

# All Saints Academy

## Pupil premium strategy statement 2024-2027



*A loving place where we all care, learn and grow together.*

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 effect that last year's spending of pupil premium had within our school.

### School overview (Updated September 2024)

Detail	Data
School name	All Saints Academy
Number of pupils in school	206 (including nursery)
Proportion (%) of pupil premium eligible pupils 2024-2025	83/206 pupils ( <b>40%</b> ) <i>Deprivation- 80 pupils</i> <i>Service- 0 pupil</i> <i>CiC- 0 pupils</i> <i>Adopted from Care- 0 pupils</i> <i>SGO – 3 pupils</i>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Karen Trickett
Pupil premium lead	Catherine Green
Governor / Trustee lead	Susan Richmond Rev Fiona Kouble

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2024-2025	£124,320
Recovery premium funding allocation this academic year 2024-2025	£0
<b>Total budget for this academic year 2024-2025</b>	<b>£124,320</b>

### School Context

All Saints Academy is an average sized primary school located in Darfield, Barnsley. There are currently **206** pupils on roll, with the admission limit of **30** pupils per year group. The school consists of 7 classes across FS2-Year 6 plus nursery provision; there is 1 FS1 class, 1 FS2 class, 2 KS1 classes, 2 lower KS2 classes and 2 upper KS2 classes. There is a 50 place nursery for children from the age of three, running 2 sessions each day offering 15 hour places and a number of 30 hour places.

Local statistics indicate that the community has high levels of socio-economic deprivation; on entry data is below national expectations and many pupils join the school with social communication and interaction needs. This, coupled with the ongoing impact of COVID and current economic pressures, has led to rising concerns regarding financial hardship, low aspirations and adverse childhood experiences. This has led to challenges in relation to attendance, safeguarding and community/parental engagement alongside a rise in pupil and parent SEMH needs.

This is reflected in the increasing amount of support being given to families and children through the school's pastoral offer. In response to this the school has introduced restorative strategies alongside establishing strong links with external agencies. With 40% of pupils accessing PP funding, the proportion of disadvantaged pupils is higher than the national average of 24.6% (2023-24). The IDSR 2024 identifies the school deprivation level is well above average and the pupil deprivation level as well above average. The number of pupils entitled to FSM has been consistently well above average. Raising outcomes for disadvantaged pupils is a key focus addressed throughout the SIP and Pupil Premium Strategy Statement, along with developing quality first teaching for all.

A key identified barrier and challenge for pupils is the low level of language and communication skills on entry to EYFS. On entry levels to FS1 and FS2 are well below national averages. This significantly impacts on attainment and therefore remains a priority in EYFS and across school. To ensure accuracy of on entry data, the school engages in LA moderation networks to ensure accuracy and cross Trust moderation networks which involve staff in observations and sharing of best practice alongside moderation of TA judgements to ensure accuracy.

Over time, attendance has been below national and the school target (96%), including high levels of persistent absence. Leaders are committed to improving attendance. Outcomes at the end of 2023-24 were below the national average, however reflect the levels of deprivation seen in the local community. End of 2023-2024 outcome stand at 92.3%. Regular monitoring and analysis of school attendance data is in place. To support improving attendance, alongside incentives, building relationships and supporting pupils and families is prioritised; this includes a strong partnership with EWS.

At All Saints Academy, we recognise that all pupils, regardless of their background, should have equal access to a curriculum which will enable them to reach their potential. Pupil Premium funding is a government initiative that targets extra money to support pupils from deprived backgrounds, which, research shows underachieve, compared to their peers.

## Part A: Pupil premium strategy plan

### Statement of intent

At All Saints Academy, it is our vision to provide the 'good soil' for every member of our community, regardless of their background, to develop deep roots and flourish as a unique individual and achieve their full potential. All pupils should have equal access to a curriculum and learning which will enable them to achieve their full potential through the highest standards of teaching, focused support, curriculum enrichment and pastoral care. We are committed to raising the attainment of all pupils including those eligible for Pupil Premium and understand that many of these pupils must make accelerated progress.

We believe that the highest possible standards can only be achieved by having high expectations of all learners and recognise that some pupils from disadvantaged backgrounds may require additional support. As a school, we are committed to utilising resources and support effectively, including the Pupil Premium grant, to ensure pupils achieve to the best of their ability. We determine how best to use the Pupil Premium grant to support pupils and raise attainment through the development of the Pupil Premium Strategy Statement. The Strategy Statement is evidence based, using EEF research to ensure strategies implemented are effective, and detail priorities, actions and support aimed at addressing a range of identified challenges.

