

Pupil premium strategy statement – All Saints CEVA Primary School

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	210
Proportion (%) of pupil premium eligible pupils	13.8%
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)	2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	Termly and July 2024
Statement authorised by	
Pupil premium lead	Steph Pearle
Governor / Trustee lead	Claire Le Maistre

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year $\pounds 1,455 \times 28 = \pounds 40,740$ (Pupil Premium) $\pounds 2,530 \times 1 = \pounds 2,530$ (Looked After Children)	$\pounds 40,740$ (£43,270 inc. LAC)
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> (£145 x 29)	£4,205
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>	$\pounds 44,945$ $\pounds 47,475$ (inc. LAC)

Part A: Pupil premium strategy plan

Statement of intent 2021-2024

What are your ultimate objectives for your disadvantaged pupils?

- **For all disadvantaged pupils in school to meet or exceed expected progress rates in order to reach age related expectation at the end of year 6, therefore being ready for secondary school.**
- **To continue to narrow the gap between disadvantaged and non-disadvantaged pupils within the school over the next three years.**
- **To reduce the number of absences further through continued close monitoring and action in relation to overall attendance.**
- **To raise the expectations and aspirations of both these pupils and their families**

How does your current pupil premium strategy plan work towards achieving those objectives?

- **We provide specific staff with CPD for specified researched interventions to be run with targeted groups of children.**
- **We provide specific staff with CPD relating to positive discrimination to ensure equal opportunities for all.**
- **We have a wide range of 1-1 interventions and group interventions to support progress in key areas such as reading, writing and maths.**
- **We subsidise educational visits, clubs and residential for every year group.**
- **We have increased technology resources to support pupils to be able to access learning at home through Chromebook loans.**
- **We supplement funding of the family support officer to provide targeted interventions to enable the whole child to succeed academically, physically and mentally.**
- **We provide music tuition and specific resources so children have the opportunity to learn an instrument if they wish.**
- **We provide a range of after school and before school clubs for children from EYFS to KS2 through a range of subject areas to provide enrichment and engagement to support learning new skills.**

This is not an exhaustive list and will change according to the needs and support of the pupils as the academic year progresses.

What are the key principles of your strategy plan?

At All Saints CEVA Primary School and Nursery Unit, we recognise that supporting the well-being and mental health of our children is equally as important as raising attainment, therefore all our priorities are centred around meeting the needs of the whole child. It is vital for children to have high self-esteem and confidence before they are ready to learn. As a school we aim for all of our children to leave the school as confident individuals, successful learners and responsible citizens.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to Early Years Foundation Stage in all areas.
2	A high level of households without technology or other resources to support home learning effectively.
3	Low level of attainment in wider curriculum areas.
4	Attendance - hence our access to pastoral support to help the whole child socially, mentally and physically so each child is ready to learn.
5	Parental engagement – some parents of children in receipt of PP funding have a reduced communication and engagement with the school.
6	Very low opportunities for enrichment outside of school such as clubs / family trips impacting on experience, cultural capital and vocabulary.

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
Progress in Reading	Achieve above national average progress scores in KS2 Reading
Progress in Writing	Achieve above national average progress scores in KS2 Writing
Progress in Maths	Achieve above national average progress scores in KS2 Maths
Phonics	Achieve above national average expected standard in PSC (Phonics Screening Check)
Attendance	Ensure attendance of disadvantaged pupils is above 96%

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: £5,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD development- including further staff Real P.E. training. Cost £4,500	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET, and will also place specific focus on Early Career Teachers and new Support Staffing.	1, 3
Staff CPD for writing-funding of the Talk for Writing programme for continuation of training for all teachers and teaching assistants and resources. £1,310	Writing continues to be an area where disadvantaged pupils are not attaining in line with their non-disadvantaged peers across multiple cohorts. EEF concluded that a trial into Talk for Writing showed that <i>'the teachers were enthusiastic about implementing Talk for Writing within a whole school approach and felt that it provided a consistent approach to teaching writing.'</i>	1, 3, 6

