

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 CE Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	22.41 % (93 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2023 to 2025 - 2026
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	N Brompton Headteacher
Pupil premium lead	S Halmshaw Assistant Headteacher
Governor / Trustee lead	R Khalil

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£132405.00
Recovery premium funding allocation this academic year	£3262.50
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	£135667.50

Part A: Pupil Premium Strategy Plan

Statement of Intent

All Saints' Primary School is committed to ensuring that every child has access to a full curriculum, especially for our disadvantaged pupils. We ensure that any barriers to learning are minimised by closely monitoring attendance, parental engagement, progress and attainment. We have high aspirations and expectation for every child, whatever their needs and abilities, and teach a creative, inclusive and enriched curriculum that helps every child reach their potential.

School context:

All Saints' C of E Primary School is a two-form entry inner city school in central Peterborough. The school serves a diverse population. A unique characteristic of our school is the high proportion of children for whom English is an Additional Language (EAL). There are currently 83.1%% of pupils (340/409 children) with English as an Additional Language which is significantly above 2022 national figure of 20.5%.

From the analysis of data by senior leaders and the review of the previous year's Pupil Premium strategy plan, we have identified key aims specific to our Pupil Premium children.

We aim to:

- Use Pupil Premium funding to narrow the gap in attainment and progress between vulnerable pupils and those nationally.
- Continue to offer quality first teaching for all pupils across the school in order for all groups of learners, but particularly the disadvantaged pupils, to achieve well and make at least expected progress.
- Offer equal opportunities for all Pupil Premium children, ensuring they have access to a well-mapped curriculum and non-curriculum learning opportunities.
- Engage parents and families of Pupil Premium children through Teaching and Learning conferences, to support learning needs and improve attendance.
- To ensure that both disadvantaged pupils and their peers have access to a range of emotional, social and mental support as required, developing their wellbeing.
- Improve Pupil Premium children's attendance, particularly focusing on persistent absenteeism, so that it is in line with non-pupil premium cohorts and exceeds Pupil Premium attendance nationally.

Challenges

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

Challenge number	Detail of challenge
1	Children enter EYFS with low levels of literacy and independent skills. Children are below national expectations and need to make accelerated progress through the school in order to meet KS2 age related expectations.
2	In Writing, Pupil Premium attainment is lower and progress is slower than their non-pupil premium counterparts. This is resulting in a widening gap in most year groups.
3	In Reading, Pupil Premium attainment is lower and progress is slower than their non-pupil premium counterparts. This is resulting in a widening gap in most year groups.
4	In Maths, Pupil Premium attainment is lower and progress is slower than their non-pupil premium counterparts. This is resulting in a widening gap in most year groups.
5	There is a high proportion of Pupil Premium children who also have English as an Additional Language (77.3%). (68/20)
6	Pupil Premium children do not access as many extra-curricular opportunities as their non-pupil premium peers. Many pupils have limited access to wider experiences that would develop wider knowledge and skills.
7	<p>Our attendance data last year indicates that attendance among disadvantaged pupils has been lower than non-pupil premium pupils. Pupil Premium attendance was 94.65% and non-pupil premium attendance was 94.75%</p> <p>After analysing the persistent absentee data from 23-24 we need to continue to focus on disadvantaged families in order to improve attendance so it does not negatively impact our disadvantaged pupils.</p>
8	We have seen an increase in wellbeing concerns (for example mental health, social emotional) there is a lack of capacity within our staff and our understanding is still developing to allow us to effectively identify and target these pupils and address the concerns.

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.

Challenge Number	Intended outcome	Success criteria
1	Early reading and communication skills are improved within EYFS and KS1 for all pupils including PP in order to develop pupils' oral language and vocabulary development.	In Y1 the phonics pass rate will be in line with national for both PP and non-PP children. By the end of Y2 pupils will be in line for national expectation for Reading.
1, 2, 3, 4	Progress and attainment gap is narrowed for Pupil Premium children compared to non-PP children in Reading, Writing and Maths.	Data demonstrates outcomes for PP children are narrowed and more in line with non-PP children. This will be evidenced through learning walks, book scrutinies, ongoing assessments (AfL), gap analysis (PiXL), pupil progress meetings, interventions, effective use of assessment.
5	The language deficit for PP pupils is diminished.	Evidence shows that the % of PP children working at age related expectations increases in reading. The progress in this area will be higher than the previous year also. KS2 outcomes continue to improve.
6	Pupil Premium children are exposed to a range of experiences in order to develop their wider knowledge and skills.	A variety of visits or experience days planned for every year group so children including disadvantaged pupils can attend. Continue to use and develop an engaging and bespoke curriculum to suit the demographic of the school.
7	All disadvantaged pupils will meet national expectations for attendance and persistent absence.	Sustained high attendance which is shown through the attendance gap between PP and non-PP children being reduced. The percentage of PP persistence absentees is in line with national.
8	Wellbeing concerns will be reduced and identified quickly and effectively	High levels of wellbeing which are evidenced through pupil and parent voice surveys, lesson observations, playground observations and appropriate referrals are being followed through.