At All Saints Academy we have a clear, strategic, tiered approach for Pupil Premium funding provision which follows EEF guidance and focuses on the following:

- Whole-school strategies that impact all pupils
- Focused support to target under-performance
- Specific support targeting pupil premium pupils

We aim to deliver high-quality education for all pupils as EEF evidence shows it has the most significant impact on pupils' progress, outcomes and success. Therefore, the curriculum we offer is built upon high expectations which are, underpinned by the key concepts, principles and themes from the National Curriculum. It is designed coherently to meet the needs of all our pupils by offering purposeful contexts and meaningful experiences which engage our pupils, providing them with the skills and knowledge for future learning. Our curriculum is rich, varied and ambitious to meet the needs of individual learners and is adapted for pupils with additional needs. We are committed to raising the attainment of all pupils including those eligible for Pupil Premium and understand that many of these pupils must make accelerated progress.

An active and engaging environment supports and challenges all learners, our ongoing implementation of the Accelerated Learning Cycle (ALC) allows pupils to connect and builds upon prior knowledge. It provides a framework in which pupils do engage in learning where they are given responsibility for their own learning through opportunities to work independently, in pairs and groups which is very collaborative and active, helping children to know and remember more.

Aspirational RWM targets are set using FFT 20, ensuring high expectations. Disadvantaged pupils are identified on cohort action plans to receive interventions/support. The school rigorously monitors and evaluates the impact of Pupil Premium funding to ensure this is allocated appropriately and used effectively. Tracking of progress over time is essential so that needs can be quickly identified, and strategies and interventions developed to accelerate progress. Data collated is consistently used during pupil progress meetings to identify impact of actions and next steps which are detailed on cohort action plans.

Pastoral support is also delivered which ensures pupils are motivated to learn as well as developing effective relationships. Behaviour in school is good, this is due to the expectations which are clear and consistent for all. Staff work collectively to ensure positive behaviours are maintained and negative behaviours are challenged and addressed. SEMH support is provided by our Parent Support Advisor and ELSA trained teaching assistant. To ensure disadvantaged families are supported, support is also provided through Early Help and signposting to local services such as food banks, TEHSP, parenting groups, IDAS and BSARCS.

To support effective allocation of funding, analysis of impact for Pupil Premium spending 2023-2024 has been conducted to identify strengths and areas for development for 2024-25.

## Challenges

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

Challenge number	Detail of challenge
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1	On entry to school baseline assessments indicate a large proportion of disadvantaged pupils have limited oral language skills leading to slower reading progress in subsequent years.
2	Over time, disadvantaged pupils do not achieve as well as non-disadvantaged pupils across the curriculum. <i>(KS2 July 2024: PP Reading at EXS standard was 60% / Non-PP Reading 82%, PP Writing 47% at EXS standard/ non-PP 64% EXS, Maths PP at EXS standard was 67%/ Non-PP 82%, RWM combined for PP 33% and Non PP 55%)</i>
3	A proportion of disadvantaged pupils have limited life experiences, come from households with limited stability, poorer attitudes to education and low aspirations. This can limit their ability to work collaboratively and build relationships in school.
4	Disadvantaged children's attendance rates are historically not as high as their non-disadvantaged peers. <i>(July 2024: PP 90% / Non-PP 95%, Persistent absence: PP 37% / Non-PP 15%)</i>
5	A significant number of disadvantaged pupils have had experience of trauma and adverse childhood experiences.

