

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 Anglican/Methodist Primary
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2024
Date this statement was published	
Date on which it will be reviewed	July 2021
Statement authorised by	Lisa Richmond
Pupil premium lead	Lisa Richmond
Governor / Trustee lead	Sarah Dennis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5380
Recovery premium funding allocation this academic year	£500
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	£5830

Part A: Pupil premium strategy plan

Statement of intent

We do not put limits on our children's learning and all children in our care are given the support, guidance and opportunities to enable them to flourish academically, emotionally and socially.

Any children qualifying for Pupil Premium funding are given support appropriate to their individual needs – there is not a 'one size fits all' approach in our school.

It is important to consider research conducted by EEF, the context of the school and the specific challenges faced when making decisions about the use of Pupil Premium funding.

Barriers to learning can include, but are not limited to: language and communication difficulties, lack of confidence, attendance issues, availability of support at home, complex family situations.

We regularly meet to discuss the needs of children and, depending what those needs are, we source appropriate measures and interventions to help support their learning and development. These are bespoke and may vary year on year depending on the needs of the children.

The key principles of our strategy plan are:

- Teaching and learning opportunities meet the needs of all learners
- Appropriate provision is in place for all children and is assessed regularly
- Acknowledgment that not all socially disadvantaged children qualify or are registered for FSM

Provision can include, but is not limited to:

- 1:1 support daily/weekly in phonics, reading, number
- Small group support daily
- ELSA training completed by TAs
- Use of Thirdspacelearning for maths

Challenges

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

Challenge number	Detail of challenge
1	Language and communication skills
2	Social and emotional skills
3	Number and calculation skills

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
Progress in phonics	Pass phonics screening assessment
Progress in reading and comprehension skills	Increased fluency and ability to work accurately and independently
Social and emotional wellbeing	Better able to understand and discuss feelings appropriately
Progress in understanding of number and maths concepts	Increased confidence and ability to work accurately and independently

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £ 7012.98

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 extra support in phonics	Support at least three times a week on top of small groups phonics learning helps children to develop confidence and fluency – this will in turn ensure they achieve well during the phonics screening assessment.	1
1:1 extra support with reading	Support with reading improves confidence and fluency enabling children to improve and make progress in their learning	1
Fresh Start	Small group targeted activity each day to improve confidence, fluency and ability in reading, comprehension and writing activities.	1
Thirdspacelearning	1:1 support from maths tutors helps children further develop their understanding of number and become more confident when solving problem and calculations independently	3

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

Budgeted cost: £ 217.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support using skills and approaches developed during ELSA training	Social and emotional wellbeing was impacted by closures due to COVID. Regular opportunities to take part in activities delivered by ELSA trained TA helps support and address this.	2

Total budgeted cost: £ 7230.80

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.

Despite the further unsettled year due to COVID we were able to offer Thirdspacelearning, Freshstart, RWI, small group and 1:1 support to the children needing it.

Specific 1:1 and small group interventions, support and SATs booster sessions helped children to make progress from their individual starting point.

All current Year 2 children achieved a score of over 32 in the phonics screening assessment taken in 2021 Autumn Term

Although children had experienced a great deal of disruption, the vast majority returned to school having engaged fully with remote learning and able to begin learning at age related expectations very quickly.

Children transitioning to Secondary School had gained in confidence and were able to learn more independently due to support given.

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
RWI	Ruth Miskin RWI
Fresh Start	Ruth Miskin RWI
Thirdspacelearning	Thirdspacelearning
LexiaCore 5	Lexia
Purplemash	Purplemash
Charanga Music	Charanga Music
Real PE and Real Gym	Real PE
Maths No Problem	Maths No Problem

Service pupil premium funding (optional)

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)

Children in our school have access to the support, guidance and intervention they need regardless of the funding they receive.

- All children have access to LexiaCore5 – this is a reading based programme which enables children to further develop their reading and comprehension skills.
- Purplemash is primarily a coding platform – all children have access to this.
- Charanga Music is available to all staff and provides an excellent music resource.
- Real PE and Gym ensure key skills are developed across the school.
- RWI – we were a project school for a research project involving RWI – we benefitted from excellent training and our score in the Phonics Screening in Y1 are always above national levels, we very often have 100% of children achieving a score of over 32.
- Fresh Start is part of RWI and this has been used successfully with some of our older children – it helps develop their fluency and ability to access materials independently.
- Maths No Problem – maths based programme that has improved maths attainment and progress across the school.

Regular pupil progress discussions coupled with sensible and timely assessments ensure any needs are quickly spotted and addressed.

PP funding is used to provide the support needed but this support would still be provided whether or not the funding was there, in fact we regularly spend more than the funding we receive.