



## Children eligible for pupil premium funding strategy statement



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. We refer to children eligible for pupil premium, as we acknowledge that all children in receipt may not be currently disadvantaged either financially or socially. The funding may also benefit children who we consider to be socially disadvantaged, whilst not being eligible.

It outlines our strategy for children eligible for pupil premium funding, how we intend to spend the funding in this academic year and the effect that last year's spending had within our school.

### School overview

Detail	Data
School name	All Saints CofE Primary
Number of children in school	238
Proportion (%) of children eligible for pupil premium funding	33%
Academic year/years that our current pupil premium strategy plan covers ( <b>three-year plans are recommended</b> )	2024/25 to be reviewed annually until 2027
Date this statement was published	January 2025
Date on which it will be reviewed	December 2027
Statement authorised by	Andrew Mawdsley, Headteacher
Pupil premium lead	Tom Coleman, Deputy Headteacher
Governor lead	Pretty Ninan, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124750
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> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£124750

# Part A: Children eligible for pupil premium strategy plan

## Statement of intent

At All Saints, we strive to ensure that all pupils achieve the best possible progress and attainment regardless of their background and wider challenges. Our pupil premium strategy is personalised to our pupils to ensure they receive targeted support, dedicated to achieving this goal. It is pivotal that our programme enables all pupils to fulfil their full potential, extending progress for all learners including currently high attaining pupils. We also take into consideration the challenges that our vulnerable pupils may be facing including those who have a social worker or who may be a young carer. This is to ensure the best outcomes for these pupils whether they are disadvantaged or not and essential to support their individual needs. We focus our support on the areas that our disadvantaged pupils require the most support, with quality first teaching at the very heart of this approach. This strategy underpins our values at All Saints, to consistently demonstrate a high impact on closing the disadvantage attainment gap alongside having impact on our non-disadvantaged pupils. We carefully monitor this progress so that the attainment of disadvantaged pupils' will be accelerated and sustained alongside securing the best possible progress for their non- disadvantaged peers.

Our strategy is also closely linked to our wider school plans for education recovery. We ensured that our recovery curriculum was specifically matched to the gaps in learning for disadvantaged pupils through robust diagnostic assessment and detailed tracking.

Alongside academic support, we ensure that those pupils who have social, emotional, and mental health needs have access to high quality provision and support from appropriately trained adults and that their families are also supported to ensure a strong partnership between home and school. This strategy is aimed at all pupils whose education has been the worst affected, including non-disadvantaged pupils. The range of approaches we employ at All Saints, helps all our pupils excel. Our wide-ranging strategies are cumulative and complementary, designed to build on pupils' prior learning to ensure learning is robustly secured. Our chosen strategies are research based, using evidence from the Education Endowment Foundation (EEF)

When making decisions about using 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 children, so that they are fully aware of strengths and weaknesses across the school.

As a school we have examined the barriers for our pupils and developed a programme of support and intervention to address this over the next 3 years. To ensure they are effective we will:

## **Principles**

- We ensure that teaching and learning opportunities meet the needs of all the children
- We ensure that appropriate provision is made for children who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed
- In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged
- We recognise that not all children who are socially disadvantaged are registered or qualify for free school meals or indeed are eligible for funding.
- We reserve the right to allocate the funding to support any child or groups of children 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 may mean 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 Church of England (VC) school located in Coalville, North-West Leicestershire. We are currently home to 238 pupils, split across eleven classes. 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 children nationally and within internal school data tracking.
- For all children eligible for pupil premium funding in school to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE’s in English and Maths.
- To increase the number of children eligible for pupil premium funding achieving a greater depth score in reading, writing and maths at KS2, in line with national.
- To support and challenge parents to ensure children eligible for pupil premium funding attend in line with or better than all other children in school.
- To work collaboratively to ensure all children and in particular children EPP have support with childcare around school and in extended holiday periods.

## **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’ booster sessions to specific year groups - providing small group work with an experienced teacher/HLTA focussed on overcoming gaps in learning

- One to one support for some children
- 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 help all pupils eligible for funding to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support staff.
- 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.
- Collaborative working to support for families around school and in extended holidays.