## 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																											
<p>Continue to raise and sustain the attainment of pupils eligible for the pupil premium grant in phonics.</p> <p><u>2024 Phonics</u>: 78% PP/ 77% non-PP</p>	<p>An increased number of PP pupils will achieve the expected standard in the Year 1 Phonics Screening Check closing the gap between school and national.</p> <p>Target 2025: 90% (19/21)</p>																											
<p>Increase the attainment of pupil eligible for pupil premium grant in reading, writing and maths, particularly at KS2.</p> <p><u>Reading EXS Outcomes</u>:</p> <table><tr><td></td><td><b>PP</b></td><td><b>Non-PP</b></td></tr><tr><td><b>KS1 2024</b></td><td>63%</td><td>62%</td></tr><tr><td><b>KS2 2024</b></td><td>60%</td><td>82%</td></tr></table> <p><u>Writing EXS Outcomes</u></p> <table><tr><td></td><td><b>PP</b></td><td><b>Non-PP</b></td></tr><tr><td><b>KS1 2024</b></td><td>38%</td><td>69%</td></tr><tr><td><b>KS2 2024</b></td><td>47%</td><td>64%</td></tr></table> <p><u>Maths EXS Outcomes</u>:</p> <table><tr><td></td><td><b>PP</b></td><td><b>Non-PP</b></td></tr><tr><td><b>KS1 2024</b></td><td>63%</td><td>85%</td></tr><tr><td><b>KS2 2024</b></td><td>67%</td><td>82%</td></tr></table>		<b>PP</b>	<b>Non-PP</b>	<b>KS1 2024</b>	63%	62%	<b>KS2 2024</b>	60%	82%		<b>PP</b>	<b>Non-PP</b>	<b>KS1 2024</b>	38%	69%	<b>KS2 2024</b>	47%	64%		<b>PP</b>	<b>Non-PP</b>	<b>KS1 2024</b>	63%	85%	<b>KS2 2024</b>	67%	82%	<p>By the end of KS2, the gap between disadvantaged and non-disadvantaged pupils has narrowed and outcomes have increased with target of:</p> <ul style="list-style-type: none"><li>- 70%+ disadvantaged pupils achieving the expected standard in reading.</li><li>- 65%+ disadvantaged pupils achieving the expected standard in writing.</li><li>- 70%+ disadvantaged pupils achieving the expected standard in maths.</li></ul> <p>The gap between national ARE for RWM has significantly closed for PP pupils.</p>
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<p>Continue to raise and sustain the attainment of PP pupils in EYFS.</p> <p><u>2023 GLD</u>: PP 33% / Non-PP 67%</p> <p><u>2024 GLD</u>: PP 75% / Non-PP 56%</p>	<p>An increased number of PP pupils will achieve GLD closing the gap between disadvantaged pupils and their peers.</p> <p>Target 2025: 67%+ GLD</p>																											
<p>Continue to improve and maintain the attendance of pupils eligible for the pupil premium grant, narrowing the gap between this group of pupils and their peers.</p>	<p>There is an improvement in the % of disadvantaged pupils meeting the school attendance target which impacts on the overall attendance % and decrease the % of PA for PP pupils.</p>																											

<u>July 2024:</u> PP 90% / Non-PP 95% Persistent absence: PP 37% / Non-PP 15%	
Continue to improve the emotional resilience and mental well-being of PP children that have experienced significant trauma to support a rise in RWM outcomes.	Emotional resilience will support a rise in RWM outcomes through: <ul style="list-style-type: none"> <li>- SEMH support and intervention for PP pupils</li> <li>- Effective use of therapeutic language to support pupil learning behaviours</li> <li>- Impact on the % of PP pupils achieving RWM.</li> </ul>