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: £57156.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed the use of Accelerated Reader (AR) and purchase new books from 1.0-3.0 which are AR compatible. £3499	Research shows that children need to have the right level of challenge within their reading lessons and reading books at home. DfE Reading Framework	1, 3
Third teacher 40% and 50% AHT employed to support the teaching of reading in Year 6 in the mornings. £36470	Smaller group tuition targeted at specific children. Pupils benefit from the smaller groups for reading. EEF Small Group Tuition	1, 3
CPD to be offered for all Subject Leaders through Peterborough Learning Partnership to develop a rich and accessible curriculum for all children. £1456.	Rauch and Coe (2019) "The difference between really good teaching and less effective teaching makes more difference to learning than any other factor within the school." Great Teaching Toolkit: Evidence Review Dylan William (2016) "Every teacher needs to improve, not because they are not good enough, but because they can be even better." Keynote speech at the SSAT Conference	1, 2, 3, 4,
Phonics lead monitoring and supporting of DfE validated scheme to continue to support strong phonic teaching for all pupils	Phonic teaching has a strong impact on the accuracy of word reading particularly for disadvantaged pupils DfE validated Systematic Synthetic Phonics programme	1,3

20% of AHT £15731.		
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Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £28594

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Progress meetings held termly to ensure assessments are interpreted effectively and key actions agreed within the meeting with SLT.	Standardised tests show the strengths and weaknesses of each pupil to help ensure they are receiving the correct support in their learning. EEF Review Attainment measures in literacy, mathematics and science	1, 2, 3, 4, 5, 7, 8
One to one phonic support or small group intervention held for disadvantaged children that need to 'keep up' with their peers. 4 x TA's group work = £15557.00	The guidance emphasises that pupils need to keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum depends so much on literacy. Where pupils make insufficient progress, extra efforts should be made to provide them with extra practice and support from the beginning. DfE Reading Framework	1, 2, 3, 5
TA employed within mornings and the afternoons to lead group interventions based on analysis of PiXL assessments to plug the gaps. £9138	Guidance and support from the EEF shows that effective use of TAs can support attainment and progress for all children. EEF Making Best Use of Teaching Assistants	1,2,3,4,6
One to one language / vocabulary support and small group intervention held for disadvantaged children that need to develop their spoken English. £3899	Research shows that the development of vocabulary is extremely important in developing comprehension ASCD Closing the Vocabulary Gap EEF Small Group Tuition	2,3,5

Wider Strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £58184

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>STEPS training on the therapeutic behaviour approach for all support staff with the aim of improving behaviour and wellbeing across the school. £500</p>	<p>"You can't teach children to behave better by making them feel worse. When children feel better, they behave better." (Pam Leo, 2005). Cambridgeshire Steps (Therapeutic Thinking) - Learn Together (cambslearntogether.co.uk)</p>	<p>7, 8</p>
<p>Support for parents to access educational experiences, trips that are cross curricular and extra curricular. £6413</p>	<p>Providing financial support to ensure PP children have access to enrichment activities allows the learning in school to be enhanced, particularly in writing, science and arts. EEF Arts Participation</p>	<p>6</p>
<p>Development of an immersive classroom to broaden children's knowledge, language and experiences in the wider curriculum areas.</p>	<p>Evidence shows that use of technology can be used to improve the quality of explanations and modelling for teaching, as well as being extremely motivating for pupils. EEF Using Digital Technology to Improve Learning</p>	<p>6</p>
<p>Employ a Family Support Worker to focus on wellbeing concerns, referrals, attendance, particularly for Pupil Premium children. £28747</p>	<p>Data shows that 1 in 4 children will have a mental health concern at some point and that the pandemic / COVID-19 has had a negative impact on children's mental health. Research and advice from the EEF shows that focusing on improving wider strategies (such as attendance and behaviour) will also impact attainment and progress for disadvantaged pupils. EEF Moving forwards, making a difference</p>	<p>7, 8</p>
<p>Development of an attendance action plan that will involve a</p>	<p>An EEF report states that pupils need to be in school to learn and achieve. Pupils with no absence are</p>	<p>7</p>

