

# All Saints CE Primary School

## Pupil premium strategy statement

### Overview

| Detail   | Data                                   |
|--|--|
| School name  | All Saints CE Primary School, Bradford |
| Number of Pupils – statutory age<br>[Including 2-year-olds & nursery]          | 585<br>249 (pupil premium)<br>646      |
| Proportion (%) of pupil premium eligible pupils<br>(under 5's & statutory age) | 40%                                    |
| Academic year/years that our current pupil premium strategy plan covers        | 2024 – 2027                            |
| Date this statement was published  | October 2024                           |
| Date on which it will be reviewed  | October 2025                           |
| Statement authorised by  | Kathryn Shaw                           |
| Pupil premium lead   | Kathryn Shaw                           |
| Governor / Trustee lead  | Helen Jones                            |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year<br>(2023-2024)  | £383,320 |
| Pupil premium funding carried forward from previous<br>years (enter £0 if not applicable)   | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this<br>funding, state the amount available to your school this<br>academic year | £383,320 |

# Part A: Pupil premium strategy plan

## Statement of intent

In line with our School Vision, we wish for all our pupils to grow to be the best versions of themselves as God would wish them to be.

All pupils, irrespective of their background or the challenges they face, to make good progress and flourish in order that they achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their personal learning goals, including rapid progress for those who have previously been assessed as high attaining.

We will consider the challenges faced by vulnerable pupils, such as those who have English as an additional language and/or those pupils whose families are receiving additional support through the care system. We pride ourselves in having a truly holistic approach to learning and despite being a large school, we have a detailed understanding of each individual pupil and their unique learning needs. The Pupil Premium funding is part of a larger package of support that we provide to all our pupils. We use the funding across a wide range of strategies with an ultimate aim to narrow the gap for vulnerable children. As we do not have significant gaps in attainment, between disadvantaged pupils and non-disadvantaged pupils, we look to extend learning opportunities so that these pupils are giving the tools to reach their full potential.

High-quality training opportunities for our staff team are a central element of our approach. Through effective performance management, school leaders are able to identify strengths within the team and provide a targeted, quality CPD offer. This, in turn leads to high quality teaching and support within the classrooms and enables us to have a well-trained Pastoral offer. Leaders have developed the Five Elements of Effective Teaching and Learning approach, based on extensive research, to support all staff to deliver a consistent, high quality educational experience for all pupils. The barriers that disadvantaged pupils potentially face will be identified through the implementation of this strategy and positive next steps put into place.

Our strategy is also an integral part of our continued, post covid, support and recovery program. We continue to see the long-term effects of the pandemic on pupils executive functioning skills, communication and language difficulties and gaps in learning because of missed teaching opportunities, earlier in the pupils' school careers.

We have a rigorous approach to identifying pupil barriers, followed up by a multi-faceted response package. This is shared with School leaders, staff teams, families, and the pupils themselves. Our school ethos is one of inclusivity and we view the extensive number of EAL pupils, from many different ethnicities and backgrounds as a truly enriching part of who we are. As a proud Church school, we endeavour to maximise the use of the funding to maximum effect for our learners.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Children enter our school significantly delayed speech, language, and communication skills. Staff use the Welcomm assessment tool to screen all pupils and this provides detail information about individual pupil abilities and a comprehensive assessment that provides next steps to allow children to reach age related levels.  |
| 2                | Persistent, long term pupil absence impacts on learning and social outcomes for children. (October 2024 = approx. 14%)<br>Leaders have correlated that, in some cases, there is a link between long term absence and pupil mental health issues.   |
| 3                | Continued, elevated levels of staff absence (September 202 onwards) have had an impact on School's ability to provide consistent support packages and for several weeks, high quality teaching.  |
| 4                | 72% of pupils are EAL and of these pupils 39% are also pupil premium. Many of these pupils enter school with little or no spoken English. At home, many families speak their first languages and many parents are not fluent in English. This effects pupil speech development and parental confidence to support their children's learning, including homework and remote learning.                       |
| 5                | A recent survey of pupils & parents highlighted that our pupils have a very limited amount of home time to continue with their reading or any other homework activities because of 85% + of the school population attending Islamic studies up to five evenings per week.  |
| 6                | Parental engagement can be a challenge because of significant language barriers. Currently, upwards of 42 different home languages are spoken in our pupils' homes, therefore communication and the passing on of key information can be a challenge.  |
| 7                | A substantial percentage of the children enter school with limited knowledge and understanding of the world. This directly impacts on their ability to absorb new information, and they require extensive additional, explicit teaching to ensure key vocabulary and concepts are securely understood. Teachers endeavour to create real life experiences, in order that they can plug the knowledge gaps. |
| 8                | The COVID pandemic continues to have a long-term impact on pupils' executive functioning skills, communication and language difficulties and gaps in learning because of missed teaching opportunities, earlier in the pupils' school careers.   |

