

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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' Church of England Primary School Newmarket
Number of pupils in school :	196
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 Current year 23/24 (3rd year of plan)
Date this statement was published	11th November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Barbara Rodel Headteacher
Pupil premium lead	Barbara Rodel
Governor / Trustee lead	Rachel Wood

Funding overview

Detail 2023-2024	Amount
Pupil premium funding allocation this academic year	£66,475
Recovery premium funding allocation this academic year	£4,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for the academic year 2023-2024 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£71,405

Part A: Pupil premium strategy plan

Statement of intent 2021-2024

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 has been 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 identified in 2021 updated in purple for 2023-2024

This details the key challenges to achievement that we have identified among our disadvantaged pupils. *Our key challenges have not changed*

Challenge number	Detail of challenge
1	<p>Poverty of language</p> <p>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. <i>Poverty of language then translates into poor written English and this is a key area for development in 2023-2024.</i></p>
2	<p>SEND</p> <p>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. <i>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.</i></p>
3	<p>Low emotional well-being and resilience</p> <p>Some children have been emotionally damaged by circumstances and Covid 19 and have a high need for pastoral support. <i>This continues to be the case since the effect of Covid has not gone away and mental health issues are ongoing. We have strengthened our Mental Health offer by becoming a THRIVE school and by training a new Senior mental Health lead this year.</i></p>
4	<p>Concentration, attendance and behaviour</p> <p>Some children have difficulty with independent learning skills and behavioural issues either at home or at school which impact on their ability to concentrate. <i>This priority continues to be relevant.</i></p>
5	<p>Limited Parental Time</p> <p>Many of the parents and carers of our PP children have long work shifts, which means they have limited time to support homework (including reading) or remote learning. <i>This priority continues to be relevant.</i></p>
6	<p>Limited Cultural Capital</p> <p>Low family income limits access to experiences and wider opportunities for many of our children. <i>This priority continues to be relevant.</i></p>

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. **Some success criteria have been refined and developed in green for 2022/2023 and in Purple for 2023-2024**

Intended outcome	Success criteria
<p>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.</p>	<p>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.</p> <p>KS1 and KS2 Reading results will have improved, and progress in RWM will be higher than the national average.</p> <p>Through use of Accelerated Reader in KS2 and Little Wandle Phonics, and VIPERS we will be able to demonstrate accelerated progress in Reading.</p> <p>Through talk for writing and IPEEL conferencing, as well as a school-wide agenda of writing for pleasure and for a 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.</p> <p>Use of sentence stems, widget, vocab mats to 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.</p> <p>Pupil and Parent/Carer feedback will show that children with SEND are able to access learning with no limits through adaptive teaching strategies.</p> <p>There will be evidence of good working relationships with external agencies.</p> <p>Training in Identiplay and CPD for TAS.SEN Coffee mornings with Sharing parenting.</p>
<p>3. Mental health and emotional wellbeing support.</p>	<p>Our Universal THRIVE offer is in place with Right Time Development assessments undertaken and reviewed.</p> <p>Nurture and Watch lists for groups and individuals will be in operation.</p>

	<p>Mental health practitioners trained through THRIVE will allow assessment of effectiveness of mental health offer in place.</p> <p>Pupil and parent/carer surveys and teacher observations will indicate that PP children are improving their social and emotional skills. Development of Thrive Practitioner role as FSW. Training of New Senior Mental Health Lead.</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, e.g. 3b4me, Zones of regulation, own research and learning to learn techniques.</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>Attendance initiatives each half term.</p>
<p>5. PP children's parents supported with homework and home learning.</p>	<p>The school will have developed an offer of parent workshops accessible via zoom or in person.</p> <p>The partnership with the 'Community Ambitions' project will have led to work tailored to engage particular groups of parents.</p> <p>Engagement with 'Times Table Rock Stars' and 'Accelerated Reader' and other home learning activities will have increased.</p> <p>Homework clubs will be an established part of many disadvantaged children's weekly routine.</p> <p>Multi-lingual book licenses were purchased for our EAL families.</p> <p>Translate button on school website.</p> <p>Homework sent on platform with translate facility.</p>
<p>6. Improved access to wider opportunities throughout the curriculum and beyond building cultural capital for our children.</p>	<p>Every KS 2 PP child will be given the opportunity to take part in the Children's University and after-school clubs and uptake will be consistently high.</p>

