



All Saints' CofE Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	All Saints' CofE Primary School
Number of pupils in school	233
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Mrs M Farrell
Pupil premium lead	Mrs F Barrett
Governor lead	Mrs S Orrell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,000
Recovery premium funding allocation this academic year	
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	£57,000

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that we develop the whole child, ensuring they receive a broad, balanced and rich skill-based curriculum, developing their full potential and their talents. We understand that a child's mental wellbeing is fundamental to achieving their academic potential and developing a love of learning.

Our priority is always to provide high quality first teaching and ensure that all staff receive continued professional development. The focus of our pupil premium strategy is to support disadvantaged pupils, working at all levels, to achieve the high aspirations which we set for them.

Our strategy makes full use of funding to enable classroom practitioners, who have secure knowledge of the needs of our pupils, to lead bespoke tutoring and intervention to those children, including the disadvantaged, who need extra support to reach their potential.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We will fully utilise the excellent links that we have with our families and other professionals to ensure that pupils leave our school fully equipped with the knowledge and skills required for the remainder of their education.

Challenges

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

Challenge number	Detail of challenge
1	Not working at age related expectations and have conceptual gaps and misconceptions
2	Learning skills need developing, e.g., metacognition, self-regulation, resilience, commitment
3	Mental wellbeing and lack of emotional support at home

4	Below age related expectations in speech and language and development of vocabulary in EYFS
5	Lack of regular routines and not accessing homework/ reading regularly, punctuality and attendance
6	Lack of wider opportunities and experiences

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
To ensure first quality classroom teaching to meet the needs of all disadvantaged pupils	Pupils will make expected progress Pupils will meet or exceed age related expectations in English and maths
Children will be active and resilient learners	Whole school approach to metacognition – developing resilient learners
Teaching of strategies to enable children to deal with their emotions and mental wellbeing	Pupils to express their emotions and communicate confidently in different social situations. Pupils to understand their own mental wellbeing and have strategies to cope with changes. My Happy Mind is embedded from EYFS to year 6. EYFS children will achieve expected in PSE at the end of reception KS1/2 Children assessed at expected at end of PSE strand each half term
EYFS children will develop a broad vocabulary and those children with delayed speech to make accelerated progress	Children to talk about their experiences, developing their abstract language and used specialised technical language. EYFS children to achieve ELG in communication and language.
More involvement in school by some families	Increased parental involvement and support in learning activities at home/school. Good attendance at parent workshops/parents evening etc Attendance to be in line with national expectation

School will deliver an exciting and engaging curriculum	Pupils to experience a range of diverse additional activities aimed to broaden horizons and inspire future study. Children will have opportunity to experience 'forest school outdoor learning'.
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Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Highly skilled professionals in each classroom: Regular CPD for teaching staff linked to SIP Regular pupil progress meetings Rigorous monitoring cycle	EEF evidence: Quality first teaching 'The most effective teachers have deep knowledge of the subjects they teach' and pupils from disadvantaged backgrounds can gain 1.5years of learning with very effective teaching. Mastery teaching can add 5 months' worth of learning.	1-6
Pupils consolidate key skills: EYFS and KS1 daily phonic lessons Y2-Y6 to use Times Table Rockstar Children to complete maths passports Children to access Bug Club Daily 'number sense' lessons to improve CPA and 4 calculation strategies 'Retrieval' sessions built in planning for all subjects	Sutton Trust found the highest impact were the teachers 'giving adequate time for practice to embed skills securely and progressively introducing new learning (scaffolding) are also elements of high-quality instruction.'	1-6

Respond rapidly to children underachieving with specific target teaching: Support staff training Support staff in each classroom Regular assessments to see where the gaps are Quality feedback Planned high quality interventions	To ensure the intervention is having desired impact it needs to be led by regular formative assessment. Support staff will continue to receive regular CPD to ensure they have the highest impact EEF found that 'feedback' to children has a very high impact on their progress.	1,2
School approach to metacognition: Metacognition is embedded and use language of 'learning links' across the school Children to understand how to plan, monitor and evaluate their learning Development of question-based classrooms: Enquiry questions displayed around classroom Children and adults asking appropriate questions to facilitate learning Stem sentences develop children's vocabulary and give children the tools to explain their thinking Children to continue with collaborative learning: Use Kagan strategies in classroom teaching	EEF found that metacognition can add 7 months progress to disadvantage learners. EEF evidence: Collaborative learning has 'moderate impact for low cost'	2

