

Pupil premium strategy statement – All Saints’ C of E Primary School 2023-24

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	333
Proportion (%) of pupil premium eligible pupils	32% (104 pupils)
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	Dec 2023
Date on which it will be reviewed	Dec 2024
Statement authorised by	Full Governing Body
Pupil premium lead	Angela Filsell
Governor / Trustee lead	Martin Kelly & Nathalie Love

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,956
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>	£10,983.75
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>	£157,939.75

Part A: Pupil premium strategy plan

Statement of intent

There is a considerable overlap at All saints', between disadvantaged children, those with SEN (17%) and those with EAL (45% - speaking approximately 25 different languages).

All staff and governors are committed to making sure all pupils, irrespective of their background, or the challenges they face, make good progress and achieve as high levels of attainment as possible across all subject areas. Additionally, we intend to equip pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality First 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 disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. This strategy is integral to wider school improvement plans and will also help to ensure that non-disadvantaged pupils' attainment and progress will be sustained and improved alongside the attainment and progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its response in supporting children's mental health, ensuring healthy emotional regulation and stability in readiness for academic learning, recognising the increase in mental health and wellbeing concerns as a result of the pandemic, but also wider increasing pressures in the world around us.

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:

- Deliver a curriculum designed to meet the needs of individuals.
- Provide constant staff development and training to ensure that all staff in school are able to provide for each individual child.

- Ensure availability of the social and emotional support needed for mental and physical well-being
- Provide support to ensure that children do not miss educational opportunities due to financial hardship i.e. educational visits, residential visits and after school clubs.
- Provide evidence-based interventions to support children with particular educational needs.
- Ensure additional teaching and learning opportunities through trained TAs or external agencies.

Challenges

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

Challenge number	Detail of challenge
1	Levels of attainment and progress – Assessments of all children across the school reveal lower levels of attainment and progress for disadvantaged pupils than their non-disadvantaged peers. Research shows inclusive, quality first teaching is especially important for socio-economically disadvantaged children.
2	Poor language and communication skills - Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. In the 2023 baseline assessments in Reception, data 42% of pupils were below age expectations for listening, attention and understanding, and 49% were below age expectations for speaking. In Nursery, 63% were below age expectations in listening attention and understanding, and 63% were below age expectations in speaking.
3	School self-review indicates that leaders need to ensure rigor and a robust approach to developing, monitoring and supporting: <ul style="list-style-type: none"> • The embedding of a ‘consistently’ rigorous approach to the teaching of Phonics when pupils are learning to read. • The continuation of improvements in writing in order to close the gap in relation to reading and mathematics. • Pupils have increasingly weak oral language skills, many do not speak in full grammatically correct sentences and this is a significant barrier to their written English, as well as their ability to express their mathematical thinking and so develop their reasoning skills. This can lead to PP pupils attaining below non PP pupils for RWM combined.

4	Some PP pupils have Social and Emotional difficulties- impedes their academic progress. Our assessments observations and discussions with stakeholders indicate that pupil's emotional regulation and stability in readiness for academic learning has been affected by the pandemic. Referrals to the inclusion team for support have increased and there is a need to bolster support in this area to continue to provide effective early help at the point of need. This includes mental health and wellbeing support.
5	Attendance & Punctuality - Our attendance data last year (22-23) indicates that attendance among disadvantaged pupils shows that 52% of disadvantaged pupils have been 'persistently absent' compared to 47% of their non-disadvantaged peers during that period. Although not significant, our assessments and observations indicate that absenteeism is negatively affecting disadvantaged pupils' progress. Family circumstances and contextual factors affecting attendance, learning, behaviour and social emotional wellbeing.
6	Access to 'cultural capital' – Assessments, observations and discussions with children and parents highlight very limited access to enrichment opportunities for many of our children. These challenges particularly affect disadvantaged pupils and have a direct impact on their progress and attainment
7	Some Pupil Premium pupils are hesitant or do not have the opportunity to take up additional educational/extracurricular opportunities in order to enhance learning, self-esteem and wellbeing. Gaps in experiences that are supportive of pupil's learning and wider development and a lack of enrichment opportunities have created challenges that particularly affect disadvantaged pupils, including their attainment.

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
<p>1. Maximise the progress of disadvantaged children in R, W & M across all year groups.</p> <p>Maximise the % of disadvantaged children achieving EXS or HS (KS2), and EXS or GD (KS1) in R,W & M at the end of key stage assessments</p> <p>Maximise the progress of disadvantaged children in R, W & M across KS2.</p>	<p>Annual reading, writing and maths progress to be equivalent to (or better than) non-disadvantaged children across all year groups.</p> <p>Disadvantaged children achieving EXS, HS, EXS & GD in R,W & M equals (or exceeds) National figures at end of KS1 & 2.</p> <p>Reading, writing and maths progress of disadvantaged children to be equivalent to (or better than) national in end of KS assessments.</p>

