

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	173
Proportion (%) of pupil premium eligible pupils	36.41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Samantha Moseley
Pupil premium lead	Samantha Moseley/ Sarah Gorton
Governor / Trustee lead	Elizabeth Ford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,860
Recovery premium funding allocation this academic year	£8,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£15,732 £1,847 (Recovery carry forward)
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	£ 117,139.00

Part A: Pupil premium strategy plan

Statement of intent

At All Saints' CofE Primary School, we encourage everyone to become caring resilient and reflective learners to prepare for an ever-changing world. We never give up on people. Never stop trusting. Never lose hope and never quit. This vision drives our disadvantaged strategy and is integral to the wider priorities and plans for the school.

Our intention is that all pupils, irrespective of their background or the challenges they face, have the opportunity to make good progress and achieve high attainment across all subject areas.

We recognise the importance of the school context when making decisions about Pupil Premium and consider the challenges faced by vulnerable pupils. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent SEMH and attendance/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". 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

In order to achieve our objectives and overcome barriers, we will:

- ensure that teaching and learning opportunities meet the needs of all the pupils
- ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed
- ensure that challenges to learning are identified and mitigated
- provide high quality teaching for all pupils
- provide opportunities that socially disadvantaged pupils may not have access to outside of school

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Internal and external (where available) assessments indicate that combined attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	Observations and discussions with children and families show that many pupils are experiencing social, emotional and mental health difficulties. These challenges particularly affected disadvantaged pupils.
4	Our attendance data over the last academic year indicates that attendance among disadvantaged pupils has been 3.7% lower than for non-disadvantaged pupils. (Disadvantaged 90.6% and Non-Disadvantaged 94.3%) 50% of disadvantaged pupils have been 'persistently absent' compared to 8% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Disadvantaged lateness equates to 78.6% of whole school minutes late for the academic year to date. (Whole school total 2450 and Disadvantaged total 1927)
5	Discussions with pupils indicate that many of our disadvantaged pupils have limited opportunities for first-hand experience of activities within and beyond Harwich. This limits the acquisition of vocabulary, knowledge and understanding of the wider world and narrows aspirations.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 65% of disadvantaged pupils met

	the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in number of behaviour incidents.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1.5% or less. • The percentage of disadvantaged pupils who are persistently absent being below 20%.
Disadvantaged children will have access to wider experiences within and beyond the curriculum and develop high aspirations.	A range of data will show that disadvantaged children are accessing the same extra curricular and enrichment opportunities as their peers

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: £9,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of writing to raise standards across the school.	<p>Guidance on how to improve standards in language and literacy in both Key Stage 1 and 2 can be found on the EEF website:</p> <p>Education Endowment Foundation - Improving Literacy in Key Stage 1</p> <p>Education Endowment Foundation - Improving Literacy in Key Stage 2</p>	2
To develop strategies for teaching reasoning skills through using manipulatives and representations	<p>Guidance on how to improve standards in maths in both Key Stage 1 and 2 can be found on the EEF website:</p> <p>Education Endowment Foundation - Improving Maths in Key Stage 2</p> <p>Education Endowment Foundation - Improving Maths in Key Stage 1</p>	2
EYFS Teacher selected to be phonics lead and support with the implementation of Little Wandle	<p>Pedagogy of Little Wandle phonics programme.</p> <p>Little Wandle Pedagogy</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Education Endowment Foundation - Phonics</p>	2
<p>Texts to support the newly implemented phonics programme.</p> <p>Implement a personalised reading</p>	<p>Evidence shows that engagement with reading is a strong indicator of future attainment and is also a mediator of disadvantage.</p> <p>DFE Reading Framework July 2021</p> <p>Evidence shows that it is important to identify the appropriate level of text difficulty, to provide</p>	1, 2

<p>comprehension lesson sequence to support the teaching of reading across the school</p>	<p>appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>Education Endowment Foundation - Reading Comprehension Strategies</p> <p>Addressing Educational Disadvantage In Schools and Colleges: The Essex Way” edited by Marc Rowland ISBN 978-1-913622-45-9</p>	
<p>Partnership led CPD for subject co-ordinators.</p>	<p>Subject Leaders are crucial to a school’s success through their role in securing and sustaining improvement in each area of the curriculum. They offer the leadership, expertise and enthusiasm critical to providing effective learning opportunities for pupils.</p> <p>The Importance of Strong Subject Leadership</p> <p>Evidence shows that in addition to what schools implement, how these approaches are implemented are what makes them effective.</p> <p>Education Endowment Foundation - Implementation</p>	<p>2, 5</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Education Endowment Foundation - Oral Language Interventions</p> <p>Addressing Educational Disadvantage In Schools and Colleges: The Essex Way edited by Marc Rowland ISBN 978-1-913622-45-9</p>	<p>1, 2</p>
<p>Develop feedback strategies, such as in class feedback (live marking linked to editing and improving) to replace conventional marking.</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Studies of verbal feedback show slightly higher impacts overall (+7 months).</p> <p>Education Endowment Foundation - Feedback</p>	<p>2</p>
<p>Improved access to technology to support teaching and learning:</p> <ul style="list-style-type: none"> To give purpose and understanding 	<p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p> <p>Education Endowment Foundation - Using Digital Technology to Improve Learning</p>	<p>2, 5</p>