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

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Pupil and family well-being:</b> Wellbeing assessments have demonstrated that the positive mental health of a proportion of our disadvantaged pupils is a concern and that this was a barrier to future wellbeing and learning.</p> <ul style="list-style-type: none"> <li>• 52% (41 pupils) of disadvantaged pupils and families currently require additional support for emotional needs.</li> <li>• To support pupils in sustaining their positive mental health to enhance their wellbeing, mindset and resilience.</li> </ul>
2	<p><b>Attendance:</b> Improvements have been made with regards to whole-school attendance however gaps between disadvantaged and non-disadvantaged pupils have appeared in some cases. Whilst most EPP pupils' attendance is in-line or better than peers, specific cases where support is needed have appeared.</p> <p><b>Whole School 95.3%      Disadvantaged 93.7%      Non-disadvantaged 96.1%</b></p>
3	<p><b>Knowledge Gaps and retrieval:</b> Significant attainment and knowledge gaps resulting from the pandemic and prior-learning have affected many of our disadvantaged pupils and those targeted for recovery premium with pupils falling below age-related expecta-</p>

	<p>tions and in relation to their starting points. Limitations in working memory are impacting some pupil premium and targeted recovery premium students in achieving accelerating progress and securing learning.</p> <ul style="list-style-type: none"> <li>• This was demonstrated by teacher assessment (included triangulated assessment: work monitoring, formative in-class assessment, pupil engagement responses).</li> <li>• To boost pupils' working memory through regular retrieval practice and pre/post-teaching, ensuring that taught knowledge and skills are embedded and secured.</li> <li>• To ensure pupil premium and targeted recovery premium students have a weekly opportunity for additional 'catch-up' teaching to reinforce and secure the week's learning.</li> </ul>
4	<p><b>Greater depth:</b> Over the past three years, the number of pupils achieving GDS in reading, writing and maths have been consistently below the national average. Fewer EPP children achieve GDS than their peers in all three of the previous years end of KS2 results.</p>
5	<p><b>Cultural opportunities:</b> From pupil discussions and interviews, it is clear that many of our pupils are not exposed to a wide range of cultural opportunities such as: religious visits, school trips, museums, visits to theatres, art galleries, sporting opportunities and much more</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
Improved pupil and family well-being.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>▪ qualitative data from children's voice, child and parent surveys and teacher observations</li> <li>▪ a significant reduction in teacher referrals for ELSA support</li> <li>▪ a significant increase in participation in enrichment activities, particularly among children eligible for pupil premium funding.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance and punctuality from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>▪ the overall absence rate for all pupils to be significantly reduced and the attendance gap between children eligible for pupil premium funding and their non-disadvantaged peers being eliminated</li> </ul> <p>the percentage of all children who are persistently absent to significantly reduce and the figure among children EPP being in line with or better than their peers.</p>
Improved pupil knowledge retrieval and retention	Increased number of disadvantaged pupils and recovery premium pupils to achieve at least expected progress.

	<ul style="list-style-type: none"> <li>• Retrieval practice embedded across all curriculum subjects ensures pupils are able to more adeptly secure new learning and knowledge.</li> <li>• Subjects taught weekly include a retrieval task at the start of the next lesson to assess knowledge retention and inform teaching.</li> <li>• Pre/post-teaching sessions have a high impact on knowledge retention and learning for pupil premium and recovery premium students.</li> <li>• Resources frequently used to boost working memory and knowledge retention.</li> </ul>
To increase number of pupils achieving GDS in reading, writing and maths	Through improved teacher subject knowledge and understanding of GDS in reading, writing and maths, a greater number of pupils will achieve GDS at the end of KS2.
Support the cultural development and enrichment of our PP children.	<p>To ensure that the breadth of the curriculum including educational visits are accessible to all.</p> <p>This will include: musical opportunities through tuition and whole class ensemble teaching, forest schools, educational visits and visitors.</p>

## 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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued implementation of personalised phonics resources to support our delivery of Essential Letters and Sounds and professional development to ensure the best possible outcome for all children through consistent quality first delivery and support.</p> <p>Will fund teacher and support staff release time to attend professional development.</p> <p>SALT to screen all children on entry and develop SALT intervention within school.</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>SALT and staff who have received professional development from the SALT, to work with a range of children who are developmentally behind in their language.</p>	3,4
Improve the quality of social and emotional (ELSA) learning.	There is extensive evidence associating childhood social and emotional skills with	1, 2

<p>ELSA approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Training a second ELSA and funding time for her to work closely with children to provide a greater level of support for our children.</p>	<p>improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	
<p>Improve attendance and punctuality of children eligible for pupil premium funding.</p>	<p>Working with LA advisors to encourage and challenge persistent absence in disadvantaged pupils.</p>	2
<p>Improve the level of training senior leaders have with regards to social stories, pupil well-being and team teach</p>	<p>Senior leaders to attend training and CPD to up-level skills so they can support children and families more effectively.</p>	1,2

