



Pupil premium strategy statement – All Saints C of E Primary School

This statement details All Saints C of E Primary School's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged Children.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged Children last academic year.

School overview

Detail	Data
Number of Children in school	347
Proportion (%) of pupil premium eligible Children	2.31% (8 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	To August 2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Pupil Premium Governor on behalf of the Full Governing Body
Pupil premium lead	Mr Stuart Gawthorpe, Deputy Headteacher
Governor / Trustee lead	Mrs Caroline Falconer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,150
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£22,150



Part A: Pupil premium strategy plan

Statement of intent

All Saints C of E Primary School wants all Children, irrespective of their background or the challenges they face, make at least good progress and achieve high attainment across all subject areas as well as to ensure that their experience of school promotes their well-being and personal development.

Although we know that the number of children entitled to Pupil Premium funding (2.31%, down from 5.07% in previous year) at All Saints C of E Primary School is much lower than the national average (approximately 21%) they are an important group of children within our school and that strategies and interventions put in place to support them can also benefit other children. We are also aware that, with the current 'cost of living crisis', there are other children within our school who face similar challenges but may not yet be entitled to extra funding. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

We rely on evidence informed practice when deciding on strategies to support our children. Education Endowment Foundation evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged Children. Using this evidence as a driver we target our Pupil Premium funding to ensure all teachers have access to high quality professional development and support.

The challenges facing children on Pupil Premium and low-income families have increased in recent years following the impact of the COVID pandemic and this has served to widen the gap between Pupil Premium children and their peers which is now at a ten-year high. We strive to close this gap as much as is possible.

More information is available on the Department for Education website: www.education.gov.uk/schools/Childrensupport/premium



Challenges

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

Challenge number	Detail of challenge
1	Children entitled to Pupil Premium funding enter school at a lower starting point than their peers and must make more rapid and sustained progress in order to keep up
2	For some children entitled to Pupil Premium funding, social, emotional and mental health issues are making it difficult for them to learn effectively and make progress.
3	Children entitled to Pupil Premium funding need support to access extra-curricular activities, visits, wrap round care
4	
5	

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
Children eligible for Pupil Premium funding make accelerated progress and achieve ARE by the end of phase assessments	Children eligible for Pupil Premium funding make rapid and sustained progress and achieve ARE in core subjects by the end of phase
Children eligible for Pupil Premium funding, where necessary, access mental health support to help them cope with learning	Mental Health and Wellbeing program, where appropriate, identifies progress of children eligible for Pupil Premium funding and attendance, friendships and outcomes are good
Children eligible for Pupil Premium funding are represented in extra-curricular activities, attend visits, residential and wrap round care	Children eligible for Pupil Premium funding are represented in extra-curricular activities, attend visits, residential and wrap round care
Staff have a secure understanding of Quality First teaching and how to support children who are entitled to Pupil Premium funding to keep up or catch up with their peers	Children entitled to Pupil Premium funding achieve age expected expectations in core subjects by the end of phase assessment or are making significant accelerated progress towards ARE



Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year (2023-2024)** to address the challenges listed above.

Teaching

Including example, CPD, recruitment and retention

Budgeted cost: £14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Target Pupil Premium funding to achieve ARE in all core subjects. This includes targeting higher attaining Pupil Premium funding children to achieve greater depth. Opportunities for pre-teaching and same day intervention.</p> <p>Key Stage intervention timetable with highly qualified Teaching Assistants</p>	<p>Reduced teaching group sizes for core subjects greater teacher pupil ratio (circa 1:4).</p> <p>Focussed delegation of adult support within quality first teaching (EEF) sessions to ensure learning support is precise and effective for all Children.</p>	1
<p>Target Children to develop numeracy fluency (NTP)</p>	<p>Continue West Yorkshire Maths Hub curriculum. Evidence from data and assessments that mastery teaching increases pupil outcomes, understanding and confidence</p>	1
<p>To provide support for Literacy development skills to ensure that children reach ARE</p>	<p>Nessy in place for 20 children to support skills in Reading and Spelling</p>	1



Targeted academic support

Including tutoring, one-to-one support, structured interventions

Budgeted cost: £ 11, 037

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH issues targeted with focused support for Children eligible for Pupil Premium funding through 'Jenbys' project (Recovery)	Research from PAC-UK suggests that supporting children's emotional literacy and executive functioning skills helps to address mental health issues.	2
1:1 Ed Psych time for emotional regulation	Providing strategies to regulate trauma-based anxieties to enable safe place to access learning	2
Forest School intervention to support regulation and self-esteem	https://cpdonline.co.uk/knowledge-base/safeguarding/forest-schools/#what-are-the-benefits-of-a-forest-school	

Wider strategies

Including attendance, behaviour, wellbeing

Budgeted cost: £3,387

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising the cost of extra- curricular opportunities and visits leading to improved social interaction opportunities	Enable all Pupil Premium funding children to have same access to opportunities as other children in school – Mental Health Award strategies	3

Total budgeted cost: £22,150



Part B: Review of the previous academic year

Outcomes for disadvantaged Children

Internal end of year data

Year Group	% of children reading at the expected level (cohort)	% of children reading at the expected level (children entitled to Pupil Premium funding)	% of children writing at the expected level (cohort)	% of children writing at the expected level (children entitled to Pupil Premium funding)	% of children in maths at the expected level (cohort)	% of children in maths at the expected level (children entitled to Pupil Premium funding)
Year 1	88.6%	66.7%	86.4%		90.9%	66.7%
Year 2	94.9%	50.0%	79.7%		91.5%	50.0%
Year 3	88%	50.0%	78.0%		80.0%	50.0%
Year 4	88.5%	50.0%	84.6%		90.4%	0 children
Year 5	94.7%	100.0%	85.7%		91.0%	100%

NB. The number of PP children in each year group is low so % should be read with caution.

External data

Year Group	% of children reading at the expected level (cohort)	% of children reading at the expected level (children entitled to Pupil Premium funding)	% of children writing at the expected level (cohort)	% of children writing at the expected level (children entitled to Pupil Premium funding)	% of children in maths at the expected level (cohort)	% of children in maths at the expected level (children entitled to Pupil Premium funding)
Year 6	100.0%	100.0%	91.5%	100.0%	95.7%	100.0%

Attendance

	Whole school	Children entitled to Pupil Premium funding
Overall attendance	96.91%	95.65%
Persistent absence	14 (number)	0 (number)



Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
We receive £335 for 1 child
The impact of that spending on service pupil premium eligible Children
As this relates to only 1 child data is with-held but can be provided on request by authorities.