

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 CE Primary School & Nursery, Ranton
Number of pupils in school	59 (+10 nursery)
Proportion (%) of pupil premium eligible pupils	17% (10 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	Autumn 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Governing Body
Pupil premium lead	C Ashton
Governor / Trustee lead	A Summers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,797
Recovery premium funding allocation this academic year	£N/A
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	£9,797

Part A: Pupil premium strategy plan

Statement of intent

Our objective for our disadvantaged pupils is that they have an equal opportunity to fulfil their unique potential, ensuring any external barrier is broken down and they are enabled to flourish. The current pupil premium strategy plan follows a tiered approach, focusing on high-quality first teaching for all (CDP for all staff), timely and effective intervention for those who need it, as well as access to wider opportunities (enrichment).

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and 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' solution.

Our objectives are:

- To narrow the any gap between disadvantaged pupils and non-disadvantaged pupils.
- For all disadvantaged pupils in our school to make or exceed nationally expected progress rates.
- To support our children's health and well-being to enable them to access learning at an appropriate level.

To achieve these objectives, we will:

- Ensure that teaching and learning is of high quality and meets the needs of all learners.
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Challenges

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

Challenge number	Detail of challenge
1	Social emotional health and well-being, particularly in terms of self-esteem and resilience when faced with challenge.
2	English skills (particularly spoken language and spelling) are an area of weakness amongst our disadvantaged pupils, when compared with non-disadvantaged.
3	On entry to Reception class in the last 2 years, approximately 50% of our disadvantaged pupils arrive below age-related expectations compared to 10% of other pupils. This gap remains steady to the end of KS2.
4	Evidence from attendance registers suggest that access to extended provision and learning opportunities for our disadvantaged pupils can be limited.

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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024 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 bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
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 levels of disadvantaged pupils achieving age-related expectations in spelling skills and oracy by 2023.	KS2 English (Reading, Writing and SPaG) outcomes in 2024 show that more than 80% of disadvantaged pupils met the expected standard.
High levels of engagement in extra-curricular activities and enrichment opportunities inside and outside of school amongst our disadvantaged pupils.	Significant uptake of opportunities as evidenced in attendance registers.

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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD programme for staff on to ensure small steps of learning across the curriculum are identified.</p> <p>Bespoke phonics and grammar training to ensure high-quality first teaching and intervention in spelling and spoken language.</p>	<p>Staff ensure that pupils receive the correct additional support through interventions or teacher instruction, both of which will be high quality.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	2, 3
<p>Implement a spoken language approach in EYFS, whereby vocabulary is explored in context and adults place a high importance on</p>	<p>Staff ensure that methods and approaches to scaffolding, instruction and questioning are in line with effective provision.</p> <p>Communication and language approaches EEF (educationendowmentfoundation.org.uk)</p>	3, 1

modelling of spoken structures.		
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3

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

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention TAs to work within subjects and support disadvantaged pupils who also have SEND.	Evidence from the EEF shows that the use of teaching assistants can have an impact of 4 months additional progress across an academic year. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Provide additional revision resources for Y6 disadvantaged pupils, in addition to a focused booster group in key areas of need.	Evidence from the EEF shows that homework has a high impact for low cost. Homework EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Specific reading comprehension intervention, used to develop understanding and language.	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2

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

Budgeted cost: £ 2797

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to before / after school club.	<p>EEF evidence suggests that physical activity can increase rates of progress by 1 month, but can also improve social, emotional well-being.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 4
Full participation in school trips, including sporting events and residential.	<p>EEF evidence suggests that physical activity can increase rates of progress by 1 month, but can also improve social, emotional well-being.</p>	1, 3, 4
Contingency fund for acute issues.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	1, 2, 3, 4

Total budgeted cost: £9797

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 2020 to 2021 academic year.

1. Disadvantaged pupils will achieve in line with the national average in all core subjects by the end of the year.

All disadvantaged pupils achieved age-related expectations in writing, SPaG and reading at the end of KS2. 1 pupil narrowly missed the expected standard by one mark in maths. All Y2 disadvantaged pupils achieved the expected standard in reading.

2. Through intervention, disadvantaged pupils will be supported in their key areas of need.

Interventions were implemented well, as demonstrated in the accelerated progress made by disadvantaged pupils at the end of KS2. New disadvantaged pupils were well-supported during their transition into school and settled well.

3. Y6 disadvantaged pupils will meet at least ARE by the end of the year and be fully prepared for the next stage of their education.

Please see KS2 comments for outcome one.

4. Pupils will achieve well through the access to high-quality first teaching.

Ofsted (March 2022) identified the need for further professional development for staff in order to ensure small steps of learning were accurately identified in order for vulnerable pupils to achieve well; this forms a significant part of the development plan for 2022-23.

5. Pupils will have access to breakfast club, where they can access breakfast and time to complete reading and homework if they need to.

Attendance of disadvantaged pupils at both after-school clubs and breakfast club helped provide additional support to families and raise the self-esteem and engagement of pupils.

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

Service pupil premium funding (Not applicable)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was 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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.