# Pupil premium strategy statement

## 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 effect that last year’s spending on pupil premium had within our school.

## School Overview

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| Detail | Data |
| School name | Saughall All Saints |
| Number of pupils in school | 277 |
| Proportion (%) of pupil premium eligible pupils | 10% (28 CHILDREN) |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2023-2024 ( 2025-2026) |
| Date this statement was published | December 2024 |
| The date on which it will be reviewed | December 2025 |
| Statement authorised by | Donna Prenton  Headteacher |
| Pupil premium lead | Donna Prenton  Headteacher |
| Governor | Peter Young |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year, | £54,9970 |
| Recovery premium funding allocation this academic year |  |
| 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 | £54,970 |

# Pupil premium strategy plan

## Statement of intent

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| Our goal is to ensure that all pupils, regardless of their background or personal challenges, make strong progress and achieve high attainment across all subject areas. While our strategy prioritises support for disadvantaged pupils, it is designed to benefit all children, including those who are already high achievers and those facing additional vulnerabilities.  We recognise the unique challenges faced by vulnerable pupils, including those who have additional support from professionals in the community also, such as those with a social worker or young carers, and we are committed to addressing their needs. The activities outlined in this statement are intended to support every pupil, whether they are classified as disadvantaged or not.  At the core of our approach is high-quality teaching, with a targeted focus on areas where additional support is most needed. Research shows that this has the greatest impact on closing the attainment gap for disadvantaged pupils while also benefiting their peers.  To ensure our approach is effective, we are committed to:   * Delivering high-quality teaching across the curriculum for all pupils. * Providing additional support in key subjects to maximise achievement. * Supporting pupils' social and emotional development. * Strengthening home-school partnerships to address barriers to learning. * Offering curricular and extra-curricular enrichment to support both academic success and personal growth. * Intervening early to provide timely and effective support. * Fostering a whole-school culture where all staff take responsibility for pupils’ outcomes and maintain high expectations for every child. * By taking a proactive and inclusive approach, we aim to create an environment where every pupil, including the most vulnerable, can thrive and reach their full potential.  |  |  | | --- | --- | | Key Priorities | * Success Criteria | | To ensure the needs of all pupil premium children are met. | Attainment matches or is improving towards national figures with all children making progress from their starting points.  * Positive mental Health is supported as necessary through the curriculum and individually as required. * Entitlement to a full broad and balanced curriculum and excel in areas of the curriculum that they enjoy. | | To improve the outcomes of all pupil-premium children | * All individual PP children are tracked for their barriers to learning termly by staff to ensure that maximum progress is made. * Implement reading-for-pleasure books alongside phonic books and reading banded books to progress reading enjoyment further | | To ensure any differences between pupils receiving pupil premium funding in the school and those who are not [nationally] have significantly diminished. | All children eligible for PP funding have a positive a progress score at the end of Key Stage 2, which matches or is improving towards that of other children with the same starting points. | |

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

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| Challenge number | Detail of challenge |
| 1 | The pandemic continues to impact children's learning, especially in Year 5 and Year 6, where writing attainment is the lowest at Age-Related Expectations (ARE). Within these cohorts, there are significant gaps in progress among students. The biggest challenges for staff in helping some children catch up to their peers include building resilience, maintaining a steady pace of progress, and ensuring sufficient staffing support. |
| 2 | The majority of children enter with lower literacy skills, particularly in speaking, listening, and age-appropriate vocabulary, compared to other areas of learning. As a result, they progress more slowly at first while developing basic reading and writing skills. |
| 3 | Some pupils are below typical attainment on entry to school and they are not achieving national attainment level at the end of KS1 and KS2 - this includes disadvantaged pupils or those pupils who are perceived to be disadvantaged. |
| 4 | The emotional well-being of many children regardless of whether they are disadvantaged or not, is creating a barrier to them meeting their full academic ability. An increased number of pupils need to access ELSA at teacher, parent and GP requests. |
| 5 | Maths gaps particularly in place value and rapid recall of times tables are impacting upon progress being made with all children but particularly disadvantaged pupils. |
| 6 | Small numbers of pupils in each year group/class makes using individual funding more difficult as they cannot be collectively supported. |

