

Pupil premium strategy statement

All Saints CofE Junior School

This statement details our school's use of pupil premium and recovery premium funding for the academic year 2023/24, 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 as at October 23 census	219
Proportion (%) of pupil premium eligible pupils	15.07% (33 x pupils)
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	31st December 2023
Date on which it will be reviewed	31st July 2024
Statement authorised by	Andy Snipp
Pupil premium lead	John Mckrell
Governor / Trustee lead	Margaret Powell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54592
Recovery premium funding allocation this academic year	£5655
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£60247

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective for our disadvantaged pupils is to improve their outcomes so they know more and that they are able to solve any problems presented to them confidently and with increasing independence. We want to create a culture and environment that encourages all children to try out new things and take a more active role in their learning.

We are aware there can be many factors that can act as barriers to learning, such as less support at home, weak language and communication skills and low self-esteem.

We are focusing on addressing the underachievement in our pupils as part of our strategic vision for the school in the coming years. And our key principles to ensure this are:

Quality first teaching

Expert teaching in English

Expert teaching of phonics with targeted interventions

Bespoke Maths interventions

Provision for all pupils to access a dynamic curriculum

Children being able to access a wide range of enrichment experiences

Continued professional development for all staff e.g. use of manipulatives in teaching of maths

Challenges

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

Challenge number	Detail of challenge
1	Cognition and learning- narrow vocabulary, poor working memory,
2	Specific difficulties with reading, writing and maths
3	Emotional wellbeing, social emotional mental health concerns, low self esteem
4	Attendance and punctuality issues- parental engagement
5	Low aspirations and limited experiences of the wider world

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 reduce the gap between disadvantaged pupils and their peers in reading, writing and maths	Disadvantaged pupils achieve better and narrow the gap between them and non-disadvantaged children
Ensure all children can access the curriculum fully	Children can learn and understand more of the world around them. The curriculum is reviewed and fit for purpose for all children to be able to access. Subject leaders share expertise across the school.
Quality first teaching is embedded in English and Maths	Staff are sufficiently trained to deliver quality first teaching in English and Maths. Clear school wide strategies are implemented, and staff are trained on how to deliver them.
Increased accessibility of out of school experiences for pupils eligible for PP funding	All pupils eligible for PP funding take part in out of school experiences and are always included, reducing the financial barriers.
To achieve sustained improved well-being for our pupils	Pupils receive ELSA and other counselling services when needed

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: £3,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued professional development for all staff- focusing on expert reading, delivery of phonics and using the ACP approach in maths.	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and Inset days</p> <p>For all staff to lead effectively, they are released throughout the year to fulfil their role as subject leaders.</p> <p>https://tdtrust.org/2013/09/05/what-makes-effective-cpd-2/</p> <p>https://researchschool.org.uk/hisp/news/effective-teacher-cpd-and-cpd-leadership-what-does-it-look-like-in-schools</p> <p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programm</p> <p>https://www.gov.uk/government/news/ofsted-publishes-research-review-on-mathematics-education</p>	1, 2
Time to make a difference and leadership to monitor effectiveness	Senior Leaders need time to monitor provision, interventions, QFT and effectiveness at a pupil level. Leaders need time to review data and other outputs and help guide on-going provision. Staff need time to meet the children, form strong and trusting relationships in order to be fully supportive of their needs. Staff need time to complete relevant paperwork and assessments to ensure that the personalised support is effective and tracked. This is all built into the school monitoring schedule, staff meeting time and supply cover timetable.	1, 2
Curriculum development	Developing the ASJS curriculum through Kapow curriculum will ensure clear progression of skills and key knowledge through yr3 to yr6.	1, 2, 5

	<p>Providing all pupils with an interesting and relevant, rich and broad curriculum to engage them.</p> <p>Time given to staff to review and implement changes as the curriculum develops term on term and on a rolling basis.</p>	
Using Walk-Thrus to support high quality teaching	https://walkthrus.co.uk/	1,2,3,4

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

Budgeted cost: £52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum software and licenses to support QFT and interventions	<p>See Externally provided programmes</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1700744071</p>	1, 2, 4, 5
Individual and small phonics interventions-teacher lead across all year groups.	<p>Identify gaps in learning and providing support from a qualified teacher and trained TAs</p> <p>EEF state pupils make better progress when learning is done in a small group</p> <p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programm</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2, 4, 5
Reading and	Daily Fresh Start intervention gives pupils daily practice to decode, gain context and background of texts and develops	1,2,5