<p>around activities set.</p> <ul style="list-style-type: none"> Removing barriers by recording in a variety of different ways. 		
<p>Embed metacognition and memory strategies.</p>	<p>The potential impact of metacognition and self-regulation approaches is high. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p>Education Endowment Foundation - Metacognition and Self-Regulation</p>	2

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

Budgeted cost: £42,672

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted intervention programmes to support those children who have gaps in their learning that cannot be filled by QFT alone</p>	<p>Evidence suggests that one to one and small group tutoring is one of the most effective ways to help children make rapid progress by closing gaps in their learning:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Children's speech language and communication level assessed upon entry to EYFS using WELCOMM and Language Link</p> <p>Dedicated speech and language LSA</p>	<p>There is a strong evidence base that suggests oral language interventions, are inexpensive to implement with high impacts on reading</p> <p>Education Endowment Foundation - Oral Language Interventions</p>	1, 2
<p>Additional phonics sessions targeted at pupils, including disadvantaged pupils, who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular</p>	2

	<p>sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Small group intervention work, for targeted Year 6 pupils, to raise attainment in reading, writing and maths.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2

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

Budgeted cost: £ 45,577

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Support Co-ordinator to support attendance, behaviour, safeguarding and social and emotional difficulties of pupils and parents/carers.</p>	<p>Education Endowment Foundation - Social and Emotional Learning</p> <p>Addressing Educational Disadvantage In Schools and Colleges: The Essex Way Edited by Marc Rowland ISBN 978-1-913622-45-9</p>	3, 4
<p>Pupils to widen their experiences through regular Forest School sessions.</p>	<p>The Natural Connections project provides strong evidence that learning outdoors has multiple benefits for school children. 92 per cent of teachers surveyed said that pupils were more engaged with learning when outdoors and 85 per cent saw a positive impact on their behaviour.</p> <p>Gov.uk - Children motivated to learn when outside</p> <p>Why Choose to Learn Outside?</p>	5
<p>Pupils to experience enrichment activities and events.</p> <p>Provision of funding to subsidise cost and facilitate involvement of disadvantaged children</p>	<p>'Leaders adopt or construct a curriculum that is ambitious and designed to give learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.'</p> <p>OFSTED Education Inspection Framework Overview of research 2019</p> <p>Addressing Educational Disadvantage In</p>	1, 5

in additional activities such as clubs, trips and other enrichment opportunities	Schools and Colleges: The Essex Way Edited by Marc Rowland ISBN 978-1-913622-45-9	
Extending TPP skills and training to include families/ wider school community.	Research shows that relationships are key to successful learning, particularly where children have, or are, experienced traumas in their lives. Essex Disadvantage Strategy Essex Trauma Perceptive Practice Guidance	3, 4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance Education Endowment Foundation - Attendance Interventions	4
Utilising a small team of staff to support children with mental health needs.	Research evidence shows that education and health are closely linked. Promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes. The link between pupil health and wellbeing and attainment	3, 4
To review our Relationships and Behaviour policy and the recording of incidents.	Research evidence shows that it is effective to use simple approaches as part of your regular routine. School leaders should ensure the school behaviour policy is clear and consistently applied Education Endowment Foundation: Improving Behaviour in School	
To ensure children are ready to learn at the start of the school day and supported to meet the high expectations of the school through their attire, punctuality and behaviour.	Research evidence shows that whilst wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline School Uniform Research evidence shows that offering	3, 4

	<p>pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths attainment.</p> <p><u>Breakfast Programme</u></p>	
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Total budgeted cost: £97,849

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 2022 to 2023 academic year.

End of year data shows:

- There was a 34% **increase** between Autumn 1 and Summer 2, of PP pupils in EYFS, achieving at or above in communication.
- 67% of PP pupils in Year 1 achieved the expected standard in phonics. This has **increased** by 17%.
- 100% of PP pupils in Year 2 achieved the expected standard in phonics. This has **increased** by 17%
- 63% of PP pupils in Year 2 achieved the expected standard in reading. This has **increased** by 5%.
- 38% of PP pupils in Year 2 achieved the expected standard in writing. This has decreased by 4%.
- 50% of PP pupils in Year 2 achieved the expected standard in maths. This has decreased by 17%.
- 71% of PP pupils in Year 6 achieved the expected standard in reading. This has **increased** by 31%
- 60% of PP pupils in Year 6 achieved the expected standard in writing. This has **increased** by 11%/
- 43% of PP pupils in Year 6 achieved the expected standard in maths. This has decreased by 17%.
- 57% of PP pupils in Year 6 achieved the expected standard in GPS. This has decreased by 3%.

Whole school attendance was 94%. This increased by 2% and was 1.5% above the national average. 15% of our PP pupils were PA. This has **decreased** by 20%. This reduction means we are currently meeting our objective.

Analysis of our CPOMs system shows that 58% of our “cause for concern” entries across the school involve disadvantaged children. This has **decreased** by 20%.