## 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.

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| Intended outcome | Success criteria |
| Sufficient staffing levels to ensure that all intervention/catch-up programmes take place for disadvantaged and other pupils | Teacher/teaching assistants to run interventions which will include identified pupils alongside disadvantaged pupils |
| Improve written skills particularly punctuation and spelling among all children particularly disadvantaged pupils. | Assessments and observations indicate significant improvement in basic skills particularly with disadvantaged pupils.  This is also evident in all their written work.  Disadvantaged pupils make accelerated progress from their starting points. |
| Social and Emotional needs are met. Early Intervention | ELSA supports identified children and progress is made towards positive mental health.  Well-being /PHSE lessons support all children to develop resilience and a positive attitude academically and socially. |
| The reading challenge for KS2 pupils to ensure that all pupils are reading a wide range of genres. | All children reading more books and have their reading level monitored at least termly.  Children on colour bands are monitored regularly to ensure they are progressing towards free readers.  All children are identified for reading support if required. |
| Improved reading attainment among disadvantaged pupils. | KS2 reading outcomes show all disadvantaged pupils make expected progress from their starting points. |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes show all disadvantaged pupils make expected progress from their starting points. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | The overall absence rate for all pupils is no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reducing.  The percentage of all persistently absent pupils is monitored closely with parental meetings and additional support offered to the pupil and the family. |
| To financially support disadvantaged children to access trips and activities throughout the year. | Support parents so that pupils can attend day trips, residentials and events regardless of their ability to pay fully. A subsidy will be offered. |

**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.

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of a [DfE-validated](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils. | Little Wandle subscription | 1  £800 |
| Purchase e-phonic books to support reading at home | Little Wandle ebook subscription | 1  £350 |
| Purchase new reading-for-pleasure books for taking home based on pupil requests. | To further increase love for reading and widen vocabulary quality books have been sent home weekly for parents to read with and to children. | 1  £3000 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). | 4th Teacher for KS2 to support teaching in year groups in the juniors. Small groups and focused teaching for year-group objectives.  Maths lead released to support Maths Hub development.  [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 5  £43,330 |
| Improve the quality of social and emotional (SEL) learning. | ELSA support Is offered to all children who have an identified need either by parents or staff | 3  £4,228 |
| Subsiding school trips for disadvantaged pupils and others as needed. | To allow all children to access a broad and balanced curriculum. | 4  £1500 |
| Purchase times tables Rockstars to ensure all children can access support for multiplication skills. | To ensure that all children have access to resources to support their timetable knowledge. | 5  £210 |
|  |  | £78,628 |

**Total budgeted cost: £78,628 (PP****£ 64,979 + £13,649 from school budget)**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details our pupil premium activity's impact on pupils in the 2023 to 2024 academic year.

