

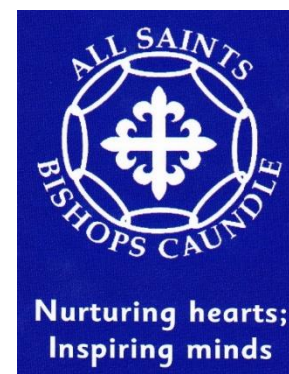
All Saints CE VC Primary School

Pupil Premium Strategy Statement for 2023-26

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	
Number of pupils in school	129
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	01 Sept 2023
Statement authorised by	J. Smyth (Chair of Govs)
Date on which it will be reviewed	Aug 2026
Pupil premium Lead	Nigel Roberts
Governor Lead	Paul Tomlin



Funding overview

Detail	
Pupil premium funding allocation this academic year (22- 23)	£29,360
Recovery premium funding allocation this academic year	£1254
HM Forces Allocation	£320
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable) *Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
Total budget for this academic year	£30,934

Part A: Pupil Premium Strategy Plan

Statement of intent

We would like every child to enter school each day ready to learn, but we recognise that some children and families require support to achieve this. We focus on building relationships between school, the child and the family so that we can identify and break down barriers to learning and wellbeing. We recognise that for a child to be ready to learn we must work in partnership with both families and support agencies from the local community.

Our focus will be on each and every child to receive quality first teaching and precision in identifying gaps, this includes on-entry gaps in EY. Teaching will be adaptive and opportunities to close the attainment gap will be tirelessly sought by all staff within the school. We will identify gaps early in the child's time at our school and provide a curriculum that will meet their needs.

Our intention to provide a broad, balanced and ambitious curriculum where we 'Nurture Hearts and Inspire Minds' and we 'Let the Light Shine' on all pupils. Our school curriculum and provision drives our commitment to not only enrich the cultural capital of each child, but the emotional intelligence and resilience in life and learning skills, so that each child may grow holistically.

Our Pupil Premium Strategy Plan is to provide a quality first teach approach in order that all children receive our planned school curriculum offer, as a minimum expectation. We feel it is essential to ensure adults are able to support teaching, learning and necessary interventions and therefore each class has the well-qualified support of at least two teaching assistants. Our teaching assistants work very closely with the class teacher and most are qualified to lead teaching, in order that either the teacher or assistant may lead small group/1:1 support and intervention, to ensure that PP children make at least good progress across the curriculum.

Interventions include: Phonics, Learn to Move, ELSA, Post Teach, Pre Teach, Maths, English, Speech and Language, SATs support and tutoring. Interventions are reviewed every half term, to ensure that the intervention is having an impact and revised according to the needs of the children

Challenges

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

Challenge Number	Detail of Challenge
1	Attainment gap between Pupil Premium and Non-Pupil Premium Children, particularly in Early Years and Key Stage 1. Although the attainment gap is predominantly minimal, progress is small for this group of children. The school prioritised PP children to be in school during Covid but many families chose not to send children in school. In particular, time out of school has had a significant impact on writing including physical stamina, length of time that focus may be sustained for, lack of interest or self-belief that the quantity and quality can be achieved. Some eligible pupils exhibit low resilience, behavioural / attitudinal issues, including poor concentration and self-regulatory skills, resulting in underachievement
2	Some eligible pupils have entered school with families reporting anxieties / disengagement from relationships /poor concentration and self-regulatory skills / attachment concerns or low self-confidence/low self-esteem and this creates an extra challenge for the children to tackle a curriculum that requires a high level of resilience. Challenges are observed in the children's ability to act within a socially acceptable boundary, respond to peers or adults appropriately, recognise their own feelings and be able to self-regulate. Some of this may stem from an over-reliance on adults, some children having been exposed to constant 1:1 with adults. (SEMH – Social, Emotional, Mental Health)
3	Attendance for Pupil Premium children is not stable and can be lower than non-pupil premium children, making it more difficult to address gaps in learning.