Peer to peer assessment Peer to peer discussions Talking partners for younger children		
EYFS curriculum: The curriculum promotes vocabulary and language, using interesting texts to capture the imagination of the children and widen their vocabulary	Evidence shows the importance of stories, rhymes, and poems to develop early language	1,4
Early Language Intervention Members of the EYFS are Ekklan trained and deliver the Wellcomm assessment.		4

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster teaching for year 6 Small group teaching to boost maths and english	Impact of small group tuition, combined with focused and specific information taken from diagnostic tests (+4 EEF Teaching and Learning Toolkit).	1,2

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality PSHE teaching and closely monitoring of vulnerable children: All children to participate in weekly PSHE lessons, following Jigsaw programme Classroom charter to be developed to ensure all children are valued and listened to in each lesson. Teachers to use the Jigsaw assessment tool to monitor PPG children Continue My happy mind, follow weekly programme Good relationships between staff and pupils: Development of good relationships with staff through PSHE programme Support staff to build good relationships with individual vulnerable children to allow them to openly share concerns Training to support and promote healthy minds	PSHE is seen as a 'curriculum for life' and research shows that good emotional wellbeing has an impact on academic attainment <i>'Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills... lower levels of SEL skills are associated with poorer mental health and academic attainment'</i> EEF The teaching of PSHE improves the classroom environment and enables a more reluctant child to share their emotions. <i>'72% of UK teachers said that teaching SEL had improved their own relationships with their students'</i> EEF	3

Quality teaching of PSE in early years: A well-planned curriculum is in place in EYFS All children are closely monitored by practitioners Opportunities for small circle time where children can share their feelings Use of puppet to encourage reluctant talkers	On entry to EYFS personal, social, and emotional development is below age related expectations for over half of children. PSE is a prime area of EYFS curriculum and children will struggle academically if they cannot reach age related expectations in PSE. PSE is part of 'good level of development' in early learning goals.	3,4
Trained professionals to work with the most vulnerable pupils: Staff to identify those children who are struggling to deal with their mental wellbeing Children to work with Dare to Dream, to improve mental wellbeing, self-esteem and attitude towards learning Matt King to develop forest school and enhance outdoor learning for most vulnerable children My happy mind programme implemented throughout school	Evidence from reports show that staff, children and parents reported a change in their attitude to learning, felt more confident to talk about their worries.	3

Children's attendance and punctuality will be at national: Closely monitor children's attendance and punctuality Meetings with parents to discuss problems of why not attending school Head teacher to engage with families	Attendance is key to improving progress and attainment. Pupils must be in school to access learning and avoid gaps. Through good teacher and parent relationships able to have discussion about the importance of punctuality.	1,5
Establishing key routines in the early years and continuing these throughout KS1 and 2: Through parent meetings developing an understanding of the importance of good routines. Clear and established routines implemented in EYFS Health visitors or school nurse involved when routines are not established. Good communication continues as children move through school, 'open door' policy SLT to be on gates each morning to greet parents and children	Good parent and staff relationships embedded at the start of school will continue as the children move on. These good routines for the children will aid transition into key stage 1.	1, 5
'Wow' moments: Enrichment activities at the start of each topic to hook children to have the desire to learn and find out independently. These	Ofsted Quality of education: 'an effective curriculum will be ambitious and designed to give all learners, particularly the	1,6

activities will enrich an already broad and balanced curriculum.	most disadvantaged, the knowledge and cultural capital they need to succeed in life'	
Artist to work with the children regularly: H. Templeton to make regular visits throughout the year HT has already established good relationships with pupils and will build upon their artistic skills and talent	Ofsted Quality of education: 'an effective curriculum will be ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life'	1,6
Specialist music teachers: All children will have weekly music lessons delivered by Bury Music Service to build upon their learning and enrich the curriculum.	Ofsted Quality of education: 'an effective curriculum will be ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life'	1,6
Development of Forest School: All children will have the opportunity to work with Mr King in our forest school throughout the year. The forest area is in its infancy and will develop, giving more opportunities for forest skills and outdoor learning.	Early Impact Learning Outdoor learning has a positive impact on children's mental wellbeing and supports positive cognitive development. It helps to develop resilience and supports problem solving and creativity.	