<p>2. Improved oral and written communication/language skills and vocabulary of disadvantaged children</p>	<p>Assessments and observations indicate significantly improved oral and written language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil voice, book scrutiny, data and ongoing formative assessment.</p>
<p>3. Maximise the progress of disadvantaged children in Early Reading.</p>	<p>Pupils eligible for PP make rapid progress so that all pupils eligible for PP meet age related expectations in Early Reading and finish the programme in line with peers.</p>
<p>4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Children from vulnerable families will be ready to learn. Teachers will report greater levels/scores of 'well-being and involvement' in the classroom. Continual support for families who have social and emotional difficulties in the form of regular Early Help meetings.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys and teacher observations and results of wellbeing and attitude surveys. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Evidence of effective systems in place for the early identification of issues connected to mental health and wellbeing. • ELSA (progress against initial scoring) • Written TAMHS report • Learning mentor (verbal feedback & scoring) • SEAL (verbal feedback) • Pupils are emotionally healthy and understand how to maintain positive wellbeing. <p>Increased positive engagement in learning and with families.</p>
<p>5. Improved levels of disadvantaged children's attendance and a reduced gap in level of non-attendance between disadvantaged and non-disadvantaged children (including gap in levels of PA). Data will reflect improved attendance of disadvantaged children and a reduction in the attendance and PA</p>	<p>Data will reflect improved attendance of disadvantaged children and a reduction in the attendance and PA gaps between disadvantaged and non-disadvantaged children.</p>

gaps between disadvantaged and non-disadvantaged children.	
6. Children from vulnerable families will access the full range of opportunities available to them. This will impact positively on their progress.	Observations, discussions, pupil voice etc. indicate that children are becoming ever more equipped with the knowledge and 'cultural capital' to be successful in life. Pupils eligible for PP make rapid progress so that all pupils eligible for PP meet age related expectations.
7. Children eligible for PP will be able to access a range of clubs and trips available at All Saints' (non-attendees targeted)	Monitoring of extra-curricular activities and number of disadvantaged children participating demonstrates proportionate representation.

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: £12,965

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching staff across all areas of curriculum Evidence of the positive impact of CPD, including the Merton CPD offer, internally provided staff meetings/INSE	CPD for teaching staff across all areas of curriculum Evidence of the positive impact of CPD, including the Merton CPD offer, National College online training platform, Roehampton Institute Training, SDBE training, RWI coaching/training and internally provided staff meetings/INSET days and externally run courses (e.g. NELI). https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	1 2 3 4 5 6 7 £12,090

T days and externally run courses.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
CPD for TAs to enhance targeted interventions for pupils and their understanding of pupils needs with social, emotional and mental health.	Attachment and Trauma & Early help for mental health – training for support staff to understand social and emotional mental health needs affecting learning and behaviour within interventions and the classroom. Support staff to be up-skilled with better understanding and strategies in order to support provision for pupils. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	³ / ₄ £875.00
Practical resources to support Quality First Teaching e.g. widgets		1 2 3

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

Budgeted cost: £125,732

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy Programme	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 2 3 4 £15,393
Access to Accelerated Reader	Accelerated Reader is an evidence based on-line reading intervention. https://www.evidence4impact.org.uk/interventions/1024?	1

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics - 1:1 tuition phonics (inc Freshstart</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1 2 3 £31,099</p>
<p>Learning support in specific year groups where coexistence of PP/SEN/EAL is high or where pp pupils may not make expected progress.</p>	<p>Children with complex difficulties require very specific and specialist support which will enable the child's individual needs to be addressed.</p>	<p>1 £24,258</p>
<p>ELKLAN, Black Cat, Attention Bucket & targeted listening activities provision for pupils identified with Speech and Language difficulties.</p>	<p>High quality intervention sessions support children with speech, language and communication needs. Pupil's ability to use active listening impacts on confidence and engagement in learning. Individual pupils are supported make progress towards their SALT targets and vocab learning linked to curriculum topics.</p>	<p>1 2 £2,809</p>
<p>First places in lunchtime Times table Rock Stars groups offered to pp children who do not get additional times table</p>	<p>The maths groups provide additional time to practice key skills in a supportive environment for children and enables these skills being practiced regularly.</p>	<p>1 £5,278</p>

practice at home.		
1:1 Reading intervention focusing on engagement and enjoyment	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1 2 3 £4,710
Recovery support – to pay for teacher release to work with small groups of children.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 2 3 4 £13,211
Targeted small group support for EY.	Evidence of the positive impact of small group tuition - facilitated by a fully qualified teacher working with small groups on gross and fine motor skills. https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention	1 2 £28,974

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

Budgeted cost: £66,282

Activity	Evidence that supports this approach	Challenge number(s) addressed
Addition al EWO hours to address attendance Embedding principles of good practice set out in the DfE's Improving School Attendance and Working together to improve	Embedding principles of good practice set out in: https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities together to improve school attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5 £6,101

<p>school attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>		
<p>Bvr, Nuture & Mental health TA & Teacher</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): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	<p>1 2 4 £16,017</p>
<p>ELSA trained TAs</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): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	<p>1 2 4 £4,742</p>
<p>Learning Mentors Trained</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): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	<p>1 2 4 £2,817</p>
<p>Jigsaw Play Therapist</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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1 2 4 £13,279</p>

EP Buyback	Our educational psychologist supports children with a range of emotional and social issues or learning difficulties. EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	1 2 4 £17,100
Curriculum Enrichment: Extracurricular clubs Breakfast Club Trip subsidies FT Music teacher	Schools commitment to provide disadvantaged pupils with opportunities to access enrichment opportunities begins with our curriculum and is enhanced via a wide variety of supplementary clubs activities and events. These opportunities promote personal development and equip pupils with the knowledge and cultural capital they need to succeed in life. Cultural Capital & Oracy	1 2 6 7 £6,226
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	Dependent on need

Total budgeted cost: £205,979

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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