## 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:

2024-2025: £31,774

Measure	Activity				Evidence that supports this approach	Challenge number(s)																								
<b>Priority 1:</b> To improve the attainment of PP pupils, narrowing the gap between PP pupils and their peers with a particular focus on KS2.	High quality CPD to be delivered weekly by Trust and school leaders in relation to QFT and curriculum approach. CPD to focus on T&L fundamentals, implementation of curriculum and ALC.				<i>The EFF guide to The Pupil Premium states that good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils.</i> <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</a>  <i>EFF research suggests that effective feedback improve learning by an additional 8 months.</i> <a href="#">Feedback   Toolkit Strand   Education Endowment Foundation   EFF</a>  <i>Principles of Instruction: Research-based strategies that all teachers should know</i> By Barak Rosenshine, American Educator, Spring 2012  <i>EFF research suggests that Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.</i> <a href="#">EFF blog: Shining a spotlight on reading fluency   EFF (educationendowmentfoundation.org.uk)</a>  <i>EFF Guide Improving Mathematics in EY and KS1 Guidance Report (Jan 2020)</i> Recommendation 3 Use manipulatives and representations to develop	2																								
Attainment July 2024:	Bespoke CPD and monitoring cycle to be implemented and delivered to meet individual need, with a particular focus on ECTs and staff new to year group.																													
<table><tr><th>KS1</th><th>PP</th><th>Non-PP</th><th>Gap</th></tr><tr><td>PSC</td><td>78%</td><td>77%</td><td>+1%</td></tr><tr><td>KS1 Reading</td><td>63%</td><td>62%</td><td>+1%</td></tr><tr><td>KS1 Writing</td><td>38%</td><td>69%</td><td>-31%</td></tr><tr><td>KS1 Maths</td><td>63%</td><td>85%</td><td>-22%</td></tr><tr><td>KS1 RWM</td><td>31%</td><td>60%</td><td>-29%</td></tr></table>	KS1	PP	Non-PP	Gap			PSC	78%	77%	+1%	KS1 Reading	63%	62%	+1%	KS1 Writing	38%	69%	-31%	KS1 Maths	63%	85%	-22%	KS1 RWM	31%	60%	-29%	Implementation of rigorous monitoring cycle to support accurate self-evaluation in relation to QofE inc. observations, work scrutiny, moderation challenge, pupil progress etc.			
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CPD to further develop core curriculum with a focus on the development of reading approach to ensure high quality provision (gateway subject).																														
Staff to attend Trust network days to support the development of QofE.																														
Trust & school leaders to facilitate, support and model high quality first wave 1 teaching across school to ensure teaching is at least good inc. coaching; team teaching; peer observations etc.																														
Directors of T&L to support school leaders in curriculum development and improving T&L with a focus on RWM inc. weekly in school support, CPD delivery, monitoring etc.																														
School leaders to engage in range of CPD designed to improve standards and lead high quality CPD and training with staff across school inc. NPQs.																														
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	<p>Staff to provide purposeful feedback to enhance progress and tailor lessons according to need. Embedding of M&amp;F policy and expectations inc. CPD for staff.</p> <p>Resources to support high quality teaching and learning e.g. concrete resources for maths, reading materials- carefully match books etc.</p> <p>Allocated member of leadership to support PPA where appropriate to ensure support is provided to staff in relation to planning and curriculum development with a focus on identified staff, ECTs and staff new to year group.</p> <p>Clear identification of disadvantaged pupils and their needs to be highlighted through FFT20 target setting, moderation challenge meetings, pupil progress meetings and identification of strategies on cohort action plans.</p>	<p>understanding <a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p> <p>EEF Guide Improving Mathematics in KS2 &amp; KS3 Guidance Report (Nov 2022) Recommendation 2 Use manipulatives and representations <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p>																	
<p><b>Priority 2:</b> To improve phonics attainment of PP pupils and continue to narrow/sustain gap between peers.</p> <p>Phonics Attainment July 2023</p> <table border="1"> <tr> <th></th><th>PP</th><th>Non-PP</th><th>Gap</th></tr> <tr> <td>Phonics</td><td>67%</td><td>90%</td><td>-23%</td></tr> </table> <p>Phonics Attainment July 2024:</p> <table border="1"> <tr> <th></th><th>PP</th><th>Non-PP</th><th>Gap</th></tr> <tr> <td>Phonics</td><td>78%</td><td>77%</td><td>+1%</td></tr> </table>		PP	Non-PP	Gap	Phonics	67%	90%	-23%		PP	Non-PP	Gap	Phonics	78%	77%	+1%	<p>Phonics lead to engage with the English Hub and RWInc specialist to ensure consistent high quality phonics teaching across EYFS and KS1 inc. engaging in CPD and leading training with staff.</p> <p>Weekly CPD and coaching for teachers/TAs on phonics approach, lesson delivery, resourcing and assessment.</p> <p>Official RWInc CPD for new staff and leadership training (HT) 24-25.</p> <p>Resources to support phonics approach, including early reading resources.</p> <p>Weekly allocated time for the phonics lead to coach staff on phonics lesson delivery.</p> <p>Small group teaching of phonics across KS1 matched to current need.</p> <p>Phonics leader carries out regular assessments and regroups pupils accordingly to maximise progress.</p>	<p>The EEF guide to The Pupil Premium states that good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils. <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</a></p> <p>EEF research evidences that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="#">Phonics   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p>	2
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<p><b>Priority 3:</b> To improve outcomes of PP pupils in speech, language and communication and continue to narrow/sustain gap between their peers.</p>	<p>Use of WELCOMM assessments to identify any whole class gaps.</p> <p>High quality books identified and mapped out across EYFS. Key vocabulary from books identified.</p> <p>Daily repeated read with a key focus on including oracy. Vocabulary discussed and recorded. Multiple copies of texts made available in provision for pupils to access.</p> <p>Carefully selected key vocabulary identified within each area of learning- language pyramids. Allowing staff to model the use of specific language across the curriculum.</p> <p>High quality CPD for staff around high-quality interactions which promote speech, language and communication development.</p>	<p>Early Years Evidence Store: Supporting Communication and Language in the Early Years <a href="#">EEF   Communication and Language</a></p> <p>EEF research demonstrates that speaking and listening skills are critical foundations for reading and writing and are also essential skills for thinking and communicating. A focus on developing oral language skills is particularly important for pupils in the early years and KS1. Improving Literacy in Key Stage 1 Guidance Report <a href="#">Improving Literacy in Key Stage 1   EEF</a></p>	1																