## 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  |
|--|---|
| <p>Challenge 1<br/>Pupils develop age expected levels of speech, language and communication skills</p>   | <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>  |
| <p>Challenge 2<br/>Pupils attend school on a regular basis.</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>  | <p>Individual pupil attendance is at 96% or above. Any days off are extremely rare and only because of unavoidable illness and/or medical appointments that cannot be made at any other time.</p> <p>Sustained elevated levels of wellbeing from 2024-2027 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• external reports that capture pupil wellbeing</li> </ul> |
| <p>Challenge 3<br/>Staff attend work on a regular basis.</p>   | <p>Staff feel supported and well-being is central to absence management systems. School leaders and the CLT central team are available to staff to support with work-based concerns or wider, personal issues.</p>  |
| <p>Challenge 4<br/>EAL disadvantaged pupils make expected or above expected progress across all curriculum areas</p>   | <p>Assessments and observations indicate significantly improved oral language among disadvantaged, EAL pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>   |
| <p>Challenge 5<br/>Disadvantaged pupils to reach national reading expectations at the end of Year 6.</p> <p>Children to independently access reading opportunities within the school day and share a love of books with their peers, teachers &amp; parents.</p> | <p>SATs assessments &amp; in-school assessments.<br/>Reading logs<br/>Pupil &amp; parental surveys<br/>Attendance at bespoke parental workshops – including target sessions for Early readers outside of the Early Years.</p>   |
| <p>Challenge 6<br/>Parental engagement is sustained, meaningful and results in positive outcomes for the children.</p>   | <p>Parents consultations attended by 85%+ of all families;<br/>Workshops offered and attended by the majority of parents<br/>Positive responses from parental surveys.<br/>Parents are confident to offer their support &amp; come into School on a regular basis.</p>  |

|  |  |
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| <p>Challenge 7</p> <p>Pupils to leave All Saints with an age-expected understanding of the world around them;</p>  | <p>Pupils can communicate with confidence about the world they live in.</p> <p>Pupils are able to indicate where and how they would gain information to help them be successful.</p> <p>Pupils understand where they fit in the world they inhabit.</p>  |
| <p>Challenge 8</p> <p>Pupils to leave All Saints achieve at or better than national expected outcomes for reading, writing, GPS &amp; mathematics.</p> <p>Pupils to be able to recall the core 'must knows' identified across the foundation subjects.</p> | <p>Pupils perform confidently in their Year 6 SATs and regardless of starting points, school can demonstrate good progress for every pupil.</p> <p>The gap between PP pupils and non PP pupils falls to non-significant levels (less than 3%)</p> <p>Pupils can recall core 'must knows' from their foundation curriculum.</p> |

## Activity in this academic year

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

### Teaching

Budgeted cost: £ 20611

| Activity  | Evidence that supports this approach | Challenge number(s) addressed |
|---|--------------------------------------|-------------------------------|
| National professional qualifications  | Tier 1: High quality teaching        | 1,3,4,5,7,8                   |
| Subject lead qualifications   |                                      |                               |
| Subject lead CPD:<br>Redkite alliance, CLT networks, PTI, Bradford networks & Diocese |                                      |                               |