Total budgeted cost: £57,000

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 2202 academic year.

Attainment July 2024					
KS1 % achieving expected or above in	<i>Not Eligible for PPG (23)</i>	<i>Pupils eligible for PPG (6)</i>	KS2 % achieving expected or above in	<i>Not Eligible for PPG (23)</i>	<i>Pupils eligible for PPG (7)</i>
reading	70%	67%	reading	78%	86%
writing	74%	83%	writing	91%	71%
maths	57%	67%	maths	83%	71%
Early Years	<i>Not Eligible for PPG (26)</i>	<i>Pupils eligible for PPG (4)</i>	Year 1	Not eligible for PPG (24)	Eligible for PPG (6)
End of Reception GLD	77%	75%	Phonic check	75%	17%

Contextual Information

Year 1 PPG children – 2 have EHCP and 2 SEN needs and 1 child joined the school in late Spring

EYFS The child who did not achieve GLD was expected in PSED and Communication and Language

National picture: KS2 PPG children are inline with national statistics 43% (RWM) compared to 45% nationally

Intended outcome	Outcome
To ensure first quality classroom teaching to meet the needs of all disadvantaged pupils	Robust curriculum is embedded throughout the school and the impact on the most disadvantaged children is evident in results. Children are tracked throughout the year with termly pupil progress meetings. In EYFS the disadvantaged children all made progress from low starting points and all achieved in the prime areas.
Children will be active and resilient learners	The curriculum uses retrieval to embed key knowledge in all subjects. Through the PSHE scheme (Jigsaw) and My Happy Mind programme the importance of resilience is embedded from Early years to year 6. The children use their knowledge to solve problems and investigate, understanding the importance of making mistakes. This is a key area for continual development, highlighted in the pupil premium strategy and the school improvement plan.
Teaching of strategies to enable children to deal with their emotions and mental wellbeing	Ny Happy Mind is embedded across school and all children enjoy the weekly session. The Happiness Heroes represented the school as part of an inter-generational project. To raise the profile of the Happiness Heroes as ambassadors for our school is part of the school improvement plan. Children in each class were quickly identified and supported in their mental wellbeing by dare to Dream. The coaches have built a great rapport wit our most vulnerable children and these sensory breaks often help children settle into academic work after a quick break.
EYFS children will develop a broad vocabulary and those children with delayed speech to make accelerated progress	Speech and Language therapist in school to work weekly with children to develop vocabulary and speech sounds. Children are quickly identified through Wellcomm assessments, and an intensive programme is delivered by staff and supported by parents. All children made progress in final Wellcomm assessments, and the majority were at age related expectations leaving EYFS.
More involvement in school by some families	Parents attended parent evenings and open days within the year. Poor attendance challenged by EWO and Head Teacher. There was a slight difference between year 6 PPG children and non-PPG children. Y6 PPG 93% attendance Y6 non-PPG 98% attendance Parents responded well to online platform homework and online reading scheme.

	To continue to plan opportunities throughout the year for parents to be involved in children's learning and celebrate their achievements. Parents to celebrate class worship throughout the year.
School will deliver an exciting and engaging curriculum	The staff have worked to develop an engaging curriculum for all. There have been opportunities for 'wow' moments to hook the children in. The children watched a pantomime in school and there were drama workshops for KS2 after watching The Secret Garden. Year 6 had a trip to Patterdale, where the children had the chance to experience outdoor learning and the awe and beauty off the Lake District. The children from early years to year six have specialist music teachers and year two to year five are learning to play an instrument. Through mind maps the children are remembering and retrieving information they have learnt in recent lessons and in previous years.