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

Budgeted cost:

Measure	Activity	Evidence that supports this approach	Challenge number(s)																																																				
<p><b>Priority 1:</b> To improve the attainment of PP pupils, narrowing the gap between PP pupils and their peers with a particular focus on KS2.</p> <p>Attainment July 2024:</p> <table border="1"> <tr> <th>EYFS GLD</th><th>PP</th><th>Non- PP</th><th>Gap</th></tr> <tr> <td></td><td>75%</td><td>56%</td><td>+19%</td></tr> </table> <p>Attainment July 2024:</p> <table border="1"> <tr> <th>KS1</th><th>PP</th><th>Non- PP</th><th>Gap</th></tr> <tr> <td>PSC</td><td>78%</td><td>77%</td><td>+1%</td></tr> <tr> <td>KS1 Reading</td><td>63%</td><td>62%</td><td>+1%</td></tr> <tr> <td>KS1 Writing</td><td>38%</td><td>69%</td><td>-31%</td></tr> <tr> <td>KS1 Maths</td><td>63%</td><td>85%</td><td>-22%</td></tr> <tr> <td>KS1 RWM</td><td>31%</td><td>60%</td><td>-29%</td></tr> </table> <table border="1"> <tr> <th>KS2</th><th>PP</th><th>Non- PP</th><th>Gap</th></tr> <tr> <td>KS2 Reading</td><td>60%</td><td>82%</td><td>-22%</td></tr> <tr> <td>KS2 Writing</td><td>47%</td><td>64%</td><td>-17%</td></tr> <tr> <td>KS2 Maths</td><td>67%</td><td>82%</td><td>-15%</td></tr> <tr> <td>KS2 RWM</td><td>45%</td><td>81%</td><td>-36%</td></tr> </table>	EYFS GLD	PP	Non- PP	Gap		75%	56%	+19%	KS1	PP	Non- PP	Gap	PSC	78%	77%	+1%	KS1 Reading	63%	62%	+1%	KS1 Writing	38%	69%	-31%	KS1 Maths	63%	85%	-22%	KS1 RWM	31%	60%	-29%	KS2	PP	Non- PP	Gap	KS2 Reading	60%	82%	-22%	KS2 Writing	47%	64%	-17%	KS2 Maths	67%	82%	-15%	KS2 RWM	45%	81%	-36%	<p>Using end of year data and baseline data (as appropriate) identify and establish small group interventions for pupils working below age related expectations in RWM. SLT to work alongside SENDCo to devise and implement an intervention policy, tracking system, and menu of evidence-based interventions to be delivered.</p> <p>Implementation and use of adapted cohort action plans to identify pupils and outline strategies to support PP pupils working below ARE in RWM.</p> <p>Use YARC reading assessment tool to identify needs and target pupils and accurately pitch reading interventions and monitor progress over time.</p> <p>Implementation/embedding of intervention timetables and effective deployment of support staff to ensure bottom 20%/target pupils have consistent access to support through target group interventions- wave 2.</p> <p>Monitor and track progress of interventions and the impact of these on improving standards/outcomes.</p> <p>Use CGP and CGP Stretch to ensure appropriate pitch and challenge in delivery of targeted support inc. text level, questioning etc.</p> <p>CPD delivered to TAs to support the delivery and monitoring of evidenced based intervention inc. YARC etc. TAs to deliver appropriate interventions.</p> <p>Additional before/after-school boosters sessions provided for pupils in Y2/Y6 in RWM, targeting disadvantaged pupils- inc. GPS, Reading, Maths &amp; Phonics</p>	<p>EFF research suggests that small group tuition improves learning by 4 months and reading comprehension strategies by 6 months.</p> <p><a href="#">Small group tuition / Toolkit Strand / Education Endowment Foundation / EEF</a></p> <p>Reading comprehension strategies are high impact on average (+6 months)...</p> <p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions...</p> <p><a href="#">Reading comprehension strategies / EEF (educationendowmentfoundation.org.uk)</a></p>	2
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<p><b>Priority 2:</b> To improve phonics attainment of PP pupils and continue to narrow/sustain gap between peers.</p> <p>Attainment July 2023</p> <table border="1"> <tr> <th></th><th>PP</th><th>Non- PP</th><th>Gap</th></tr> <tr> <td>Phonics</td><td>67%</td><td>90%</td><td>-23%</td></tr> </table> <p>Phonics Attainment July 2024:</p> <table border="1"> <tr> <th></th><th>PP</th><th>Non- PP</th><th>Gap</th></tr> <tr> <td>Phonics</td><td>78%</td><td>77%</td><td>+1%</td></tr> </table>		PP	Non- PP	Gap	Phonics	67%	90%	-23%		PP	Non- PP	Gap	Phonics	78%	77%	+1%	<p>Using end of year data and baseline data (as appropriate) identify and establish small group and 1:1 interventions for pupils working below age related expectations in phonics.</p> <p>Use of cohort action plans to identify pupils and outline strategies to support PP pupils working below ARE in Phonics. Support/CPD from SLT.</p> <p>1:1 and small group phonics intervention delivered daily to identified pupils to ensure rapid and sustained progress.</p>	<p>Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice. <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants</a></p> <p>The EFF guide to The Pupil Premium states that evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</a></p>	2																																				
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<p><b>Priority 3:</b> To improve outcomes of PP pupils in speech, language and communication and continue</p>	<p>Implementation of evidence-based intervention to support development of SLC across EYFS (and Y1) to ensure development of early language and listening skills.</p>	<p>Research identifies positive outcomes for pupils through targeted intervention from EYP support.</p>	1																																																				