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

Budgeted cost: £19,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language therapist Cost £2,500	Weak Language and Communication skills are evident, particularly in EYFS. Some children do not have the breadth of vocabulary to allow them to make the appropriate progress throughout their time in nursery or reception. Some children's progress is hindered by the difficulties they face in forming speech sounds accurately.	1, 3
1 to 1 tutoring interventions. Total cost = £1000	As part of our recovery plan, we have implemented a block of 1:1 tutoring sessions in maths using the recommended NTP company 'Third Space Learning'. These sessions run from 8.30am until 9.30am, ensuring that children involved are not missing out on any core lessons. <i>EEF evidence 'Evidence indicates that one to one tuition can be effective, delivering</i>	1,3

	<p>approximately five additional months' progress on average. Results from studies is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.</p>	
<p>Small group tutoring after school on core subject areas across years 3-5. = part funded cost across the year £4,205 using recovery funding, an additional £565 from PP budget.</p> <p>Total = 4,770</p>	<p>Teachers to run small group tutor sessions after school as recommended by the government. Teachers will work with focus pupils during this time with gaps in Maths and English taken from internal assessments. This will support accelerating progress in academic areas.</p> <p>EEF evidence 'Evidence indicates that small group tuition can be effective, delivering approximately four additional months' progress on average. Results from studies is that this has the greatest impact when it is targeted to pupils' specific needs, using diagnostic assessment to assess the best way to target support. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.</p>	1, 3
<p>Interventions and Teaching and Learning Support</p> <p>Total = £5,000</p>	<p>Each of our year groups has at least one teaching assistant in the class at all times. On top of this, we also benefit from having one HLTA available to support in classes. This allows the numbers within each group during core subjects to be smaller which has a positive impact on pupil well-being and academic progress. The school makes sure the Pupil Premium children are prioritised and have access to small group targeted support over the course of a half term. Positive discrimination is used to provide targeted support and interactions with our Pupil Premium children.</p> <p>EEF evidence 'As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.'</p> <p>EEF Evidence 'There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches. Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status. Smaller class sizes may also provide more opportunities for teachers to develop new skills and approaches.'</p>	1,3

<p>Educational materials pupils have access to in and outside school to support progress.</p> <p>Times Table RockStars £140 Spelling Shed £370 MyMaths £390 Total = £900</p>	<p>We want our pupils to be able to continue to support their learning at home through ensuring applications are available for Maths and English. All these platforms are used within school so the pupils are familiar with them already.</p> <p>EEF Evidence 'Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching,'</p>	<p>2</p>
<p>Increased collection of reading material for each year group and additional diversity texts to support accelerated progress and engagement with reading.</p> <p>Pupils to have these books at home and school.</p> <p>Total Resourcing £930</p>	<p>Reading and oracy is one of the school's priority areas. Increasing the reading material to incorporate books that show a representation of pupil heritage is vital in ensuring an inclusive curriculum.</p> <p>Books to be added to classrooms, which match the Pupil Premium children's favourite authors or genres of choice.</p>	<p>1, 2, 3</p>
<p>Early morning 1:1 provision 8.30 to 9am</p> <p>£4,000 for academic year</p>	<p>Early morning English and maths provision for specifically targeted children across years 1-6 who have been identified as needing additional support and developing confidence in reading / fluency.</p> <p>EEF evidence 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Results from studies is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.'</p>	<p>1, 3</p>