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

Budgeted cost: **£100,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deploy a greater number of support staff in classrooms to support children eligible for pupil premium (EPP) funding and the wider disadvantaged as well as providing support for teacher-led interventions</p>	<p>Higher level of quality staff support, targeted at children EPP will lead to more progress in RWM. Strong evidence suggests that interventions led by teachers have a greater impact on children's attainment of skills.</p> <p><a href="#">Support assistants   Toolkit strand   Education Endowment Foundation   EEF</a></p>	1,2,3,4
<p>Additional phonics sessions targeted at EPP children who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on children, 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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2

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

Budgeted cost: **£12,000**

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. Training for an additional ELSA.	Both targeted interventions and universal approaches can have positive overall effects: <u><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></u>	1,2
Embedding principles of good practice set out in the DfE's <u><a href="#">Improving School Attendance</a></u> advice. To include 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.	2
Breakfast with a book	Children who are hungry do not perform as well	All
After school childcare at a reduced cost including holiday provision.	Ensure ongoing enrichment and support	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
Online resources and subscriptions – TTRS, Widget	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
ICT resources	More iPads to be purchased to accommodate the greater need for children using apps such as: widget during lessons	1,2,3,4
Reading books and quality texts	We will purchase some high-level texts for our more able children to read with an adult in school. Non-fiction topic linked texts to promote learning of the topics	All



1:1 Music tuition	Children from lower income families may not be able to afford music tuition will disadvantage their access to a broad and balanced curriculum	5
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**Total budgeted cost: £124,750**

## Part B: Review of outcomes in the previous academic year 2023-24

### Pupil premium strategy outcomes

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

Our internal assessments during 2023-24 suggested that the performance of EPP children is slightly lower than in previous years in key areas of the curriculum. Our assessment of the reasons for these outcomes points historically to Covid-19 impact, 23 new (17 in KS2) EPP children joining our school mid-year and limited parental engagement. Our 'Journey of Discovery' curriculum has ensured that children's and parental engagement and outcomes have risen from previous years. Our new phonics resources that support essential letters and sounds and staff training ensured we consistently had Phonics screening scores well-above National Average. Our KS2 data demonstrated the success of our recent improvements to the curriculum with results above National Average for the third year running.

EYFS	GLD 2023						GLD 2024					
	78% (66%)						67% (68%)					
Year 1 Phonics	Pass 2023						Pass 2024					
	86% (75%)						90% (79%)					
KS1 Results	Reading		Writing		Maths		RWM Combined		Science			
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024		
Year 2 EXP	62% (67%)	61% (68%)	51% (58%)	65% (60%)	66% (68%)	61% (70%)	48% (53%)	56% (56%)	69% (77%)	71% (79%)		
Year 2 GDS	3% (18%)	3% (18%)	0% (8%)	3% (8%)	3% (16%)	3% (16%)	0% (6%)	3% (6%)	n/a	n/a		
KS2 Results	Reading		Writing		Maths		RWM Combined		GPS		Science Teacher Assessment	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Year 6 EXP	89% (73%)	83% (74%)	76% (69%)	78% (72%)	89% (71%)	83% (73%)	66% (60%)	72% (61%)	87% (72%)	75% (72%)	83% (79%)	87% (81%)
Year 6 GDS	29% (18%)	25% (28%)	0% (14%)	0% (18%)	24% (23%)	24% (24%)	0% (8%)	0% (8%)	37% (28%)	28% (32%)	n/a	n/a

National (%)

KS2 Expected Standard	EPP (National data %)	All Pupils (National data %)
Reading	69% (63%)	83% (74%)
Writing	76% (59%)	76% (72%)
Maths	76% (59%)	83% (73%)

Our attendance figures have improved in this academic year, with absence figures in line with national and absence figures for children EPP in line with whole school and SEND. However, there is still a gap between disadvantaged and non-disadvantaged pupils (as seen below).

**Whole School 95.3%    Disadvantaged 93.7%    Non-disadvantaged 96.1%    SEND 96%**

Rigorous and consistent application of our attendance policy has had a significant impact. We have worked extremely hard to collectively monitor attendance and punctuality. This approach has involved swift and targeted support for parents identified. The percentage of persistent absenteeism has reduced as a result of our interventions. A gap still remains between disadvantaged and non-disadvantaged attendance but the gap has begun to close. Attendance issues now relate more closely to individual children and families rather than a school-wide issue.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted in recent years, primarily due to COVID-19-related issues, parental mental health issues and complex pupil needs. We used pupil premium funding to provide wellbeing support for all children, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.