

# Pupil premium strategy statement – All Saints’ CE Primary School

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	207
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2026
Date this statement was published	July 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Nicola Smallwood
Pupil premium lead	Nicola Smallwood
Governor / Trustee lead	David Malloy

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,750
Recovery premium funding allocation this academic year	£9,810
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <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>	£78,560

# Part A: Pupil premium strategy plan

## Statement of intent

At All Saints' we strive to provide a broad and ambitious curriculum full of rich experiences and opportunities for all, enabling every single child in our school to be the absolute best they can be. The focus of our Pupil Premium grant is to create equity for all, allowing all pupils the opportunity to succeed regardless of circumstance.

In general, the town of Cockermouth displays a low level of deprivation across the index of multiple deprivation. However, the Northeastern district of Cockermouth and catchment area to All Saints' Primary, ranks in the lowest 20% of the country for income deprivation which affects children; employment deprivation, health deprivation and disability.

There is a clear disparity between local schools with regards to their catchment area and the level of disadvantage impact upon them. The principle behind our funding allocation is to ensure every child achieves their potential and that All Saints' pupils buck this trend.

High quality teaching is the key principle to attainment for all. Teachers are passionate and seek to ensure all children learn well using evidence based CPD to develop teaching practises. As a team we are developing a curriculum and teaching skills which allow children to remember the content and deepen understanding of concepts over time.

We recognise that a considerable number of our children present with complex and additional needs, the families being drawn here due to the school's excellent reputation for providing support and meeting these additional needs. All staff, along with outside agencies work together to provide the best outcomes for every individual.

Our strategy is focused upon identifying the need of the individual to be successful and to achieve. To achieve this we;

- Regularly review the progress and performance of all pupils to track the impact of approaches
- Identify the barriers to learning for all Pupil Premium children and plan to mitigate them
- Deliver high quality, focused intervention
- Employ specialist teachers and leaders to deliver aspects of the music and PE curriculum

All our work through the pupil premium is aimed at accelerating progress and improving the quality of life for all.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Significantly below average on entry data for Literacy in EYFS (Early Years Foundation Stage)</b> 80% of children are not on track in Literacy skills in Reception baseline assessments.
2	<b>Phonic Knowledge and Oracy Skills</b> Children enter Reception without a secure phonetic understanding or . They require additional time to consolidate their knowledge and revisit prior learning.
3	<b>KS2 Reading/Phonetic knowledge</b> Due to their low starting points, some children need to consolidate phonetic knowledge through KS2. Some children enter KS2 lacking in confidence in applying previously covered reading strategies which are key to their development.
4	<b>KS2 Maths SATs data is well below the national average</b> Children are not on track through KS2, the current strategies are not having the desired impact.
5	<b>Play and Outdoor opportunities</b> Not all families are able to access the vast opportunities on offer in the county of Cumbria for outdoor education. Therefore, some children's physical development, behaviour and attitudes towards movement to stay healthy requires explicit development through a diverse PE curriculum which takes in not only the fundamental gross motor development skills but also allows all children to experience a variety of Outdoor Education activities.
6	<b>Lack of Opportunity</b> Many children have a limited experience of clubs and may not be able to afford specialist instructors, therefore musical, physical and theatrical talent may go unnoticed.
7	<b>Mental Well Being</b> Some children's SEMH (Social, Emotional, Mental Health) needs prevent them from behaving in a socially acceptable and safe manner in school and prevents them from purposeful engagement in learning activities.
8	<b>Parental Support/Engagement</b> Not all parents are able to actively support their child's learning at home either due to their own learning needs or their own negative experiences of education which make it hard for them to build strong bonds with school staff.
9	<b>Diet</b> Some families are not able to provide a healthy breakfast for children, impacting on their ability to engage in academic activities
10	<b>Attendance</b> Some children have specific diagnoses which lead to extreme levels of anxiety around school attendance and in some cases making school attendance virtually impossible.
11	<b>Gaps in knowledge and understanding</b> Some pupils have low self-esteem and a lack of resilience preventing them from fully engaging in their learning, resulting in significant knowledge gaps and some pupils falling behind national expectations.

## 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
Address social and emotional and attachment issues for PP children	Children will be happier in school, more able to engage in their learning and will have an increased self esteem.
Reading and writing outcomes for PP pupils will be in line with the national average, where possible	Progress made by PP children in reading and writing will accelerate to allow them to meet the national expected standards by the end of the year.
Phonic and maths outcomes will be in line with the national average	Pupils will be achieving national expected standards in phonics in Year One and at age related outcomes in Maths by the end of KS1, Maths achievement will be continued through KS2 and will be reflected in SATs outcomes.
A robust SEMH programme will be in place to support the needs of our PP children.	Adverse circumstances will be mitigated, the children will have a secure and stable outlet in school which allows for emotional growth.