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

Budgeted cost: £22,565

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Continue to have a nominated member of staff to monitor attendance which has had a positive impact over last two years.</p> <p>Funding towards the attendance lead to support monitoring of attendance- £500</p>	<p>Figures for disadvantaged and non-disadvantaged pupils are improving with only little significant difference between the contextual groups. We would like to maintain our consistent approach so our strict measures with the increased monitoring should continue. Reports are prepared monthly by the attendance lead and are discussed in meetings with the DSL and Family Support Officer. Information is then shared with the PP Lead and is also monitored by governors.</p>	<p>4</p>
<p>50% subsidised trips for all pupils.</p> <p>100% subsidised residential trips for all pupils.</p> <p>Stimulating extended learning experiences help develop imagination and language development.</p> <p>£3,500 budget for year- to be reviewed if necessary.</p>	<p>As a school we feel it is vital to continue to support our school community with the cost of school trips to ensure that pupils benefit from community cultural capital enrichment activities such as school trips. The large majority of our households have very little opportunity to have family days out and go beyond their immediate surroundings of Wellingborough.</p> <p>Previously, with residential trips, 50% has not been enough for some of our Pupil Premium pupils to be able to attend. We feel strongly that children not being able to access residential trips through financial reasons, should not be a barrier for them partaking in these incredible learning and social opportunities. We have therefore, taken the decision to fund 100% of the cost of residential trips.</p>	<p>1, 2, 6</p>
<p>Ensure children identified have access to professional counselling services if needed.</p>	<p>Prior to and even more so during the Covid pandemic, we have seen an increase in the number of families (parents and pupils) needing specific support. Our Family Support Officer provides a range of interventions for families and pupils to ensure we are meeting the needs of the whole child. These interventions are tracked continuously and are fluid in their approach.</p> <p>EEF Evidence 'Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Three broad categories of SEL interventions can be identified:</p> <p>universal programmes which generally take place in the classroom; more specialised programmes which are targeted at students with particular social or emotional needs; and</p>	<p>4</p>

	<p><i>school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning.</i></p> <p><i>How effective is it?</i></p> <p><i>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.'</i></p>	
<p>Pastoral Support – Supporting families and pupils of Pupil Premium and other vulnerable pupils.</p> <p>Family support officer = £6,000.</p>	<p>The Family Support Officer provides a crucial link between parents, and school. They are often the point of contact available to families, to enable them to seek support and advice, which they may not be able to access through the Class Teachers or other staff members.</p>	4
<p>Supporting families with Wellbeing Packages during longer holidays.</p> <p>£2,500 To be reviewed as necessary</p>	<p>Wellbeing packages will contain a host of items and resources to support the child at home holistically. This may include items to support specific aspects of their learning, but may also include personal items which help to boost their wellbeing. The wellbeing packages are also a crucial part of building strong and meaningful relationships between school and home, demonstrating that we value and prioritise supporting our families.</p> <p><i>'EEF evidence 'Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. Parental engagement approaches are typically delivered over the course of an academic year, as building effective relationships between school and parents requires a sustained effort over an extended period of time'.</i></p>	2, 5, 6
<p>2 after school/before school clubs fully funded per child.</p>	<p>We recognise the importance of enrichment and pupils learning new skills which they may not be able to do outside school due to added pressures of family life, social-economic contributory factors. Many of our families do not have the consumable and economic resources to provide these. We feel</p>	2, 6

<p>Music tuition for 1 instrument fully funded per child.</p> <p>£2,500 budget for year- to be reviewed if necessary.</p>	<p>it is vital that the school provides every opportunity for all children to have the opportunity to access a before or after school club as well as having the opportunity to play a musical instrument.</p>	
<p>Cost of uniform for vulnerable families, including contribution towards school shoes.</p> <p>£2,900</p>	<p>We want to ensure pupils are attending school and have readiness to learn, therefore we promote a sense of well-being and belonging to the school community through quality uniform provision.</p>	5
<p>Well-being and support at lunchtimes through the opportunity to join a nature group, board game group, PE group or arts and crafts group.</p> <p>£1000 towards the cost of staffing and resources.</p> <p>Total= £1000.</p>	<p>During lunchtimes we have a range of different areas indoor and outdoors for our pupils to access and can complete a range of different activities to support their enrichment and well being during unstructured times.</p> <p>Creating a therapeutic environment supports pupils to be calmer and self-regulate which in turns supports their well being.</p> <p>EEF Evidence 'Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories: approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning'</p>	4, 6
<p>Further extracurricular opportunities including arts, culture and trips.</p> <p>Budget £1,665</p> <p>Development of a Forest School outdoor learning area and curriculum.</p> <p>Budget £2,000</p> <p>Total = £3,665</p>	<p>Following on from a pupil survey carried out in September 2022, a large proportion of Pupil Premium pupils identified aspects of the Arts as their area of interest, as well as spending time outdoors. These interests could be captured to aid in the progress made in other core subject areas, where the gap between disadvantaged and non-disadvantaged appears the greatest.</p> <p>EEF Evidence 'Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p>	1, 3, 4, 6

