher than the previous year also. KS2 outcomes continue to improve.
6	Pupil Premium children are exposed to a range of experiences in order to develop their wider knowledge and skills.	A variety of visits or experience days planned for every year group so children including disadvantaged pupils can attend. Continue to use and develop an engaging and bespoke curriculum to suit the demographic of the school.
7	All disadvantaged pupils will meet national expectations for attendance and persistent absence.	Sustained high attendance which is shown through the attendance gap between PP and non-PP children being reduced. The percentage of PP persistence absentees is in line with national.
8	Wellbeing concerns will be reduced and identified quickly and effectively	High levels of wellbeing which are evidenced through pupil and parent voice surveys, lesson observations, playground observations and appropriate referrals are being followed through.

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: £89607

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed the use of Accelerated Reader (AR) and purchase new books from 1.0-3.0 which are AR compatible.	Research shows that children need to have the right level of challenge within their reading lessons and reading books at home. DfE Reading Framework	1, 3
AHT teaching writing to PP children in the mornings.	Small group tuition targeted at specific children. Pupils benefit from the small group for writing. EEF Small Group Tuition	2
Third teacher employed to support the teaching of reading in Year 6 in the mornings.	Smaller group tuition targeted at specific children. Pupils benefit from the smaller groups for reading. EEF Small Group Tuition	1, 3
CPD to be offered for all Subject Leaders through Peterborough Learning Partnership to develop a rich and accessible curriculum for all children.	Rauch and Coe (2019) "The difference between really good teaching and less effective teaching makes more difference to learning than any other factor within the school." Great Teaching Toolkit: Evidence Review Dylan William (2016) "Every teacher needs to improve, not because they are not good enough, but because they can be even better." Keynote speech at the SSAT Conference	1, 2, 3, 4,
Phonics lead monitoring and supporting of DFE validated scheme to continue to support	Phonic teaching has a strong impact on the accuracy of word reading particularly for disadvantaged pupils	1,3

strong phonic teaching for all pupils	DfE validated Systematic Synthetic Phonics programme	
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Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £23009

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Progress meetings held termly to ensure assessments are interpreted effectively and key actions agreed within the meeting with SLT.	Standardised tests show the strengths and weaknesses of each pupil to help ensure they are receiving the correct support in their learning. EEF Review Attainment measures in literacy, mathematics and science	1, 2, 3, 4, 5, 7, 8
One to one phonic support or small group intervention held for disadvantaged children that need to 'keep up' with their peers.	The guidance emphasises that pupils need to keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum depends so much on literacy. Where pupils make insufficient progress, extra efforts should be made to provide them with extra practice and support from the beginning. DfE Reading Framework	1, 2, 3, 5
TAs employed within the afternoons to lead group interventions based on analysis of PiXL assessments to plug the gaps.	Guidance and support from the EEF shows that effective use of TAs can support attainment and progress for all children. EEF Making Best Use of Teaching Assistants	1,2,3,4,6
One to one language / vocabulary support and small group intervention held for disadvantaged children that need to develop their spoken English.	Research shows that the development of vocabulary is extremely important in developing comprehension ASCD Closing the Vocabulary Gap EEF Small Group Tuition	2,3,5

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

Budgeted cost: £25452

Activity	Evidence that supports this approach	Challenge number(s) addressed
STEPS training on the therapeutic behaviour approach for all support staff with the aim of improving behaviour and wellbeing across the school.	"You can't teach children to behave better by making them feel worse. When children feel better, they behave better." (Pam Leo, 2005). Cambridgeshire Steps (Therapeutic Thinking) - Learn Together (camblearntogether.co.uk)	7, 8
Support for parents to access educational experiences, trips that are cross curricular and extra curricular.	Providing financial support to ensure PP children have access to enrichment activities allows the learning in school to be enhanced, particularly in writing, science and arts. EEF Arts Participation	6
Development of an immersive classroom to broaden children's knowledge, language and experiences in the wider curriculum areas.	Evidence shows that use of technology can be used to improve the quality of explanations and modelling for teaching, as well as being extremely motivating for pupils. EEF Using Digital Technology to Improve Learning	6
Employ a Family Support Worker to focus on wellbeing concerns, referrals, attendance, particularly for Pupil Premium children.	Data shows that 1 in 4 children will have a mental health concern at some point and that the pandemic / COVID-19 has had a negative impact on children's mental health. Research and advice from the EEF shows that focusing on improving wider strategies (such as attendance and behaviour) will also impact attainment and progress for disadvantaged pupils. EEF Moving forwards, making a difference	7, 8
Development of an attendance action plan that will involve a clear strategy for	An EEF report states that pupils need to be in school to learn and achieve. Pupils with no absence are 1.6 times more likely to achieve. EEF Guide Working with Parents to	7

improving attendance.	Support Children's Learning DfE Improving School Attendance	
Contingency fund for acute issues.	Based on our experiences, we have found a need to set aside an amount of funding to cover costs in situations where we need to respond quickly. These needs may not have yet been identified.	6, 8

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 2021 to 2022 academic year.

