



Pupil Premium Strategy Statement 2023/2024

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 Laxfield Primary School |
| Number of pupils in school | 94 |
| Proportion (%) of pupil premium eligible pupils | 17% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-2024 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Executive Headteacher |
| Pupil premium lead | Katharine Minns |
| Governor lead | Anna Fielding-O'Farrell |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £24,732 |
| 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 | £24,732 |

Part A: Pupil premium strategy plan

Statement of intent

Our vision

A family. Uniquely made and loved by God.

We are a Good Samaritan (Luke 10 v 25- 37) school where all are treated equally. Despite our differences we are a family; bound together by a sense of belonging and support and founded upon our Christian values of love, forgiveness, friendship, perseverance, thankfulness and respect.

At All Saints, it is important that the vision we have for our school is both for now and the future and that it be rooted in the Christian faith. We want to create an environment in which children thrive and live out the vision that we have for our school.

Jesus told the story of the Good Samaritan to challenge prejudice and show God's enduring love for all. In line with the Church of England's vision for education ' Deeply Christian, Serving the Common Good' we believe the story reflects our commitment to be the best we can for all children and links perfectly with our vision.

Our philosophy

At All Saints, Laxfield Primary School we value the abilities and achievements of all our pupils and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school. We have planned to spend our Pupil Premium funding to try to give them all the support that they need to reach their potential.

Overcoming barriers to learning is at the heart of our Pupil Premium use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Our priorities are as follows:

1. Ensuring that there is high quality teaching and learning in every class.
2. Closing the attainment gap between disadvantaged pupils and their peers.
3. Providing targeted academic support for pupils who are not making the expected progress.
4. Increasing engagement with families of 'hard to reach' children.
5. Addressing non-academic barriers to attainment such as well-being, attendance and behaviour.
6. Ensuring that all disadvantaged pupils are fully included in the life of the school

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Low levels of parental engagement and investment |
| 2 | Limited experiences leading to poor cultural capital |
| 3 | Low self-esteem and poor mental health |
| 4 | Physical needs including diet and sleep |
| 5 | Attendance and punctuality |
| 6 | Poor numeracy, weak vocabulary and poor exposure to books out of school |
| 7 | Low aspirations and lack of awareness of opportunities |
| 8 | Self-regulation, behaviour and social awareness. |

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 |
|--|--|
| Children will achieve good academic outcomes. | <ul style="list-style-type: none"> Children will be fluent readers and have an extensive vocabulary that they can use to express themselves both verbally and in writing. They will be fluent mathematicians. |
| Children will have greater cultural capital. | <ul style="list-style-type: none"> Children will learn about the world around them including their local area, their own country and further afield. They will have a broad knowledge of STEM, the humanities and the arts-including opportunities to perform. |
| Children will be confident. | <ul style="list-style-type: none"> Children will talk positively and with conviction about themselves and their place in society. |
| Children will have maximum time in their educational environment. | <ul style="list-style-type: none"> Attendance and punctuality will improve. |
| Children will be mentally and physically healthy. | <ul style="list-style-type: none"> Children will understand the importance of mental and physical health and understand |
| Children will be involved in all aspects of school. | <ul style="list-style-type: none"> Children will be able to participate in all areas of school life and extracurricular opportunities. |
| Children will leave with the knowledge and awareness of opportunities and pathways available that will lead to high aspirations. | <ul style="list-style-type: none"> Children will be able to articulate a range of potential careers options. |

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: £532

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Quality First Teaching. | Fundamental to all children. Teaching and learning monitored by SLT through planning scrutinies, book moderation, lesson observations and dialogue. | 6 (also 1,2,6,7) |
| Improved reading resources including phonics training (including eBooks) and class libraries. (£500) | Phonics has a positive impact overall (+5 months) EEF Bug Club phonics books to be used in KS2 for those children who are not yet fluent readers. | 6 (also 1, 2 & 3) |
| Dyslexia screening programme. (£ 70) | Interventions then matched to children have had a positive impact on achievement in Key Stage 2 SATS results. | 6 (also 1, 2 & 3) |

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

Budgeted cost: £15,800

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Catch-up TAs e.g. Rapid Readers, Nessy and precision teaching. | Teaching Assistant Interventions: Moderate impact for moderate cost based on moderate evidence (+4 months) EEF | 1, 2, 3 & 6 |
| Class-based interventions e.g. Reading Comprehension | Reading comprehension strategies: Very high impact for very low cost based on extensive evidence (+6 months) EEF | 1, 2, 3 & 6 |
| Maths interventions – TTRock Stars (£105) | 1:1 and small group focussing on arithmetic skills in addition to usual maths lessons. Additional support in lessons 1:1 and small group to aid Quality First Teaching. | 1,3,6 |
| Non-fiction books linked to units of work in foundation subjects.(£400) | Regular exposure to high quality texts about history, geography, science and other foundation subjects. Provides children with greater knowledge to apply to non-fiction writing. | 1,2,6,7 |
| Power Maths books | 1:1 and small group intervention using these books which align to White Rose Maths. | 6 |

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

Budgeted cost: £8,400

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|--------------------------------------|
| Access to wraparound care (£1000) | Extending school time: Moderate impact for moderate cost based on limited evidence (+3 months) EEF | 1, 2, 3, 4 & 5 |
| Subsidised trips (£1,000) | Social and emotional learning: Moderate impact for very low cost based on very limited evidence (+4 months) EEF | 1, 2 & 7 |
| Subsidised uniform | Social benefits Low impact for low cost | 1 & 3 |
| Participation in sport including adventurous activities (£500) | Physical activity Low impact for very low cost based on moderate evidence (+1 month) EEF | 3 & 4 |
| Forest school holiday clubs (£500) | Outdoor adventure learning: Unclear impact for moderate cost based on insufficient evidence | 1, 2 & 7 |
| New member of staff to be trained as Mental health lead (£329) | Social and emotional learning: Moderate impact for very low cost based on very limited evidence (+5 months) EEF | 3 & 8 |
| TA ELSA 2 days per week with children plus ongoing training sessions. (£5000) | Social and emotional learning. Helping children with issues such as grief as a step before considering the need for a play therapist. | 3 & 8 |

Total budgeted cost: £ 24,732

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 **2022 to 2023** academic year.

1. School purchased high quality additional reading books allowing a closer match to reading age. Children were keen to use them and parents were positive.
2. Children's use of Nesy showed that progress was being made in phonics intervention. Children were using their phonics more in independent writing.
3. Children lower down in school seem more confident with phonics through the use of Bug Club books and lessons.
4. Teachers are noticing a greater engagement by PP children in class who now feel they have more to contribute.
5. We believe we have developed cultural capital for all PP children through educational visits and the purchase of books and resources.
6. Children made demonstrable progress from their starting points. In year 2 (1 child) achieved expected in reading and maths. In Year 6, Pupil Premium children achieved at least expected outcomes in Reading, SPAG and writing formal assessments. % achieved at least expected in maths. The average gap between PP and their peers is narrowing over time.
7. All children with PP were able to fully participate in extra-curricular, adventurous and enrichment events.
8. Pupil behaviour has improved with fewer recorded incidents and no children being excluded in the previous 5 years.
9. Children who have had play therapy have benefitted enormously with many demonstrating more positive behaviour in class.
10. Teaching assistant trained as an ELSA (Emotional Literacy Support Assistant). Parents and children have already noticed a positive impact on well-being and confidence.
11. Purchase of uniform resulted in a child being more willing to come to school and having less arguments at home. Well-being was much improved.