

Pupil premium strategy statement – All Saints Anglican/Methodist Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	All Saints Anglican/Methodist Primary
Proportion (%) of pupil premium eligible pupils	91
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2026
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
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	£10,195
Recovery premium funding allocation this academic year	
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>	£

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

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
Social wellbeing and increased self esteem through music lessons	Children will enjoy learning to play a musical instrument.

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: £0

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

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

Budgeted cost: £ 12,385.29

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
1:1 extra support in writing	Small group targeted activity each day to improve confidence, fluency and ability in reading, comprehension and writing activities.	1
1:1 extra support in maths	Support with maths improves confidence and fluency with number enabling children to improve and make progress in their maths	3

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

Budgeted cost: £ 595

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support using skills and approaches developed during ELSA training	Individual targeted activity each week to become better able to understand and discuss feelings appropriately	1 & 2
Residential Visit	Contribution towards cost of residential visit – increased self-esteem and development of new skills	2
Small group music lessons	Small group instrumental teaching to increase self esteem and develop new skills.	2

Total budgeted cost: £ 12,980.29

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

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

Social and emotional wellbeing strategies worked well alongside extra work with Mental Health Support Teams

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
White Rose Maths	White Rose Maths

Service pupil premium funding (optional)

*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***

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.

- 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 and our new programme, Getset4PE 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
- 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.