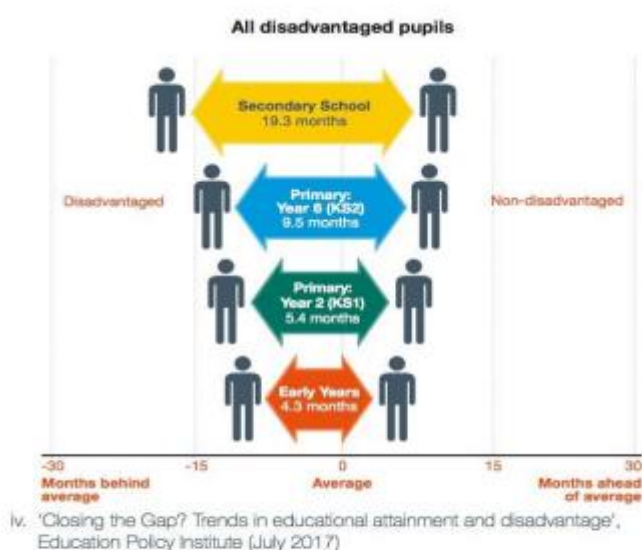


# Pupil premium strategy statement – All Saints’ CE Primary School, Newmarket

This statement details our school’s use of pupil 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.



**Key point:** the gap between disadvantaged pupils and all others is evident even when children begin school at age 5 and grows bigger at every stage of education afterwards.

## School overview

Detail	Data
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	24
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2021-2024
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025

Statement authorised by	Katie Hammond
Pupil premium lead	Katie Hammond
Governor / Trustee leads	Jamie Maguire, Rachel Wood

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69.560
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0.00
<b>Total budget for this academic year</b> <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>	£69.560

## Part A: Pupil premium strategy plan

### Statement of intent

Our aims for our disadvantaged pupils are the same as those for our non-disadvantaged pupils: to help each child develop a lively enquiring mind, and to provide an environment in which they can fulfil their individual potential and develop self-discipline, honesty, independence and consideration for others. Our approach is summed up in our vision: 'Together, we are Included, Involved and Inspired'. We use evidence-based approaches to target the needs of all children; in particular, we know that if we provide quality first teaching, all groups of pupils, including those that are disadvantaged, will be successful.

A key area for our pupil premium funding will therefore be to ensure that high-quality, effective teaching is consistently delivered in order to improve pupils' outcomes with no ceiling put on learning through the use of adaptive teaching strategies. We will implement a purposeful whole-school approach to develop teaching, encouraging subject leaders to promote progression and high expectations so that children master skills and knowledge in each subject area as they move up through the school. In addition, we will provide additional targeted academic support through tuition, small group work and additional interventions, to ensure our pupils make accelerated progress from their starting points.

We recognise evidence that early intervention can be key to addressing children's needs effectively, so a proportion of the pupil premium funding will be focused at Reception and KS1, with the aim of addressing problems before they can affect children's progress. This will benefit all the children in our care.

A third important use of the funding will be wider strategies to support pupils' needs, including behaviour, social and emotional support and attendance. Evidence shows that if these needs are not addressed, children will be unable to access learning opportunities as effectively as their peers. Our aim is to ensure that at the point when a child needs support we will be ready to intervene without delay.

In order to close the gap between disadvantaged and non-disadvantaged children, we will focus on progress. We want all pupils to achieve at least expected progress in line with national standards, but we will also challenge those with the potential to go further. Another target is to accelerate progress where children start at a low baseline, or when their education was particularly badly affected during the pandemic. This emphasis on progress will involve careful monitoring of all children's learning, and we will continue to analyse and understand the areas of need faced by many of our disadvantaged learners.

In particular, this plan aims to address six challenges which we have identified; if left unchecked these are not only barriers to learning, they would also undermine the life-changing impact which our school vision offers disadvantaged children. Consequently,

this pupil premium strategy plan is of central importance to our work at All Saints', allowing all our learners to be included, involved and inspired.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Poverty of Language:</b> our EYFS baseline and many in-year transfer children with English as an additional language indicates that many are joining us with limited vocabulary; we have also observed how an inability to infer beyond the literal impacts on reading and problem-solving skills as children progress through the school. Poverty of language then translates into poor written English and this is a key area for development.
2	<b>SEND:</b> some of our disadvantaged children have disabilities which limit their physical ability to access all of the curriculum; some require external support with cognition and learning. 11 children with ECHPs (or pending). Our SEND children will receive adapted teaching to enable them to access the learning with no ceiling put on their success.
3	<b>Low Emotional Well-being and Resilience</b>
4	<b>Concentration, Attendance and Behaviour:</b> some pupils have difficulty with independent learning skills and behavioural issues either at home or school which impact on their ability to concentrate.
5	<b>Limited Cultural Capital:</b> low income limits access to experiences and wider opportunities for many of the pupils at All Saints'.