### Targeted academic support

Budgeted cost: £ 151105

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Speech & language lead/ support staff to identify & support pupils with speech, language & communication development                     | EEF – small groups of between 4-6 pupils respond to short, target interventions<br>Public Health England – Best start in speech, language & communication   | 1<br>4,5,6,7,8                |
| Purchase of standardised diagnostic assessments.<br>Training for staff to ensure assessments are interpreted and administered correctly. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:<br><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a> | 1,4,5,                        |
| Embed the DfE validated Systematic Synthetic Phonics programme [Little Wandle]   | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading   | 1,4,5,8                       |

|   |   |           |
|---|---|-----------|
| to secure stronger phonics teaching for all pupils.   | (though not necessarily comprehension), particularly for disadvantaged pupils:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>   |           |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.<br>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD               | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:<br><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a><br>The EEF guidance is based on a range of the best available evidence:<br><a href="#">Improving Mathematics in Key Stages 1 and 3</a> | 1,4,7,8   |
| Enhancement of our Literacy teaching and curriculum planning in line with DfE and EEF guidance.<br>We will fund teachers release time to embed key elements of guidance in school - delivered by a Bradford based Literacy Consultant | The DfE have approved of the English hub literacy programmes – evidence based from the EEF guidance reports for Literacy.   | 1,4,7,8   |
| Dedicated New to English team   | The team used standardised assessments to support pupils who are New to English – EAL. Two-year offer, including daily target teaching & specialist resources to support pupil attainment.  | 1,4,6,7,8 |
| Educational visits, including residential, linked to the curriculum to enhance pupils' wider experiences  | Real-life experiences are reported by the EEF to be:<br><i>At the EEF, we think enriching education have intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. <b>Life Skills &amp; Enrichment</b></i>   | 1,2,4,7,8 |
| Additional senior teacher for maths – Year 5 &6   | Senior teacher closing the learning gaps for underperforming pupils.  | 1,4,7     |
| After school tutoring for PP pupils to narrow attainment gaps   | EEF – small groups of between 4-6 pupils respond to short, target interventions   | 4,7,8     |
| Additional books for libraries, book sheds &  | <a href="#">Telling the story: the English education subject report - GOV.UK (www.gov.uk)</a>   | 5<br>1,8  |

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| classrooms; increased opportunities to read. |  |  |
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 218121

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Dedicated attendance officer – implementing the good practice set out in the DFE guidance                           | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.   | 2                             |
| Pastoral team to work with target, vulnerable pupils  | Post covid trauma informed practice implemented – dedicated team trained to properly support pupils   | 2, 8                          |
| After school clubs for PP pupils  | Tier 3 support packages:<br>Social/emotional wellbeing  | 2, 7,8                        |
| Breakfast club –  | <a href="http://www.greggsfoundation.org.uk/breakfast-clubs">www.greggsfoundation.org.uk/breakfast-clubs</a><br>Bread supplied by Greggs + some funds towards additional foods.<br>School pays for remainder of staff costs, activities & supplementary foods | 2,6,7,8                       |
| Parental workshops – wide offer, including ESOL, understanding of the school curriculum, parenting classes, sewing. | <a href="http://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a><br><br>Care to be taken by leaders to target the right parents and support in their participation.                                   | 6                             |
| Pupil uniforms  | <a href="http://www.gov.uk">School uniform - GOV.UK</a>   |                               |

**Total budgeted cost: £ 389836**

**(Additional funds contributed from the main school budget.)**



## 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 2023 to 2024 academic year.

Pupils continue to enter our school with below expected levels of development, across all strands of development matters. The increased emphasis on oracy has had an impact but continues to be an identified area of focus within our Early Years offer.