<p>phonics intervention delivered by trained TAs in all year groups called Fresh Start.</p>	<p>their fluency. All of which is needed to be able to comprehend effectively.</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	
<p>Training by reading consultant 3 times a year. 9 TAs are trained</p>	<p>To embed good practice, adult subject knowledge, regular training to revisit prior learning, establish goal setting and develop action planning.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1700744071</p>	<p>1,2,5</p>
<p>Individual and small group maths interventions-planned and delivered by TAs and teacher lead</p>	<p>Identify gaps in learning and providing support from a qualified teacher and trained TAs</p> <p>EEF state pupils make better progress when learning is done in a small group</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#:~:text=pupil%20premium%20strategy.-,How%20effective%20is%20the%20approach%3F,smaller%20the%20group%20the%20better.</p>	<p>1, 2, 4, 5</p>

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA- 1 member of staff trained to deliver ELSA sessions in all year groups	<p>Children do not learn as effectively or retain information if they are emotionally dysregulated, scared or do not have a positive sense of self-worth or a sense of belonging</p> <p>ELSA sessions delivered by a trained TA.</p> <p>https://v2.educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/</p>	1, 3, 4, 5
Funds for other costs (Trips, clubs and extra curricular activities)	All PP pupils have the opportunity to attend clubs and any trips related to the current curriculum, with the costs covered	1, 3, 4, 5
Designated Attendance Lead to aid Parent engagement and improve pupil attendance	<p>Bringing parents into school and helping them become part of the learning environment not only breaks down the barriers but strengthens the partnership between home and school.</p> <p>We achieve this through a number of ways:</p> <ul style="list-style-type: none"> Having videos/open mornings on the school website Having different ways parents can access the staff- drop-in sessions, formal meetings, Class DoJo. Using the attendance Lead as a port of call when needing support for attendance. 	1, 2, 3, 4, 5

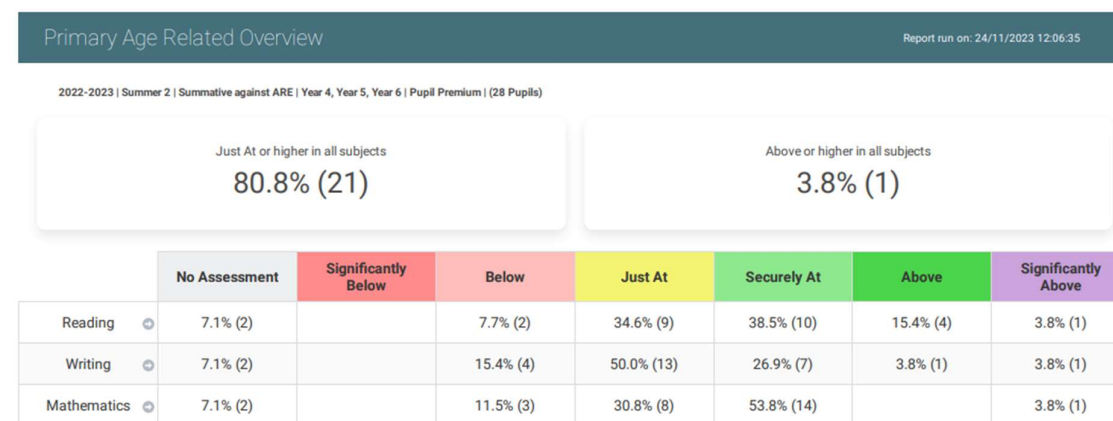
Total budgeted cost: £60,900

Part B: Review of the previous academic year 2022/23

Outcomes for disadvantaged pupils

We received a £48119 Pupil Premium funding and £3624 Recovery Premium funding for the academic year 2022/23. Our total spend was £52345.

The table below shows that 80% of our Pupil Premium children are meeting aged-related expectations across all year groups in reading, writing and maths.



Externally provided programmes

Programme	Provider
White Rose Maths	White Rose Education
Kapow Curriculum	Kapow Primary Ltd
Times Table Rockstars	Maths Circle Ltd
Ruth Miskin Phonics	Ruth Miskin Training
STAR Reading Renaissance	Renaissance
Accelerated Reader Renaissance	Renaissance