The data below shows that during the last academic year we have narrowed the gap in some areas. The data also indicates that the longer children spend at All Saints' the more likely they are to make accelerated progress and catch up to the expected level of attainment despite the low starting points that many children enter the school with.

Aim	Outcome
<ul style="list-style-type: none"> • Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths. • The gap is narrowed in the progress and attainment of PP and non-PP children. 	<ul style="list-style-type: none"> • Teachers tracked pupils who had 'fallen behind' and pupils were supported closely to ensure they made progress and had the opportunity to 'catch-up' or exceed prior attainment standards. This can particularly be seen in the progress of reading across the school. • Targeted high quality intervention happened regularly to support children in reading, writing and maths. • Each class had targeted readers who were tracked closely to ensure key skills were developed which led to progress towards closing the gap between PP and non-PP children, as evidenced in the data above. • Pupils have had regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic. • Support staff and class teachers supported learning effectively using AfL strategies to identify and address learning gaps and misconceptions, the use of PiXL has supported this. • Through teachers' performance management, they were expected to focus on identified targets to make accelerated progress to narrow the gap – this was monitored through performance management observations, book scrutinies and data. • The employment of an additional teacher in Y6 to allow for small group teaching has contributed towards the gap between pupil premium and non-pupil premium children's attainment has narrowed.
<ul style="list-style-type: none"> • The language deficit for student in receipt of pupil premium funding is diminished. 	<ul style="list-style-type: none"> • All pupils have been exposed to enriched vocabulary experiences throughout the curriculum and through reading high quality texts. • Targeted pupils receive additional speech and language therapy and intervention. • Good communication and open-door policy between home and school to ensure support and guidance is given to develop language further, for example within reading cafes. • All children have and continue to have access to high quality books for individual and guided reading. • There has been consistent implementation of excellent practice and high expectations across school for reading. This has been developed further by the implementation of the Accelerated Reader scheme. As a result of this,

	<p>pupils are always encouraged to read regularly at home and given further opportunities to read in school. Class teachers have monitored the amount of reads per week at home.</p> <ul style="list-style-type: none"> • There is an increased % of PP pupils working at ARE or above across the school in phonics. • We have revised reading planning to encompass higher order texts in all reading lessons.
<ul style="list-style-type: none"> • All pupils are given equal opportunity to develop their mathematical reasoning skills 	<ul style="list-style-type: none"> • All children have been exposed to daily mathematical reasoning tasks through Maths No Problem. Teachers and support staff ensure that concrete apparatus were used on a daily basis to help children order their thinking. • Key foundational number skills have been embedded to allow children to progress to higher order skills more quickly. • Gap analysis completed from latest PIXL data and used to ensure gaps for PP children were focused on in interventions led by support staff.
<ul style="list-style-type: none"> • All pupils are exposed to a breadth of experiences that enable them to contextualise their learning • Pupils love learning and have access to an engaging, broad and varied curriculum, • All children have access to appropriate technology at home. 	<ul style="list-style-type: none"> • Our school curriculum continues to provide pupils with an exciting, varied curriculum. • Curriculum development work is on-going to enhance learning opportunities across all subject areas. • Teachers and support staff have planned some visits and experience days within school to inspire and enhance learning taking place. • PP children have been given opportunities to complete additional home learning (e.g., Mathletics, TT Rockstars, Purple Mash) within school time to support progress. • Children are given regular opportunities to change their home reading and school library book. Books are allocated in line with Accelerated Reader/Oxford Reading Tree to ensure reading is pitched at a suitably challenging level in KS2. They have access to high quality books for individual and guided reading. • Children have shared their love for learning through pupil voice. • All parents were aware of technology we had available in school and were able to access when needed for PP children.
<ul style="list-style-type: none"> • All disadvantaged pupils will meet national expectations for attendance and persistent absence. 	<ul style="list-style-type: none"> • Bi-weekly monitoring and accountability discussions with under attending children's parents took place led by the Assistant Headteacher and Attendance Officer. • PP children were a key group that have been monitored throughout the year. • Assistant Headteacher met with PP families who were below average in attendance and offered support to improve daily attendance to school. • Assistant Headteacher has had meetings with families to discourage children going abroad within term time. Unfortunately, families have still decided to take the time away from school.
<ul style="list-style-type: none"> • All pupils will have good self-organisation skills, resilience and determination. They will be able to work independently with confidence. 	<ul style="list-style-type: none"> • Teachers taught and modelled behaviours set out in the school's ethos and values. • Children have demonstrated these behaviours throughout the school day. • Monitoring tasks, such as learning walks and discussions with most children have shown that they have appropriate aged self-organisation and are being encouraged to be independent by staff. Outside agencies have also noticed and commented on the resilience and determination shown by most children in the school.

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
Maths No Problem	Maths No Problem
Mathletics	3P Learning
TTRockstars	Maths Circle Ltd
DoodleMaths	EZ Education
Reading Shed	Education Shed
Spelling Shed	Education Shed
PiXL	The PiXL Club
Purple Mash	2Simple