	<i>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</i>	
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Total budgeted cost: £47,475

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022-2023 academic year.

Aim - For all disadvantaged pupils in school to meet or exceed expected progress rates in order to reach age related expectation at the end of year 6, therefore being ready for secondary school.

We have seen much improved attainment for our disadvantaged pupils in our Year 6 cohort. For example, in Reading, disadvantaged pupils in Year 6 in the academic year 2021-2022 achieved 50% at the expected standard for reading, compared with 100% achieving the expected standard in 2022-2023. Disadvantaged pupils in Year 6 were above national standard for reaching the expected standard for both Reading and Maths. Disadvantaged pupils also outperformed their non-disadvantaged peers in both Reading and Writing, but unfortunately the non-disadvantaged pupils achieved higher percentages working at the expected standard in both writing and grammar, punctuation and spelling. There were less disadvantaged pupils in the 2022-2023 cohort than the previous year, and this may have been a contributing factor in the differences in attainment.

Aim - To continue to narrow the gap between disadvantaged and non-disadvantaged pupils within the school over the next three years.

The end of year data table shows the groups where the disadvantaged pupils are outperforming their non-disadvantaged peers. There is still progress needed in closing the gap, particularly with regards to writing and the classes with a larger proportion of disadvantaged pupils. These cohorts, along with further staff CPD in Talk for Writing, will be a clear focus for the next academic year. Use of additional extra curricular clubs, and the introduction of Forest School, is helping to close the gap in terms of access to learning in a wider range of opportunities and subjects.

	Number disad.	% disad.	Disadvantaged			Non-disadvantaged		
			Reading % at or above	Writing % at or above	Maths % at or above	Reading % at or above	Writing % at or above	Maths % at or above
YR	6 / 30	20%	50%	50%	67%	79%	71%	75%
Y1	2 / 29	7%	50%	50%	100%	81%	77%	81%
Y2	3 / 30	10%	75%	100%	100%	51%	52%	67%
Y3	6 / 30	20%	66%	34%	83%	66%	55%	75%
Y4	2 / 31	6%	100%	50%	50%	69%	62%	76%
Y5	7 / 30	23%	57%	57%	43%	65%	61%	70%
Y6	2 / 29	7%	100%	50%	100%	93%		93%

Aim - To reduce the number of absences further through continued close monitoring and action in relation to overall attendance.

Ongoing monitoring of attendance shows that the number of disadvantaged pupils who are a cause for concern is decreasing. The termly meetings, enable quick intervention with families, in order for any possible support to be put into place. Families are well informed about attendance expectations and procedures, along with the detrimental impact poor attendance has on academic outcomes. Fostering strong relationships with families enables honest conversations to take place.

Aim - To raise the expectations and aspirations of both these pupils and their families.

Through providing a range of additional opportunities to our Pupil Premium children, we open the doors to new interests and experiences. In the year 23/24, we need to lower and remove barriers further by providing increased support for families regarding trips and residential. Parents are informed about the opportunities available at the start of the year, but this needs to continue throughout the year as gentle reminders. Uptake on clubs/music lessons may then improve as the year progresses. Use of the Letterbox club has been successful and gratefully received by parents and pupils alike. The packs have been a great support for providing opportunities for home learning, as well as items to be treasured. The books included in the packs were of a very high quality!

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

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.