## 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: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding the Phonics scheme across the school. Phonics and Literacy leads monitoring the implementation in all classes.</p> <p>Use of volunteers in school to hear targeted children read.</p> <p>High quality feedback enabling children to understand their next steps.</p> <p>Bookworm sessions in year 1 where parents of PP children are specifically targeted to help engagement in reading.</p>	<p>Utilise PP to promote long term change which will help all pupils including: Phonics (EEF Toolkit +5) Reading comprehension strategies (EEF toolkit +5) High quality feedback (EEF Toolkit +6) Small group tuition( EEF Toolkit +4) Parental Engagement (EEF Toolkit +4)</p>	1, 2, 3, 10
<p>Use of the Great Teaching Toolkit to develop Quality First Teaching for all students.</p>	<p>Phonics (EEF Toolkit +5) Reading comprehension strategies (EEF toolkit +6) High quality feedback (EEF Toolkit +6) Small group tuition( EEF Toolkit +4)</p>	1, 4, 10
<p>Kidsafe programme led by trained member of staff</p>	<p>Social and Emotional Learning (EEF Toolkit +4)</p>	1,3
<p>Monitor use of oracy in Literacy teaching. Work with subject leaders to develop oracy in their subject Develop separate oracy policy.</p>	<p>Oral Language interventions EEF +6</p>	1, 2, 3
<p>Review of the current Maths provision with support from the North West Maths Hub</p>	<p>Quality first teaching is the cornerstone of all in class progress for all children – WELL Project; Creative Education, authors of the Great Teaching Toolkit.</p>	4
<p>An emphasis on Mastery learning in mathematics, implemented with the support of the North West Maths Hub</p>	<p>Mastery Learning EEF +5</p>	4

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

Budgeted cost: £30,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision teaching time to be added to TA timetables	Intervention based around Early Reading Research developed by Dr Jonathan Solity over 15yr period Teaching Assistant interventions EEF +4	2,3
Reciprocal Reader programme in place	Teaching Assistant interventions EEF +4	1, 3
ELSA given priority on timetabling, regular mentoring sessions with the Educational Psychology Team	Oral language interventions EEF Toolkit +6	1,2,3
Small group both in and after school tuition in phonics led by qualified teacher	Small group tuition EEF Toolkit +4	1,2
After school tuition in literacy for small groups led by qualified teacher (years 3 and 4)	Small group tuition EEF Toolkit +4	2
Monitor and review use of "Spelling Shed" spelling resource.	Teaching Assistant interventions EEF +4	1, 3
Monitor and review use of "PenPals" handwriting resource.	Teaching Assistant interventions EEF +4	1, 3
Monitor and review use of "Fluent Zoo" reading resource.	Reading comprehension strategies EEF+6	1, 3
Nessy dyslexia programme and Reciprocal Reading Herts for Learning KS2 Reading Fluency.	Reading comprehension strategies EEF Toolkit +6 Phonics EEF Toolkit +5	2, 3, 10
Reception class 'I can talk' programme	Oral Language interventions EEF Toolkit +6	2
Small group settings for ASD children who are not able to access full class teaching and who are	Small group support EEF +4	7, 10, 11

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA trained adult to engage with parents as and when needed as a link to school to help with daily issues	Early Intervention (EEF Toolkit +5) Parental engagement (EEF Toolkit +4)	1,3
Subsidise residential trips and visits for PP children	Social and emotional learning (EEF Toolkit +4)	1,2,3
To continue to develop children's love of reading; weekly reward system for independent reading	Reading comprehension strategies EEF +6	1, 2, 3
To host "Books And Biscuits" coffee afternoon.	Parental engagement EEF +4	3, 8
To host parent meeting to discuss reading curriculum.	Parental engagement EEF +4	3, 8
To host the Scholastic Book Fair	Parental engagement EEF +4	3, 8
Outdoor activity program making use of the environment on our doorstep; Walk Day; Ghyll Scrambling; Kayaking; Canoeing	Outdoor activity opportunities to boost the social and emotional wellbeing of the children EEF +4	5, 6, 7
Breakfast club open for all.	Extending school time EEF +3	7, 9
Music lessons open to all; guitar; drumming  Christmas Theatre trip for all  Talent show	Arts Participation EEF +3	6, 7
Uniform on sale for parents at a reduced rate  PE kit is black with no label logos allowed on clothing  School hoodies now added to PE kit requirements	Parental Engagement EEF +4	6, 8
Diverse sporting opportunities available to all children, not only the most gifted	Physical Activity EEF +1	7, 8

**Total budgeted cost: £78,560**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

There is a good uptake of disadvantaged pupils taking part in the residential trips each year.

Disadvantaged children are fully included in the kayaking, canoeing and ghyll scrambling activities. They are also fully included in the walk day activities.

The attendance of disadvantaged pupils is generally better than that of children with SEND but not as good as children who are neither SEND nor disadvantaged.

Pupils who are disadvantaged have better outcomes than children who are both disadvantaged and SEND

Outcomes are generally better for disadvantaged children in reading and maths, writing continues to be a difficult area for many children