## 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
1. Improved language development from children's arrival in the school, leading to the ability to infer in Reading, Write with confidence and in problem-solving for Maths	The progress for disadvantaged pupils will be accelerated, allowing children to catch up from their low EYFS baseline; this progress will be visible in Teacher assessment and observations. KS1 and KS2 Reading results will have improved, and progress in RWM will be higher than the national average. Through use of Accelerated Reader in KS2, Little Wandle Phonics and VIPERS we will be able to demonstrate accelerated progress in Reading. Through talk for writing and IPEEL conferencing, as well as a school-wide agenda of writing for pleasure and for a

	<p>variety of purposes, children will make rapid progress because they identify themselves as writers. Through maths meetings children will have the opportunity to talk maths and explain their thinking. Through the use of Mastering and Seeing Number pupils in EYFS/ KS1 and Lower KS2 will have a secure foundation in number. Use of sentence stems, widget, vocab mats will improve spoken language.</p>
<p>2. Access to the curriculum for all SEND pupils. Access to external agencies.</p>	<p>Progress for PP children with SEND (and therefore all children identified as PP and SEND) will be accelerated. Pupil and Parent/Carer feedback will show that children with SEND are able to access learning with no limits through adaptive teaching strategies. There will be evidence of good working relationships with external agencies.</p>
<p>3. Mental health and emotional wellbeing support.</p>	<p>This year we are implementing <b>myHappymind</b>, which is approved by the NHS to help all pupils understand what it means to have a happy/healthy mind. There will be a lead for this within the school and it will be taught whole school and in class groups. This will also give pupils coping strategies which they will be able to use to support their Mental Health.</p>
<p>4. Improved attendance, concentration, regulation, meta-cognition and independence.</p>	<p>Teachers and TAs will have been trained to teach children about strategies to help them to learn and become more independent; <b>myHappymind</b> will also support this.</p> <p>Pupil surveys and teachers will report that pupils have greater independence and are active rather than passive in their learning. There will be evidence of children using Metacognition and self-regulated learning techniques.</p> <p>Use of the Walkthru books for CPD will allow teachers to implement different strategies within school to allow pupils to be reflective and independent learners.</p>
<p>5. Limited Cultural Capital Low income limits access to experiences and wider opportunities for many of the pupils at All Saints'.</p>	<p>A broad range of opportunities will be offered and subsidised for PP children to improve their cultural capital. Pupil surveys will record the impact of these opportunities to allow the school to assess which are the most successful.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1) Developing Adaptive Learning Techniques</p> <p>a) In-house and external training for adaptive teaching across the curriculum to allow learning with no limits in Reading and Writing.</p> <ul style="list-style-type: none"> <li>• Train new staff in our curriculum</li> <li>• Phonics: (Little Wandle); training staff in using Little Wandle for KS2 groups.</li> <li>• Reading and Writing: Coaching and support for all staff to promote a love of reading in school use of, 'Accelerated Reader', 'Talk for Writing', Spelling shed, VIPERS, writing for pleasure initiatives, with a focus on adaptive learning techniques.</li> </ul> <p>b) Development of adaptive teaching strategies to ensure no ceiling on learning</p>	<p>EEF: Ensuring every teacher is supported in delivering high-quality adaptive teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. EEF: NELI has a positive impact on the language skills of children in the trial. Little Wandle: approved by DFE; revised to provide a complete teaching programme in phonics meeting all the expectations of the National Curriculum EEF: Take One Book and IPEELL Giving every child the skills they need to read and write well is a central ambition of our education system. The first EEF-funded efficacy trial of AR found pupils who received the programme made three months of additional progress in reading comprehension. EEF: The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p>	<p>1. Poverty of Language</p> <p>3. Low emotional well-being &amp; resilience</p> <p>4. Concentration, attendance &amp; behaviour</p>

opportunities in Maths, including Numberstacks, TT Rockstars / Numbots, Maths meetings using 'Mastering Number' (DfE initiatives)		
2. SEND Training from SENDCO for TAs and Teachers to allow children with SEND access to QFT and 1:1 support. Pupil passport targets carefully matched to ability with adaptive strategies in place to ensure no limits to learning; regularly reviewed by SENDCO.	The EEF states that the most effective SEND provision is in class with a teacher using a range of strategies including: flexible grouping, Training from SENDCO for TAs and Teachers to allow children with SEND access to QFT and 1:1 support.  IEP targets carefully matched to ability with adaptive strategies in place to ensure no limits to learning; regularly reviewed by SENDCO metacognitive strategies, explicit instruction, use of technology to support and scaffolding.	cognitive and 2. SEND 3. Low emotional well-being & resilience
3. CPD to integrate Mental Health strategies into everyday teaching and to encourage resilience; use of <b>myHappyMind</b> .	EEF recommends teaching SEL explicitly, integrating models through everyday teaching, a carefully planned sequential curriculum, reinforced through whole school ethos and activities. EEF: The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning.	3. Low emotional well-being & resilience 4. Concentration, attendance & behaviour 5. Limited Cultural Capital
4. EAL Developing and embedding strategies to allow children with EAL equal access to the curriculum, including use of Widget software programme	A focus on survival language, topic language and phonics enables the rapid learning of English and increases capacity to support more learners.	1. Poverty of Language 3. Low emotional well-being & resilience
5. Limited Cultural Capital Ensuring that pupils who are eligible for PP have the same experience and opportunities as non PP pupils	Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also self regulation) may also be involved. All the above have been shown to have a positive impact on outcomes	5. Limited cultural capital

	EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdooradventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdooradventure-learning</a>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y6 Interventions	Small group interventions of 2-5 pupils with a specific focus have a proven track record of making progress and teaching a specific skill. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/small-group-tuition</a>	4. Concentration, attendance & behaviour 5. Limited Parental Time

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

Budgeted cost: £9,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
1) Attendance Attendance officer plans Attendance events and liaises with EWO half termly.	The DfE (2021) highlights the importance of having a designated champion with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan. This will ensure all learners are closely monitored and any persistent attendees are given proactive support before prolonged absence occurs.	4. Concentration, attendance & behaviour
2) Behaviour Zones of regulation, House events, School Council, new School Rules.	EEF: teaching children to use self-calming strategies and positive self-talk to help deal with intense emotions. Competencies at the heart of SEL include responsible decision making	3. Low emotional well-being & resilience 4. Concentration, attendance & behaviour
3) Wellbeing Wellbeing pupils, committee and champions. Family Support Worker (in-house). Use of	Anna Freud-recommends there are mental health leads/champions who are responsible for co-ordinating the schools approach. EEF-The common characteristic is that learners take on	2. SEND 3. Low emotional well-being & resilience



<b>myHappyMind</b> , both class and whole school.	responsibility for aspects of teaching and evaluating their success.	
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**Total budgeted cost: £ 69,560**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **1. Improved language development from children's arrival in the school.**

Quality First Teaching has targeted in-class support to improve pupils' ability to understand new vocabulary and infer in Reading and Comprehension and in problem-solving for Maths. 'Take One Book', 'Accelerated Reader' and VIPERS have been bought and used to improve comprehension and language outcomes for pupils in Reading. Embedding 'Little Wandle' for early reading has ensured our pupils get a thorough start in decoding too. 'Talk for Writing', IPEEL and Spelling Shed have moved high quality vocabulary into independent writing. 'Mastering Number' and Maths meetings have been used to improve language understanding and mathematical concept acquisition. Numberstacks Maths interventions were used once gaps were identified in pupils learning for catch-up tutoring. Rising Stars English was used for catch-up tutoring in English. Widget was purchased for Pupils with no English to support high quality learning translated from their own language. Impact was measured from the starting points of interventions to their end points and progress was evident. Electronic programmes show the frequency of access, and take-up of individuals to tailored programmes improved throughout the year.

#### **2. Improved access to the curriculum for all SEND pupils.**

Pupil passport targets have been carefully matched to ability and are regularly reviewed by the SENCO. Pupils with SEND have had high QFT and 1:1 and group support. Access to external agencies is improving, and the SENCO has worked hard to access support required. SEND pupils have made accelerated progress from their starting points. Adaptive teaching strategies have been researched and trialled in class for all learners.

#### **3. Improved mental health and emotional wellbeing support.**

The school has embedded DfE approved mental Health CPD this year and is a THRIVE School. THRIVE leads have disseminated training to staff and Right Time audits have been undertaken to allow for action planning for our universal offer as well as group and individual interventions. This year pupils have behaved well and have been happy in school. Our universal offer has been delivered through our PSHE curriculum and has been delivered effectively with interventions for children who have needed additional support accessed through our Family Support Worker, YMCA and trained CBT counsellor. Pupil and parent surveys express that their children are happy in school and receive support when needed. Although mental health needs are up in terms of school figures, this is due to finely tuned identification tools and training, plus the long-term effects of Covid 19, in line with the national picture.

#### **4. Improved attendance, concentration, regulation, meta-cognition and independence.**

Attendance initiatives have ensured that our attendance has remained broadly in line with national average this year. Zones of Regulation is embedded across the school

ensuring that children can use self-regulation to help themselves, and behaviour is good. 3B4me strategies have been used to encourage children to think about strategies to support their learning themselves and metacognition strategies on how to learn have been added into the PSHE curriculum.

**5. PP children’s parents supported with homework and home learning.**

All KS2 PP pupils have been offered homework club this year on a weekly basis. Accelerated Reader, TTRockstars / Numbots and the Spelling Shed programme are all tailored to pupils’ individual needs and access to an electronic device has been ensured. Material resources have been made available to pupils for Pick & Mix homework. We ran ‘Sharing Parenting’ meetings and workshops with parents to support with parenting and home learning both in person and on zoom. All PP children undertook tutoring this year.

**6. Improved access to wider opportunities throughout the curriculum and beyond, building cultural capital for our children.**

All PP children in KS2 have been given free membership to the Children’s University and have undertaken CU activities in school. Funding has been made available for music tuition, after school clubs – sports, craft, swimming, for a variety of school visits and for school uniform. External companies have come to school more rather than us going to them owing to the cost of coach hire.

## Externally provided programmes

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

Programme	Provider
Literacy Shed Plus	Ed Shed
Accelerated Reader	Renaissance Learning

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*