	<p>A broad range of opportunities will be offered and subsidised for PP children to improve their cultural capital.</p> <p>Pupil surveys will record the impact of these opportunities to allow the school to assess which are the most successful.</p> <p>A uniform subsidy has been offered.</p> <p>Opportunities have been brought into school as well as going out. Lackford lakes, Theatre company, Animal experience etc.</p>
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Activity in this academic year 2023/2024

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

1) Quality First Teaching (e.g. CPD, recruitment and retention)

Budgeted cost: £ 38,094.16

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"> • Train new staff in our curriculum • Phonics: embedding new scheme (Little Wandle); training staff in using Little Wandle for KS2 groups. • Reading and Writing: Coaching for staff to develop and embed 'Take One Book', 'IPEELL', 'Accelerated Reader', 'Talk for Writing', Spelling shed, VIPERS, writing for pleasure initiatives, with a focus on adaptive learning techniques. <p>b) Development of adaptive teaching strategies to ensure no ceiling on learning opportunities in Maths, including Numberstacks, TT Rockstars / Numbots, Maths meetings using 'Mastering Number' and 'Seeing Number; (DfE initiatives) with support from Angles Maths Hub, promoting high quality talk and thinking about Maths. (EYFS/KS1 and lower KS2)</p> <p>Little Wandle additional resources CPD: Whole staff CPD plus new English and Maths leads</p> <p>Subtotal: £15,000</p>	<p><i>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.</i></p> <p><i>EEF: NELI has a positive impact on the language skills of children in the trial.</i></p> <p><i>Little Wandle: approved by DfE; revised to provide a complete teaching programme in phonics meeting all the expectations of the National Curriculum</i></p> <p><i>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.</i></p> <p><i>The first EEF-funded efficacy trial of AR found pupils who received the programme made three months of additional progress in reading comprehension.</i></p> <p><i>EEF: The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</i></p>	<p>1. Poverty of Language</p> <p>3. Low emotional well-being & resilience</p> <p>4. Concentration, attendance & behaviour</p>
<p>2) SEND</p>	<p><i>The EEF states that the most effective SEND provision is in class with a teacher using a range of strategies including: flexible grouping, cognitive and</i></p>	<p>2. SEND</p> <p>3. Low emotional well-being & resilience</p>

<p>Training from SENDCO for TAs and Teachers to allow children with SEND access to QFT and 1:1 support.</p> <p>Pupil passport targets carefully matched to ability with adaptive strategies in place to ensure no limits to learning; regularly reviewed by SENCO.</p> <p>Subtotal: £645</p>	<p><i>metacognitive strategies, explicit instruction, use of technology to support and scaffolding.</i></p>	<p>4. Concentration, attendance & behaviour</p>
<p>3. CPD to integrate Mental Health strategies into everyday teaching and to encourage resilience</p> <p>THRIVE/ PSHE leads disseminate training to staff.</p> <p>'3B4me' and 'Zones of Regulation' embedded</p> <p>Lessons on 'how to learn' added to PSHE curriculum and skills cascaded (3 staff meetings)</p> <p>Developing homework via Homework clubs</p> <p>Pick & Mix homework.</p> <p>Thrive training:</p> <p>Subtotal: £384.16</p>	<p><i>EEF recommends teaching SEL explicitly, integrating models through everyday teaching, a carefully planned sequential curriculum, reinforced through whole school ethos and activities.</i></p> <p><i>EEF: The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning.</i></p> <p><i>Pick and Mix homework enables pupils to lead on their own learning, interests.</i></p> <p><i>EEF: Homework clubs can help to overcome ... barriers by offering pupils the resources and support needed to undertake homework or revision.</i></p>	<p>3. Low emotional well-being & resilience</p> <p>4. Concentration, attendance & behaviour</p> <p>5. Limited Parental Time</p> <p>6. Limited Cultural Capital</p>
<p>4. EAL</p> <p>Developing and embedding strategies to allow children with EAL equal access to the curriculum, including use of Widget software programme, and purchase of Mantra-lingua book licenses.</p> <p>Complete school audit. Work on identity and belonging CPD£1000</p> <p>Widget £295</p> <p>Subtotal:£1295</p>	<p><i>A focus on survival language, topic language and phonics enables the rapid learning of English. Increases capacity to support more learners.</i></p>	<p>1. Poverty of Language</p> <p>3. Low emotional well-being & resilience</p>
<p>5. Cascading learning strategies to parents</p> <p>Workshops with parents on curriculum learning</p> <p>'Sharing Parenting' drop-ins for SEN</p> <p>Workshops with parents on mental health</p> <p>Subtotal:£800</p>	<p><i>EEF:Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</i></p>	<p>3. Low emotional well-being & resilience</p> <p>5. Limited Parental Time</p>
<p>6. Developing clear strategies to understand and tackle restricted opportunity</p> <p>Children's University £800</p> <p>Funding for music tuition, after school clubs – sports, craft, swimming,</p> <p>Funding for music £2,520</p> <p>Funding for after school clubs in house £16,000</p> <p>Funding for school visits £500</p> <p>Funding for school uniform £150</p> <p>Subtotal:£19,970</p>	<p><i>An EEF promising project; Children's University has been tested through a previous EEF trial. This trial found positive impacts on Key Stage 2 maths and reading results equivalent to about 2 months' additional progress.</i></p> <p><i>Children are able to participate in activities which would not have been possible without funding.</i></p>	<p>3. Low emotional well-being & resilience</p> <p>4. Concentration, attendance & behaviour</p> <p>5. Limited Parental Time</p> <p>6. Limited Cultural Capital</p>