to narrow/sustain gap between their peers.	<p>Use of WELCOMM assessments to identify pupils requiring intervention. Ensure intervention is delivered consistently with those pupils identified through assessments.</p> <p>TAs to be trained in delivery and tracking of intervention, e.g. <i>WellComm</i>, <i>LaunchPad for Literacy</i></p> <p>Specialist speech &amp; language TA trained to deliver intervention.</p> <p>High quality CPD for staff around high-quality interactions which promote speech, language and communication development.</p> <p>EYFS staff liaise regularly with SENDCo to discuss any pupils requiring additional support with speech and language. Monthly SEND KIT meetings. Referrals to SALT to be completed. Early identification is key.</p> <p>Use of Launch Pad to Literacy to identify gaps for specific pupils.</p>	<a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

2023-2024: £57,365

Measure	Activity	Evidence that supports this approach	Challenge number(s)									
<p><b>Priority 1:</b> Reduce PA and improve and sustain attendance rates of disadvantaged pupils.</p> <p>July 24:</p> <table><tr><td></td><td>Attendance</td><td>PA</td></tr><tr><td>PP</td><td>90%</td><td>37%</td></tr><tr><td>Non- PP</td><td>95%</td><td>15%</td></tr></table>		Attendance	PA	PP	90%	37%	Non- PP	95%	15%	<p>Weekly, monthly and termly monitoring and tracking of attendance and PA of disadvantaged pupils is conducted; immediate action is implemented.</p> <p>Development and implementation of an attendance strategy plan linked to DfE Working Together to Improve School Attendance Guidance.</p> <p>Monthly attendance monitoring meetings HT/Attendance Officer (AO)</p> <p>Appropriate actions are taken by AO/EWO inc. ISAPs, home visits etc.</p> <p>SLA with EWS- EWO to work with the attendance lead in school to monitor and support families with persistent attendance issues. Home visits conducted as required.</p> <p>Use of CPOMs to record and monitor attendance.</p> <p>Incentives schemes and strategies to support improving attendance and reduction of PA.</p> <p>QFT and the development of a broad and balanced curriculum engages and inspires pupils to attend and learn every day.</p> <p>Accessible breakfast club runs daily- free to PP pupils as appropriate.</p>	<p><i>There's a clear link between poor attendance and lower academic achievement DfE research (2015)</i> <a href="https://assets.publishing.service.gov.uk/gov/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf">https://assets.publishing.service.gov.uk/gov/uploads/system/uploads/attachment_data/file/412638/The link between absence and attainment at KS2 and KS4.pdf</a></p> <p><i>'The Link Between Absence and Attainment at Key Stage 2 and Key Stage 4' (DfE)</i></p> <p><i>Improving school attendance: support for schools and local authorities Updated 27 September 2021</i></p> <p><i>Ofsted guidance: Securing good attendance and tackling persistent absence February 2022</i></p> <p><i>EEF Attendance interventions: Rapid Evidence Assessment March 2022</i></p>	4
	Attendance	PA										
PP	90%	37%										
Non- PP	95%	15%										
<p><b>Priority 2:</b> To provide support for disadvantaged pupils with SEMH needs.</p> <p><u>Identification:</u></p>	<p>Parent Support Advisor/SENDco to ensure early identification of pupils with SEMH difficulties in order to ensure relevant action is taken.</p> <p>Counselling/Compass/ELSA support for identified pupils.</p>	<p><i>Evidence to suggest that personalised support to remove barriers to learning through Learning Mentor support can have a positive impact on outcomes for disadvantaged pupils, parents and</i></p>	5									