<p>clear strategy for improving attendance. £20524</p>	<p>1.6 times more likely to achieve. EEF Guide Working with Parents to Support Children's Learning DfE Improving School Attendance</p>	
<p>Contingency fund for acute issues. £2000</p>	<p>Based on our experiences, we have found a need to set aside an amount of funding to cover costs in situations where we need to respond quickly. These needs may not have yet been identified.</p>	<p>6, 8</p>
<p>Total £143934.00</p>		

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.

The data below shows that during the last academic year we have narrowed the gap in some areas. The data also indicates that the longer children spend at All Saints' the more likely they are to make accelerated progress and catch up to the expected level of attainment despite the low starting points that many children enter the school with.

Intended Outcome	Impact for 23/24																					
Early reading and communication skills are improved within EYFS and KS1 for all pupils including PP in order to develop pupils' oral language and vocabulary development.	In Y1 the phonics pass rate is not in line with national for PP.																					
	<table border="1"> <thead> <tr> <th>Phonics Pass Rate</th> <th>All Saints' overall</th> <th>All Saints' PP (9 children)</th> <th>All Saints' Non-PP</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>89%</td> <td>77%</td> <td>92%</td> <td>80%</td> </tr> <tr> <td>Y2</td> <td>90%</td> <td>82%</td> <td>92%</td> <td></td> </tr> </tbody> </table>	Phonics Pass Rate	All Saints' overall	All Saints' PP (9 children)	All Saints' Non-PP	National	Y1	89%	77%	92%	80%	Y2	90%	82%	92%							
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Y1	89%	77%	92%	80%																		
Y2	90%	82%	92%																			
By the end of Y2 pupils in the current cohort are not in line with national expectations for Reading.																						
Progress and attainment gap is narrowed for Pupil Premium children compared to non-PP children in Reading, Writing and Maths.	<table border="1"> <thead> <tr> <th>KS1 Reading</th> <th>All Saints' overall</th> <th>All Saints' PP</th> <th>All Saints' Non PP</th> </tr> </thead> <tbody> <tr> <td>EXS</td> <td>67</td> <td>45</td> <td>70</td> </tr> <tr> <td>GDS</td> <td>3</td> <td>0</td> <td>4</td> </tr> </tbody> </table>	KS1 Reading	All Saints' overall	All Saints' PP	All Saints' Non PP	EXS	67	45	70	GDS	3	0	4									
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	EXS	67	45	70																		
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Data demonstrates attainment outcomes for PP children are narrowing and becoming more in line with non-PP children in some year groups.																						
	<table border="1"> <thead> <tr> <th>Reading</th> <th>Pupil Premium EXS+ % Attainment</th> <th>Non-Pupil Premium EXS+ % Attainment</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>44</td> <td>71</td> </tr> <tr> <td>Year 2</td> <td>45</td> <td>70</td> </tr> <tr> <td>Year 3</td> <td>71</td> <td>64</td> </tr> <tr> <td>Year 4</td> <td>50</td> <td>73</td> </tr> <tr> <td>Year 5</td> <td>64</td> <td>68</td> </tr> <tr> <td>Year 6</td> <td>82</td> <td>78</td> </tr> </tbody> </table>	Reading	Pupil Premium EXS+ % Attainment	Non-Pupil Premium EXS+ % Attainment	Year 1	44	71	Year 2	45	70	Year 3	71	64	Year 4	50	73	Year 5	64	68	Year 6	82	78
Reading	Pupil Premium EXS+ % Attainment	Non-Pupil Premium EXS+ % Attainment																				
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Year 3	71	64																				
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Writing	Pupil Premium EXS+ % Attainment	Non-Pupil Premium EXS+ % Attainment
Year 1	11	52
Year 2	45	60
Year 3	64	56
Year 4	44	52
Year 5	45	45
Year 6	76	73

Maths	Pupil Premium EXS+ % Attainment	Non-Pupil Premium EXS+ % Attainment
Year 1	33	60
Year 2	55	78
Year 3	71	62
Year 4	50	80
Year 5	55	74
Year 6	76	78

Our assessment data for the academic year 2023-24 shows in the majority of year groups, PP children generally made progress that is comparable to and in some cases better than those of their peers. See below.

