

Pupil premium strategy statement – All Saints Church of England Primary - Settrington

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mari Palmer
Pupil premium lead	Mari Palmer
Governor / Trustee lead	Helen Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 12,000
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 2,000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 14,000

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is very personalised but is also aligned to wider school plans – including the development of cultural capital.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Reading attainment in EYFS/KS1. Internal assessments indicate that attainment in reading among disadvantaged pupils is below that of non-disadvantaged pupils across the school.
2	Maths attainment in KS1 and KS2. Internal assessments indicate that attainment in maths among disadvantaged pupils is below that of non-disadvantaged pupils across the school.
3	Attendance Lower punctuality and attendance rates which reduces school hours, causing children to fall behind on average.

4	<p>Supporting SEMH The Boxall Profile results, 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.</p> <p>Children have been identified as in need of individual coaching and our Nuture team delivers this and is developing case studies.</p>
5	<p>Parental Engagement</p> <p>Rationale Parental engagement is a key focus to support the impact on children's learning. Evidence</p> <p>EEF Parental Engagement - Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>
6	<p>Wider opportunities</p> <p>Rationale</p> <p>Generally disadvantaged children have less opportunity to experience the wider opportunities which are on offer than non-disadvantaged. This is due to ability to pay and awareness of opportunities.</p> <p>Evidence</p> <p>National evidence and general feedback from pupils in school</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 – improving trends seen in:
1 – We narrow the gap between PP pupils and non-PP pupils in reading	Phonics screening, Data, pupil voice
2 – We narrow the gap between PP pupils and non-PP pupils in maths	Times table test outcomes at Year 4 SATs maths data
3-We increase attendance rates and punctuality for all PP pupils	Attendance data
4- Emotional difficulties are supported	Boxall Profile Pupil Voice Case studies

5 – Parents’ of our new PP children have the same strong relationship with school as our existing PP parents.	Evidence of a wide range of offerings to parents to engage with school Parental voice Teacher voice All PP pupils making minimum expected progress in times tables and reading Summer data 2024 ?
6 - Delivery of wider opportunities	Increased pupil engagement and enthusiasm for learning – pupil voice Evidence of engagement in clubs

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support to address identified pupil need	<p>Within class attainment grouping Low impact for very low cost based on very limited evidence.</p>	1,2
Phonics interventions 1x TA 5 afternoons	<p>Phonics High impact for very low cost based on very extensive evidence.</p>	1

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




Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Analysis and further assessment of those children not making expected progress in phonics.	Phonics approaches have a strong evidence base that provide a positive impact on pupils, particularly those from disadvantaged background. Regular targeted phonics interventions have been shown to be more effective when delivered over a period of up to 12 weeks.	1

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.		
<p>Focused targeted intervention based on individual pupil need.</p> <p>This will include a blend of tutoring, mentoring and pastoral support. One to one and small groups.</p> <p>All pupils who are disadvantaged in EYFS and KS1 will have a minimum of 4 opportunities to read or be read to 1:1 or in KS2 a minimum of 2 times a week in school.</p>	<p>One to one tuition EEF</p> <p>Small group tuition EEF Toolkit strand</p> <p>EEF: Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> 	1, 2

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-based nurture work will improve the well-being of those children who have social, emotional and mental health difficulties	<p>Social and emotional learning</p> <p>Moderate impact for very low cost based on very limited evidence.</p> 	3, 4
<p>Parental Engagement:</p> <p>At a whole school level through newsletters, tweets, and parent information films and individually to focus families by Pupil Premium Champion</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p> <p>Parental engagement</p> <p>Moderate impact for very low cost based on extensive evidence.</p> 	5
The use of therapeutic support to help develop self-regulation strategies.	<p>Social and emotional learning</p> <p>Moderate impact for very low cost based on very limited evidence.</p> 	4

To ensure all pupils can attend extra-curricular clubs and have access to opportunities such as swimming, music and sports events.	<p>Physical activity</p> <p>Low impact for very low cost based on moderate evidence.</p> <p>£ £ £ £ £ £ £ £ £ £</p> <p>+1</p>	4,5,6
Increase in attendance through fostering better engagement with families and building positive relationship.	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	3

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes in July 2023 were pleasing. With the exception of attainment in Maths (which remains a focus of the ongoing PPG and wider school strategy) children in receipt of PPG outperformed their non-PPG peers.

Year 6 SATs results July 2023

	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
<i>Pupil Premium</i>	100%	100%	50%
<i>Non-pupil premium</i>	60%	100%	80%

Year 2 SATs results July 2023 – no children in receipt of PPG

Phonics Screening June 2023 – no children in receipt of PPG

Overall attendance in 2022/23

	<i>Attendance</i>	<i>Persistent absence</i>
<i>Pupil Premium</i>	95.97%	0%
<i>Non-pupil premium</i>	96.22%	1.28%

The difference between PPG and non PPG attendance reduces by 0.21% when excluding 1 child for whom reasonable adjustments were made – and who achieved greater depth in Reading and Maths.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Dynamo Maths	Jelly James Publishing
TT Rockstars	Maths Circle
Mastering Number	NCETM

First Class at Number	Edgehill
Morph Mastery	Routledge
Success at Arithmetic	Edgehill
Phonics Boost	Reading Planet – Rising Stars
Precision Phonics	Precision Phonics
Beat Dyslexia	LDA
Rocket Phonics	Rising Stars
ALK (Active Literacy Kit)	LDA
Zones of Regulation	Zones of Regulation
Socially Speaking	LDA
ELSA (Emotional Literacy Support Assistants)	ELSA Support
Nessy (Typing intervention)	Nessy

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.