| Key Stage 2 Attainment Targets 2024:  |             | Currently on track to achieve target (RAG): |         |    |       | KS2 Outcomes Actual |     |              |    |    |    |
|---|-------------|---|---------|----|-------|---------------------|-----|--------------|----|----|----|
|   | National 24 | School Target                               | January |    | April |                     | All | Discounted 7 |    |    |    |
| %ARE+ R, W, M   | 61          | 62  | 51      | 51 | 55    | 60                  |     |              |    |    |    |
| % Higher R, W, M  | 8           | 10  | 0       | 1  | 4     | 5                   |     |              |    |    |    |
| % ARE+ R  | 74          | 70  | 71      | 61 | 63    | 68                  |     |              |    |    |    |
| % ARE+M   | 73          | 80  | 76      | 64 | 72    | 78                  |     |              |    |    |    |
| % ARE+W   | 72          | 75  | 52      | 54 | 65    | 71                  |     |              |    |    |    |
| % ARE+ GPS  | 72          | 75  | 79      | 65 | 78    | 82                  |     |              |    |    |    |
| %ARE+ R, W, M (Disadvantaged / Non Disadvantaged)   |             | 75  | ?       | 38 | 67    | 38                  | 67  | 49           | 63 | 56 | 65 |
| %ARE+ R, W, M (SEND)  |             | 20  | 0       | 0  | 0     | 0                   |     |              |    |    |    |
| Year 1 Attainment Target 2024:  |             |   |         |    |       |                     |     |              |    |    |    |
| Phonics Y2  |             | 90  | 72      | 74 | 93    |                     |     |              |    |    |    |
| Phonics Y1  |             | 80  | N/A     | 64 | 68    |                     |     |              |    |    |    |
| Early Years Foundation Stage GLD (good level of development) 2024:  |             |   |         |    |       |                     |     |              |    |    |    |
| GLD (February Midway)   |             | 65  | 15      | 52 |       |                     |     |              |    |    |    |
| Comment on any areas for concern / celebration re above data (context, reasons and actions taken)   |             |   |         |    |       |                     |     |              |    |    |    |
| <p>Attainment in all subjects except reading is in line with national or above. Reading attainment has improved significantly since 2023.</p> <p>High attainment in maths is in line with national and GPS is above. Reading high attainment is broadly in line with national. High attainment has improved since 2023 in reading, maths and GPS SEND attainment is zero in terms of age expected outcomes. However, governors should be aware that all of these pupils made strong progress in the time they were with us at All Saints. In some cases gain a scale score, albeit below expected levels was a phenomenal achievement. ]</p> <p>There is no disadvantaged attainment gap in reading or maths. In writing pupil premium attainment is below non pupil premium (14% gap). Boys have outperformed girls in reading. Attainment gap is low in all areas except writing. Our core pupils' attainment is either broadly in line with national or above. (Pupils who have been in school since reception) Non-core attainment is low and off track in reading and writing. These are pupils that have joined us at any point up to and including Year 6. Combined attainment is broadly in line with national benchmarks</p> |             |   |         |    |       |                     |     |              |    |    |    |
| Summary comment on areas of concern / celebration in other Year Groups  |             |   |         |    |       |                     |     |              |    |    |    |
| <p>Across the year groups children consistently make good progress in mathematics. We have some concerns around writing attainment as this has been lower following the COVID pandemic. Despite children been back at school, consistently, for a number of years now the impact on writing outcomes still remains significant.</p> <p>Writing attainment is a focus for this year's school improvement plan.</p>   |             |   |         |    |       |                     |     |              |    |    |    |

The above documents highlights the improvements in pupil attainment but also the areas that we need to continue to focus upon. This differences in attainment between PP pupils and non PP pupils will be a key focus for this current strategy, particularly with phonics, reading and writing.

The attendance strategy has a significant, positive impact. There is no statistically significant difference between the attendance of PP pupils and non PP pupils. School reached its end of year target of 93% attendance and there was also a significant drop in persistent absenteeism from 32% to 21%.

Staff retention remains stable with currently teachers only been absent on maternity leave. The investment in curriculum support packages has helped with staff workload and teachers report that they feel confident adapting & using the materials with their pupils.

The parental survey, carried out last academic year, indicated high levels of satisfaction in terms of their children's school offer.

The pupils accessed an extensive range of extra-curricula activities and educational school visits. These included:

3 contrasting residential experiences (Yrs 4 -6) : Whitby, London & and outdoor activity centre

Trips to local places of geographical or historical significance: inc, Saltaire, Nell Bank & Ingleborough Caves

Trips to educationally linked places, including: The Deep, Chester Zoo, Bradford Cathedral, Bradford University, St George's Hall, Prince Henry's Grammar School (CLT Trust linking project)

An extensive range of after-school clubs, Easter and summer clubs

## Externally provided programmes

| Programme   | Provider           |
|---|--------------------|
| Times table rockstars   | TT Rock Stars      |
| Accelerator reading programme – years 1 - 6                       | Accelerated Reader |
| Little Wandle - letters and sounds phonics intervention programme | Letters and Sounds |
| Computing programme – Years 1 – 6                                 | Purple Mash        |
| MFL programme – Years 3 -6  | Language Angels    |
| Curriculum support  | Kapow              |
| PSHE programme  | SCARF              |
| PSHE programme  | POLed              |

