

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 Academy
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 3 year plan 2024-2027
Date this statement was published	16/9/24
Date on which it will be reviewed	16/9/25
Statement authorised by	Mrs K Howe
Pupil premium lead	Mrs R Beasley
Governor / Trustee lead	Mr G Mitcheson-Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,120
Recovery premium funding allocation this academic year	£0
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	£28,120

Part A: Pupil premium strategy plan

Statement of intent

At All Saints Academy we believe that teaching and learning opportunities must meet the needs of all the pupils to ensure we provide the very highest standards of education for every child. It is also our belief that we want to provide children with opportunities they may not always have, particularly for those children who may be socially disadvantaged.

High-quality teaching is at the heart of our approach. 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. Even with good quality first teaching, we have identified some barriers to learning for our children, such as stretching and challenging of pupils who are most able, building confidence and resilience, improving social and emotional well-being, developing communication and SEND support. At All Saints Academy, we are able to identify the barriers to learning for pupils and implement strategies and interventions to overcome these.

Analysis of pupil progress, attainment and well-being is used to determine the impact of the support we give. The Pupil Premium Strategy is reviewed termly during Governor meetings where information is shared on the impact of the strategies. The impact of the strategies are measured using both qualitative and quantitative data collected and analysed by the senior leaders and Governors responsible for the Pupil Premium Grant.

Objectives of spending the Pupil Premium:

- To provide and engage in high quality CPD. This includes professional development and engaging with a school led coaching programme.
- To close the gaps between Pupil Premium pupils and their peers in reading, writing and maths across the school for progress and attainment.
- Ensure that Pupil Premium pupils are able to achieve mastery in their reading, writing and maths.
- To ensure disadvantaged pupils are challenged in the work that they're set.
- To act early to intervene at the point need is identified.
- To improve Pupil Premium attendance.
- To further develop independence, resilience and confidence.
- To further develop social and emotional well-being.
- To provide greater engagement and enrichment opportunities for cultural and curriculum experiences.
- To develop greater engagement and positive attitudes towards learning.

Challenges

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

Challenge number	Detail of challenge
1	Some children are not achieving the expected standard or greater depth in reading, writing and maths when they reach the end of Year 6.
2	Some disadvantaged children have poor or persistent attendance and this is negatively impacting disadvantaged pupil's learning.
3	Some disadvantaged pupils are not equipped with the skills and attitudes to be effective learners. Some pupils have low self-confidence, resilience and perseverance.
4	Limited life and cultural experiences for some of our pupils eligible for Pupil Premium restricts understanding of some curriculum areas.

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
Pupils maintain or make accelerated progress in line with their peers.	Excellent quality first provision for all through teaching and classroom-based support and challenge means that pupils eligible for the Pupil Premium grant will make accelerated progress and attainment in their reading, writing and maths. This is evident in engagement in lessons, book scrutiny and formative assessment.
To achieve and sustain improved attendance for all pupils, particularly pupil premium pupils.	The overall attendance rate for all pupils will increase to 97%. There will be a decrease in pupils who are persistently absent.
Through greater social and emotional support, pupils are more ready and able to learn.	Pupils supported within school with additional well-being sessions, mental-health and ELSA support. Service pupils supported through our ELSA sessions.
Pupils will have greater engagement and enrichment that stems from increased opportunities for cultural and curriculum visits and experiences.	Pupil's feedback indicated enriched learning experiences. Teacher observation confirms positive attitudes. Increase in participation in enrichment activities.

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: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all relevant staff (including new staff) have received training to deliver the RWI phonics scheme effectively. Monitor and maintain standards including the resourcing of phonics.	EEF- Tiered approach to improving teaching by supporting professional development.	1 and 3
Ensure all staff have had training to embed the writing curriculum.	EEF- Tiered approach to improving teaching by supporting professional development.	1 and 3
Purchase new books to enhance our phonics and reading scheme.	EEF- Tiered approach to improving teaching by supporting professional development.	1 and 4
Ensure all staff have had training and attend networks to deliver the PKC. Further develop subject leaders to lead and deliver CPD in their subject area.	EEF- Tiered approach to improving teaching by supporting professional development.	1, 3 and 4
Leadership release to support the development of teachers using new skills through the instructional coaching model.	EEF- Tiered approach to improving teaching by supporting professional development.	1 and 3
Teaching Assistant support in class for specific children.	EEF- Tiered approach to improving teaching by supporting professional development.	1 and 2
Release time and cover for teachers to take part in NPQS.	EEF- Tiered approach to improving teaching by supporting professional development.	1 and 3