<p>A high % of disadvantaged pupils come to school with social, emotional needs which create barriers to learning.</p>	<p>Parent Support Advisor to:</p> <ul style="list-style-type: none"> <li>- Support and identify EHA for families.</li> <li>- Support vulnerable pupils, particularly those who are seen as disadvantaged who need help with SEMH needs.</li> <li>- Attend/conduct TAF meetings.</li> <li>- Conduct parent support sessions and parenting workshops.</li> </ul> <p>Subscription to Parago for staff on SEMH to ensure children's emotional wellbeing is supported.</p>	<p>families.  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/</a></p> <p><i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</i> <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	
<p><b>Priority 3:</b> Continue to improve SEND provision and ensure effective strategies are in place to support the progress and attainment of SEND/PP pupils.</p> <p><u>Identification:</u>  Data shows disadvantaged pupils with SEND are low attaining and progress is not in line with peers.</p>	<p>Monthly SEND monitoring meetings SLT/SENDCO.</p> <p>SEND/PP pupil progress meetings conducted at key assessments points with SENDCO/staff and SENCO/SLT</p> <p>Implement &amp; embed Provision Map to support accurate target setting and robust approach to monitoring.  SENDco to deliver ongoing CPD on how to best use adaptations to allow all pupils to achieve in every lesson.</p> <p>Whole school provision/intervention map created with SENDCO to ensure all children who are SEN Support are monitored closely and support is provided through graduated approach (Assess, plan, do, review). Any changes communicated to parents in prompt and timely manner.</p> <p>SEND pupils catered for through develop of School Focused Plans (Provision Map) to ensure appropriate targets, action and support for all pupils on SEND register.</p> <p>Clear channels of communication with parents/carers, e.g. additional parent meetings with teachers to discuss SEN specifically</p> <p>Weekly SENDCO drop in session (1hr per week)</p>	<p><i>Pupils with SEND might face significantly greater challenges in learning than the majority of their peers</i>  <i>The impact of SEND on academic attainment is closely related to the EEF's focus on economic disadvantage: 27% of pupils with special educational needs are eligible for free school meals compared to 12% of pupils without special educational needs.</i>  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/how-to-apply/themed-rounds/improving-outcomes-for-pupils-with-send/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/how-to-apply/themed-rounds/improving-outcomes-for-pupils-with-send/</a></p>	1, 2, 5
<p><b>Priority 4:</b> Develop strategies to further improve the engagement of parents/carers.</p> <p><u>Identification:</u>  Many disadvantaged pupils come from households with limited stability, poorer attitudes to education and low aspirations. A proportion of disadvantaged pupils are subject to ACEs. Parental engagement is low.</p>	<p>Parent Support Advisor to develop parental engagement and ensure this supports learning at home.</p> <p>Regular communication with school is encouraged and communication with parents is achieved through a variety of forums: website, Arbor, Twitter, email, Dojo etc.</p> <p>Monthly newsletters</p> <p>Regular parent workshops are conducted by staff inc. SATs workshops; SEMH/Compass; Phonics; Curriculum etc.</p> <p>Meet and greet by school leaders/teachers and start/end of school day to build positive relationships with families.</p>	<p><i>EEF Research suggests that the impact of raising parents' aspirations are important for support disadvantaged pupils. +3 months.</i>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement</a></p>	3
<p><b>Priority 5:</b> Strategically plan for wider curriculum experiences which are accessible to PP pupils to increase their exposure to both social and cultural capital.</p>	<p>Develop and implement a PD planner and school pledge.</p> <p>Subside the cost of trips, visits and clubs to ensure financial capital does not impact on pupils' opportunities to develop social and cultural experiences. Ring fence a percentage of these spaces for disadvantaged pupils to ensure inclusion.</p>	<p>EEF Arts participation  Moderate evidence, impact +3 months</p>	3