Reading	Pupil Premium EXS+ % Progress	Non-Pupil Premium EXS+ % Progress
Year 1		
Year 2	64	94
Year 3	85	67
Year 4	87	85
Year 5	81	89

Writing	Pupil Premium EXS+ % Progress	Non-Pupil Premium EXS+ % Progress
Year 1		
Year 2	91	81
Year 3	54	50
Year 4	80	76
Year 5	71	75

Maths	Pupil Premium EXS+ %	Non-Pupil Premium EXS+ %
Year 1		
Year 2	73	85
Year 3	85	74
Year 4	87	85
Year 5	90	86

Year 6 cohort data also shows the gap narrowing significantly when tracked from Y3-Y6 for attainment and progress:

Year 6 leavers 23 24

Reading At-tainment	Pupil Pre-mium	Non Pupil Premium	Difference
Y6 (23/24)	82	78	4
Y5 (22/23)	75	66	9
Y4 (21/22)	43	63	-20
Y3 (20/21)	44	50	-6
Writing At-tainment	Pupil Pre-mium	Non Pupil Premium	Difference
Y6 (23/24)	76	73	3
Y5 (22/23)	44	39	5
Y4 (21/22)	36	50	-14
Y3 (20/21)	0	10	-10
Maths At-tainment	Pupil Pre-mium	Non Pupil Premium	Difference
Y6 (23/24)	76	78	-2
Y5 (22/23)	38	57	-19
Y4 (21/22)	36	70	-34
Y3 (20/21)	11	23	-12

	Reading Progress	Pupil Premium	Non Pupil Premium	Difference
	Y6 (23/24)			0
	Y5 (22/23)	75	81	-6
	Y4 (21/22)	83	88	-5
	Y3 (20/21)	88	75	13
	Writing Progress	Pupil Premium	Non Pupil Premium	Difference
	Y6 (23/24)			0
	Y5 (22/23)	75	72	3
	Y4 (21/22)	83	93	-10
	Y3 (20/21)	0	45	-45
	Maths Progress	Pupil Premium	Non Pupil Premium	Difference
	Y6 (23/24)			0
	Y5 (22/23)	69	74	-5
Y4 (21/22)	92	98	-6	
Y3 (20/21)	50	52	-2	

The language deficit for PP pupils is diminished.

Evidence shows that the % of PP children working at age related expectations is better or at least in line with their non PP peers in Year 3, Year 5 and Year 6.

Reading attainment 23/24:

Reading	Pupil Premium EXS+ % Attainment	Non-Pupil Premium EXS+ % Attainment
Year 1	44	71
Year 2	45	70
Year 3	71	64
Year 4	50	73
Year 5	64	68
Year 6	82	78

Reading attainment 22/23:

Reading	Pupil Premium EXS+ % Attainment	Non-Pupil Premium EXS+ % Attainment
Year 1	50	54
Year 2	70	70
Year 3	50	74
Year 4	55	68
Year 5	75	66
Year 6	64	79

<p>Pupil Premium children are exposed to a range of experiences in order to develop their wider knowledge and skills.</p>	<p>The development and use of the immersive classroom has started to allow children to have experiences that they may not have had before. For example, using it to explore the different continents of the world, watch fireworks go off, an under the sea experience. This is an area of focus for the school in order to embed this further.</p> <p>Year groups have also planned and conducted a range of experience days such as Victorian Day in Year 2, Roman Day in Year 4 and WW2 day in year 6. A range of educational visit happened over the year also.</p> <p>In addition to this, a range of pastoral support interventions have been put into place and are recorded/tracked. Some of these include: Healthy You Crew, Friendship Club and a range of extracurricular clubs.</p>
<p>All disadvantaged pupils will meet national expectations for attendance and persistent absence.</p>	<p>40 non-PP children who are persistent absentees with an average of 84.86% attendance</p> <p>10 PP children who are persistent absentees with an average of 85.99% attendance (this includes a child with severe medical needs and 65% attendance overall)</p>
<p>Wellbeing concerns will be reduced and identified quickly and effectively</p>	<p>Employment of FSW has continued to increase and embed the support available for PP children. Work conducted with children is evidenced on spreadsheet saved separately.</p>

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Maths No Problem	Maths No Problem
Mathletics	3P Learning

TTRockstars	Maths Circle Ltd
DoodleMaths	EZ Education
Reading Shed	Education Shed
Spelling Shed	Education Shed
PiXL	The PiXL Club
Purple Mash	2Simple