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

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant support for targeted academic interventions.	EEF- Tiered approached by providing targeted academic support and structured interventions.	1 and 3
Teaching Assistant support for targeted RWI Phonic intervention.	EEF- Tiered approached by providing targeted academic support and structured interventions.	1 and 3
To prioritise reading for the lowest readers.	EEF- Tiered approached by providing targeted academic support and structured interventions.	1 and 3

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

Budgeted cost: £5,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for ELSAs. Release time and cover for staff to attend supervision sessions.	EEF- Tiered approach-wider strategies to support children in attending school.	2 and 3
Office time to monitor attendance.	EEF- Tiered approach-wider strategies to support children in attending school.	2
Subsidies for school uniform.	EEF- Tiered approach-wider strategies to support children in attending school.	2
Subsidies for vulnerable families in accessing activities, trips and educational/residential visits and clubs.	EEF- Tiered approach-wider strategies to support children in attending school.	4
Release time for staff to engage in mentoring.	EEF- Tiered approach-wider strategies to support children in attending school.	3
Communicating with and supporting parents.	EEF- Tiered approach-wider strategies to support children in attending school.	2, 3 and 4

Total budgeted cost: £28,120

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 2023 to 2024 academic year.

Pupils were assessed using a range of measures including formative and summative assessments and SLT discussed progress frequently to ensure next steps were put in place.

Examples of impact of the PP spending:

- Engagement in high quality CPD and instructional coaching has increased teacher confidence. Regular support and coaching has supported high quality classroom practice.
- All staff trained in our PKC curriculum.
- All new staff are trained in our RWI phonics programme.
- New phonics books purchased. Books are engaging and have increased children's confidence in reading.
- Pupils are well supported in their learning.
- Pupil Premium pupils have greater access to technology support.
- A range of interventions put in place to narrow the gap for disadvantaged pupils in phonics, handwriting, reading and maths. Pupils across the school made good progress from their starting points and are able to retain knowledge taught.
- Daily Phonics interventions for Reception, Y1 and Year 2 pupils to aid phonics screening check. Majority of pupils made accelerated progress from their starting points.
- Pupils are well supported in their learning. Positive impact on pupil's self-esteem. Good progress shown through our tracking data.
- Access to high quality resources e.g. phonics, maths mastery and PKC subjects.
- All pupils have access to all educational opportunities.
- Stronger communication links made with parents to support learning, both in and out of school. Parents invited in to discuss barriers and strategies to support their child. Increased attendance of parents at reading and maths cafes to support strategies for learning.
- High quality music and sport is accessed by all to develop the whole child.
- All pupils have access to educational visits, including our residential visit. Pupil confidence and participation have increased. All Pupil Premium pupils have attended a school visit.
- A number of pupil premium pupils attend a range of clubs.
- Social and emotional support for pupil's mental health and well-being has been provided. There has been a positive impact on the pupils who have participated.

Pupils feel happier in class and are more settled in lessons. Pupils are equipped with coping-strategies. Confidence, independence and resilience have improved as a result.

- Regular phone conversations and meetings with parents, sharing resources and positive strategies to support mental health and well-being. Signposted families to a variety of outlets to gain additional support for emerging mental health needs.
- Continue to improve attendance and reduce persistent absence of disadvantaged pupils to improve educational outcomes. Head Teacher and Deputy Head Teacher work closely with office to closely monitor attendance, acting quickly to talk to parents and provide support. Fast Track plans are put into place and monitored.

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
N/A	

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
• Trained ELSA support assistants provided emotional and well-being support to forces pupils. • Support provided to families where a parent is deployed and regular communication links are made between deployed parent and children. • Pupils engaged in a Forces Club and in Little Troopers events. • ELSA supported pupils transitioning to and from the school throughout the year. • To source and prepare resources for deployment or transfer.
The impact of that spending on service pupil premium eligible pupils
• Positive impact on the emotional well-being of pupils. • Positive parental and pupil feedback both from well-being sessions and specific forces club activities.