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| Our internal assessments during 2024 suggested that the progress of disadvantaged pupils improved throughout the year, and the majority made good progress from their starting points. Many children in this data are also SEND and have lower starting points than the rest of the school's pupils. By the end of 2024, the majority of PP pupils had achieved the outcomes we aimed to achieve in our previous strategy.  **Pupil Premium/disadvantaged Autumn 2024**   |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Pupil Numbers |  | Reading | | | Writing | | | Maths | | | SEND | |  |  | ARE/A+ | GD | Prior attainment | ARE/A+ | GD | Prior attainment | ARE/A+ | GD | Prior attainment |  | |  | Reception |  |  |  |  |  |  |  |  |  |  | | 1 | Year 1 |  |  |  |  |  |  |  |  |  |  | | 4 | Year 2 | 100% (4/4) | 25% (1/4) | 100% (4/4) | 50% (2/4) | 25% (1/4) | 100% (4/4) | 100% (4/4) | 25% (1/4) | 100% (4/4) | 1 | | 1 | Year 3 | 0% (0/1) | 0% (0/1) | 100% (1/1) | 0% (1/1) | 0% (0/5) | 100% (1/1) | 100% (1/1) | 0% (0/1) | 100% (1/1) | 1 | | 5 | Year 4 | 60% (3/5) | 0% (0/5) | 100% (5/5) | 60% (3/5) | 20% (1/5) | 100% (5/5) | 40% (2/5) | 0% (0/5) | 100% (5/5) | 2 | | 7 | Year 5 | 57% (4/7) | 0% (0/7) | 100% (7/7) | 57% (4/7) | 0% (0/7) | 100% (7/7) | 71% (4/7) | 0% (0/7) | 100% (7/7) | 4 | | 9 | Year 6 | 44% (4/9) | 0% (0/9) | 100% (9/9) | 11% (1/9) | 0% (0/9) | 77% (7/9) | 44% ( 4/9) | 0% (0/9) | 77% (7/9) | 4 |   While attendance and access to support have improved in 2024 some children are still regaining confidence with resilience and independent learning. We review progress formally each term and reallocate support for individual children based on the needs at present. Teachers assess daily and adjust teaching to meet the needs of all pupils including disadvantaged pupils. We are confident that the gaps are closing and that the needs of our pupils are being met so that good progress is made from their starting points.   |  |  |  | | --- | --- | --- | | Intended outcome | Success criteria | Achieved | | Sufficient staffing levels to ensure that all intervention/catch-up programmes take place for disadvantaged and other pupils | Teacher/teaching assistants to run catch-up/national tutoring programmes which will include identified pupils alongside disadvantaged pupils | Generally met.  Sometimes hindered by pupil attendance. | | Improve oral language skills and vocabulary among all children particularly disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils.  Children’s use of oral vocabulary is improving and this is also evident in their written work.  Disadvantaged pupils make accelerated progress from their starting points. | Vocabulary development remains a focus for all pupils but an improvement across the curriculum is evident in books and conversations. | | Social and Emotional needs are met. Early Intervention | ELSA supports identified children and progress is made towards positive mental health.  Well-being /PHSE lessons support all children to develop resilience and a positive attitude academically and socially. | An increased number of pupils have benefitted from ELSA support and teachers’ pupils and parents have reported positive benefits. | | Phonics – resources and materials inspire further engagement. | Phonic pass at Yr1 returned to pre-pandemic percentages.  Reading for enjoyment books also going home weekly alongside Phonic material in Reception and Year 1  All children are identified for early support if required. | The scheme is now in place and all teachers and teaching assistants have received training  The phonic pass rate was 84.6% an increase on last year. | | Improved reading attainment among disadvantaged pupils. | KS2 reading outcomes show that more than 75% of disadvantaged pupils met the expected standard. | 67% achieved ARE of PP pupils  100% from their starting point.  88% of all pupils achieved ARE | | Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes show that more than 75% of disadvantaged pupils met the expected standard. | 67% achieved ARE of PP pupils  100% from their starting point.  88% of all pupils achieved ARE | | To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | The overall absence rate for all pupils is no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced by 2%.  The percentage of all persistently absent pupils are monitored closely with parental meetings and additional support offered to pupils and their families. | 2023/2024 Attendance – attendance for all pupils was 96.7%. Attendance for Pupil Premium 88.8%. Identified pupils were supported and the school worked with families to offer support. This will remain a target for next year. | | To financially support disadvantaged children to access trips and activities throughout the year. | All pupils will attend day trips, residentials and events regardless of their ability to pay. |  |   Our assessments and observations indicated that pupil behaviour, wellbeing and mental health remain impacted, primarily due to COVID-19-related issues. The impact was particularly acute for some disadvantaged pupils who did not engage in online learning or school-held sessions. While interventions have taken place and some gaps reduced the children in Years 5 & 6 remain more impacted than the rest of the school. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on this approach with the activities detailed in this year’s plan. |