<p><u>Identification:</u> Limited up take in wider curriculum activities from disadvantaged children in comparison to their peers.</p>	<p>Provide all stakeholders with the schools Personal Development Offer that outlines the planned wider curriculum opportunities provided to pupils over their primary phase.</p> <p>Promote the importance of social and wider curriculum opportunities to families through regular communication, highlighting the impact such activities will have on pupils wellbeing, social skills and confidence.</p> <p>Collect pupil parent/carer voice on the personal development offer to ensure clubs and trips are purposeful to meet the current needs of the community.</p>		
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**Total budgeted cost:**

2024-2025: £124,288

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### Review of teaching 2023/24

Assessments and data outcomes 2023/24 highlight that the attainment of disadvantaged pupils continues to be a focus of school improvement moving forward. Attainment gaps still remain within some areas and improving outcomes will continue to be a key focus in 24-25 strategy statement.

Effective implementation and delivery of the school's approach to the teaching of phonics continues. Although the gap between PP and non-PP has significantly narrowed this year, the attainment in phonics overall is on a downward trend and outcomes overall in phonics are below national. Strategies outlined in phonics action plan e.g. daily phonics; phonic target groups & 1:1 intervention impacted positively on progress and attainment:

	All	PP	Non- PP	Gap	Commentary
<b>Y1 Phonics</b>	76.9%	78%	77%	+1%	It should be noted that of the cohort of 26, only 9 pupils were identified as PP. Of the 9 PP pupils 7/9 passed. Of the two pupils who did not pass, 1 has SEN needs with a significantly high level of absence and does not access phonics groups. All pupils not passing will access further support and intervention in Y2.
<b>Y2 Phonics</b>	93.1%	86%	100%	-14%	Of the 5 Year 2 resits, 4 were identified as PP. Of the 4 PP pupils, three passed. The one child who did not pass has significant issues around attendance and was absent during the period of retesting.

A range of CPD provided has ensured that teachers and staff have further developed knowledge and expertise in relation to QFT. CPD based around retrieval strategies, the teaching of fluency and arithmetic have impacted on progress and outcomes. Year 4 ECT successfully completed induction and has made good progress towards the teacher standards.

Attainment 2024:

EYFS	PP	Non- PP	Gap
<b>GLD</b>	75%	56%	+19%

<b>KS1</b>	PP	Non- PP	Gap
PSC	78%	77%	+1%
KS1 Reading	63%	62%	+1%
KS1 Writing	38%	69%	-31%
KS1 Maths	63%	85%	-22%
KS1 RWM	31%	60%	-29%

<b>KS2</b>	PP	Non- PP	Gap
KS2 Reading	60%	82%	-22%
KS2 Writing	47%	64%	-17%
KS2 Maths	67%	82%	-15%
KS2 RWM	45%	81%	-36%

**Review of targeted academic support 2023/24**

The use of both Boxall and ELSA have positively impacted on the SEMH of a number of disadvantaged pupils. Children were assessed using the Boxall profile and improvements could be identified within their target areas.

Phonic interventions across Y1 and Y2 supported pupils at risk of not passing the PSC and had a positive impact on outcomes.

Carefully targeted Year 2 reading tutoring carried out before school had a positive impact on the outcomes of those pupils.

**Review of wider strategies 2023/24**

Attendance continues to be a priority for the school. Systems and processes have been applied consistently but these systems will be reviewed for the next academic year.

	Attendance	PA
PP	90%	37%
Non- PP	95%	15%

Attendance Improvement Strategies: The school has a robust approach to attendance which is led by the aren't Support Advisor/Attendance Lead. This incorporates:

1. Proactive home visits
2. Half termly analysis of school attendance data
3. In-School Attendance Panel (ISAP) meetings with families showing attendance concerns

These initiatives have had some impact as overall attendance has improved from 2022-2023, however further work is required to bring attendance inline with National.

Pupil Wellbeing: We continue to have high numbers of pupils who struggle with poor mental health including anxiety. These issues are attributed to:

- Ongoing effects of the COVID-19 pandemic
- Current economic instability
- Adverse Childhood Experiences (ACEs) including parental mental health difficulties.

Disadvantaged pupils have been particularly affected by these factors. In response, the school has strategically allocated Pupil Premium funding to provide comprehensive wellbeing support and targeted interventions.

## 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
Read Write Inc	Ruth Miskin
TTRS & Numbots	Maths Circle
Emotional Literacy Support & Advice	ELSA
Testbase	AQA

## Service pupil premium funding (optional)

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

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A