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
PP children to have full access to the curriculum through quality first teaching. All PP children making good progress across all areas of the curriculum.	All PP children making good progress across all areas of the curriculum.
PP children given the opportunity to receive small group/1:1 intervention and tutoring support to allow them to stay on track, ensuring good progress	Children back on-track and showing that they are making good progress across all areas of the curriculum.
Improve the range of experiences which PP children would otherwise be unable to experience, educational visits, music lessons, after school clubs, etc.	All PP have support to access to experiences. Improved attendance.
To provide PP children with the emotional and social support they need to thrive such as ELSA and access to external agencies, such as Dorset Family Matters to further support SEMH needs	All PP children supported and making progress with their emotional health and wellbeing.
To support families in providing basics for their child to attend school, e.g. uniform assistance, access to having milk and Early Help support. Use of Breakfast Club and/or After School club to support parents/carers to attend work interviews/ appointments etc	All PP children's families provided with uniform support. All PP children offered milk. Improved attendance for PP children. Parental Support advertised to families, including partnership with local Health and Family Partnership Services.
Reading, Writing & Maths Multiplication Check Phonics Check EYFS GLD	To continue to perform at least in line with national averages in progress and attainment

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

Budgeting Cost: £15,000

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
Staffing costs for Teaching Assistants (Part salary costs for TAs)	Children making progress across the curriculum. Evidence includes before and after lesson assessments with children being supported by TAs. Quality First Teaching Post Teach in RWM	1 2 3
Embedding Twinkl Phonics' phonics scheme and associated resources to ensure consistently high-quality teaching across KS1 and KS2, allowing all to succeed (including increasing reading scheme books).	We have taken on board the recommendations in the 'Reading Framework' and as a school understand the importance of getting phonics right, right from the start.	1 2
ELSA supervision and support (children making progress with their emotional and social wellbeing)	Children making progress with their emotional and social wellbeing.	2 3

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

Budgeting Cost: £10000

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
Additional Support for PP children	1:1 and small group interventions planned on daily basis if required	1 2
Teacher / TA led Pre/Post teaching	Pre-teaching is an effective method of improving attainment. Post-Teach provides immediate catch up opportunities	1 2
1:1 and small group support for individual PP children. Interventions include: Phonics, Speech and language, Maths, English and SEMH programmes.	Interventions are assessed using before and after assessments, to ensure they are having an impact. Liaison and record keeping between all teaching staff. Additional Reading Club by a teacher / TA	1

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

Budgeting Cost: £5934

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
Educational visits to ensure that PP children have the same opportunity as non-PP children to attend educational visits	Supporting the attendance of PP children at the visits	1 2 3
Milk To ensure that the R/KS1 children can have milk during the school day.	PP children have the same opportunity to take-up milk	2 3
School uniform to support families of PP children with the cost of school uniform	PP children wearing the same school uniform as non-PP children.	2 3
Music lessons	PP children to be able to take part in music lessons if they wish to.	2 3
Swimming lessons	PP children to have daily swimming in Summer Term 2 subsidised	2 3
Breakfast club, After School Club and Extra Curricular Clubs	PP children offered funded or part funded place to ensure attendance, punctuality and having some breakfast before the school day. Children offered ASC places to support working parents. Extra-Curricula clubs support diverse range of experiences matching interests for PP children.	3
Additional specific tutoring / precision teaching small groups KS2	1:1 and small group interventions planned weekly. Liaison between teacher and tutor regarding progress and gaps identified.	1 2

Total Budgeted Costs: £30,934

Part B: Review of previous academic year

Outcomes for disadvantaged pupils 2022-2023

KS2 SATS	100% ARE+ in RWM & EGPS
Multiplication Tables Check	Pupil 1 : 25/25 Pupil 2: 25/25 Pupil 3: 25/25 Pupil 4: 21/25
KS1 SATs	Pupil 1 : ARE in RWM Pupil 2: ARE in RWM Pupil 3: ARE in RM, WT in W Pupil 4: B in RWM (SEND pending EHCP) Pupil 5: ARE in R, WT in WM
Y1 Phonics Check	Pupil 1: 40/40 Pupil 2: 25/40 (EAL)