2) Targeted academic support (e.g. tutoring, 1:1 support, structured interventions)

Budgeted cost: £20,605.5

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1) Structured Interventions Targeted in-class and small group support, using precision teaching, supported comprehension/vocab, pre/post teaching, additional Reading, Maths and English. Trained speech & language TA, 2 mornings/week.</p> <p>2) Tutoring: Training and Staff costs Materials and programmes:</p> <ul style="list-style-type: none"> • CGP books £208 • New spelling programme: 'Spelling Shed' £255 • New Literacy Shed resources £142.50 • Widget • Maths: 'Mastering Number', 'Seeing Number' • Tutoring: £20,000 <p>Subtotal: £20605.5</p>	<p><i>DFE provision of funding to promote catch up</i></p>	<p>1. Poverty of Language 2. SEND 3. Low emotional well-being & resilience 5. Limited Parental Time 6. Limited Cultural Capital</p>

3) Wider strategies (e.g. related to attendance, behaviour, wellbeing)

Budgeted cost: £15,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1) Attendance Attendance officer plans Attendance events and liaises with EWO half termly.</p> <p>Subtotal:£400</p>	<p><i>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.</i></p>	<p>4. Concentration, attendance & behaviour</p>
<p>2) Behaviour Zones of regulation House events School Council</p> <p>Subtotal:£400</p>	<p><i>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</i></p>	<p>3. Low emotional well-being & resilience 4. Concentration, attendance & behaviour</p>
<p>3) Wellbeing Wellbeing pupils, committee and champions. Family Support Worker (inhouse), Mental Health Counsellor (1 day a week) Mental Health Champion TA (working throughout the week with pupils, staff and parents)</p>	<p><i>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 responsibility for aspects of teaching and evaluating their success.</i></p>	<p>2. SEND 3. Low emotional well-being & resilience 3. Low emotional well-being & resilience 5. Limited Parental Time</p>

THRIVE practitioner to deliver interventions for groups and individuals. Mentors for PP children and peer tutoring Subtotal:£15,000		6. Limited Cultural Capital
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Total budgeted cost for all activity: £74,499.66

Part B: Review of outcomes in the previous academic year 2022-2023 Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

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 has 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 starting points of interventions to end points and progress was evident. Electronic programmes show the frequency of access and take up of individually 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 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 are 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 coach costs.

Additional issues relating to COVID 19:

Staying at home habits from Covid still affect attendance and resilience. The national picture of children's mental health suffering is reflected in our school. The cost of living crisis also impacts our children's ability to afford enrichment activities even more now than when strategy was first written.

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
Literacy Shed Plus	Ed Shed
Widget	Widget.com

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?	4 service children this year: Mental health developed in PSHE curriculum and group sessions with mental health counsellor.
What was the impact of that spending on service pupil premium eligible pupils?	Improved social and emotional wellbeing.