



Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 CofE Primary
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to be reviewed annually until 2024/5
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Andrew Mawdsley, Headteacher
Pupil premium lead	Tom Coleman, Deputy Headteacher
Governor / Trustee lead	Natalie Hill, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,595
Recovery premium funding allocation this academic year	£8,410
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	£91005

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and School Context

All Saints Primary is a community school located in Coalville, North-West Leicestershire. We are currently home to 217 pupils, split across eight classes. Year groups are currently one class per year with the exception of Year 5 and Year 6 whom have two classes per year. Studying the “Lower Super Output Areas” (LSOAs) which surround the school states that the area around our school is a national decile of 4 (decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings).

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.
- To support and challenge parents to ensure disadvantaged pupils attend school more regularly

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' Teacher to specific year groups - providing small group work with an experienced teacher/HLTA focussed on overcoming gaps in learning
- 1-1 support for some children
- Use of in school tutors
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Pay for some activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To allow the children to access opportunities to let their light shine across the wider curriculum.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote All Saints values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Teaching: Teachers and Support staff to continue to deliver a high impact provision for PP students with targeted support led and continuously reviewed by the class teacher.
2	Writing: Teacher summative and formative assessments have indicated that writing standards have reduced during the pandemic. Grammatical and spelling errors are more frequent across the school. Leaders are putting measures in place to address this concern
3	Reading: Whilst most pupils have maintained reading standards, many of our disadvantaged pupils have not made the progress they would have if they had remained in school. Resources were made available to parents but due to parent ability, confidence and time, some disadvantaged pupils' reading opportunities were limited.
4	Maths: Teacher summative and formative assessments have indicated that standards in maths reduced during the pandemic, particularly multiplication tables and non-number areas of maths such as; shape and space. Leaders are putting measures in place to address this concern
5	Social and emotional needs: Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. Many more pupils currently require additional support from our ELSA with social and emotional needs, with several children, all of whom are disadvantaged are receiving 1:1 and/or small group interventions.
6	Attendance: Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. A small % of disadvantaged pupils have been 'persistently absent' in recent years. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Leaders are addressing this issue across the whole school.

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 quality of writing outcome in all books.	Assessments and observations indicate significantly improved written skill among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that the vast majority of disadvantaged pupils met the expected standard for reading, with improvements made year on year
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more the vast majority of disadvantaged pupils met the expected standard for maths, met the expected standard for reading, with improvements made year on year.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in teacher referrals for ELSA support • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils to be significantly reduced and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being eliminated • the percentage of all pupils who are persistently absent to significantly reduce and the figure among disadvantaged pupils being in line with their non-disadvantaged peers.

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: £5,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of a bespoke phonics resource to secure stronger phonics teaching for all pupils through training staff to be early reading experts.</p> <p>Will fund teacher and support staff release time to attend training</p> <p>SALT to screen all children on entry</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>SALT to work with a range of pupils who are developmentally behind in their language.</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Improve the quality of social and emotional (ELSA) learning.</p> <p>ELSA approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4

Improve attendance of disadvantaged pupils	Working with LA advisors to encourage and challenge persistent absence in disadvantaged pupils.	5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£55,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy a greater number of support staff in classrooms to support disadvantaged pupils as well as providing support for teacher-led interventions	Higher level of quality staff support, targeted at PP pupils will lead to greater pupil progress in RWM. Strong evidence suggests that interventions led by teachers have a greater impact on pupils attainment of skills. <u>Support assistants Toolkit strand Education Endowment Foundation EEF</u>	1,2,3,4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	2
Develop a tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	1,2,3

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

Budgeted cost: **£10,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and ELSA approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Breakfast with a book	Children who are hungry do not perform as well	All
Subsidised visits	Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum	All
Maths online resources – TTRS and MyMaths	Support for children with resources being made available for home learning	3
Free Extra-curricular clubs	Extra-curricular activities free to allow pupils from low income families to access wider opportunities	5,6
ICT resources	10 iPads purchased to boost device numbers to ensure all classes have access to iPads on a 1:2 basis	1,2,3,4

Reading books and quality texts	We purchased some high level texts for our more able pupils to read with an adult in school	All
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Total budgeted cost: £91,005

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was slightly lower than in previous years in key areas of the curriculum. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not all able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and BBC bitesize, as well as own developing, bespoke thematic curriculum.

Our attendance figures have improved despite the COVID pandemic. Working closely with the local authority has allowed us to work more closely with families of persistent absentee children. The % of persistent absenteeism has reduced as a result of our interventions.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. Many of our Pupil Premium children attended school during lockdowns to help with their, and their families' health and well-being.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.