

# Pupil premium strategy statement – All Souls’ Church of England Primary School

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.

## School overview

| Detail   | Data                                   |
|--|--|
| Academy name   | All Souls’ CE Primary School           |
| Number of pupils in school   | 258                                    |
| Proportion (%) of pupil premium eligible pupils  | (91) 35.27%                            |
| 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> ) | 2023-2024                              |
| Date this statement was published  | November 2023                          |
| Date on which it will be reviewed  | November 2024                          |
| Statement authorised by  | Lisa Ransley<br>(Headteacher)          |
| Pupil premium lead   | Ione Hart<br>(SENCO)                   |
| Governor / Trustee lead  | Barry Coultrip<br>(Chair of Governors) |

## Funding overview

| Detail   | Amount   |
|--|----------|
| Pupil premium funding allocation this academic year  | £151,300 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br><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> | £151,300 |

# Part A: Pupil premium strategy plan

## Statement of intent

At All Souls' Primary school, it is our intention that all pupils make good progress and have high attainment irrespective of the background and challenges that they may face. We want the strategy to support pupils through a variety of means to ensure good progress and achieve high attainment whatever their starting point.

Through the strategy, we will consider the needs of each of our vulnerable pupils, supporting not only their academic, but also their emotional and physical needs.

There are a number of potential barriers to learning that need to be considered for pupils in receipt of pupil premium funding. This may include complex family situations, learning difficulties, social and emotional difficulties, attendance and punctuality issues and/or financial difficulties. Each child will be different and so our response to their needs must be considered.

We consider each of our children separately at All Souls' and plan support for these children accordingly. We also continue to develop our staff in order to effectively implement strategies

### **Our ultimate objectives are to:**

- Remove barriers to learning
- Narrow attainment gaps
- Ensure all pupils are able to read fluently
- Ensure all pupils can communicate effectively
- Enable pupils to look after their own emotional well-being and build resilience
- To develop pupils cultural capital

### **Our context:**

Cheriton is a small northern suburb of Folkestone, which is the nearest town to All Souls' Primary school. We intake children not only from Cheriton but thorough to Folkestone town and beyond. We have mixed cultural backgrounds with 18% EAL children in the school. The overall IMD rank for the school is 169 out of 460 where a rank of 1 is most deprived. The deprivation is relating to employment and also education deprivation.

### **Achieving our objectives:**

- Provide high quality intervention where needed and when possible.
- Work with outside agencies to support children and staff where needed.

- Provide high quality CPD to all members of staff to support children educationally and emotionally.
- Target specific funding so that children have access to trips and other activities outside of school.
- Provide enrichment activities including music and sport.
- Ensuring that effective planning, teaching and learning meets the needs of all pupils through analysis of data reviewed at least termly.
- Ensuring the transition process is robust

## Challenges

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

| Challenge number | Detail of challenge                         |
|------------------|---|
| 1                | Speech, language and communication          |
| 2                | Gaps in reading, writing, maths and phonics |
| 3                | Attendance                                  |
| 4                | Parental engagement                         |
| 5                | Social, emotional and mental health         |

## 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  |
|---|---|
| Progress Reading, Writing and Mathematics | Achieve outcomes in line with national average          |
| Progress in GLD for EYFS children         | Achieve outcomes in line with national average          |
| Phonics                                   | Achieve outcomes in line with or above national average |
| Other                                     | Ensure attendance of vulnerable pupils is above 95%     |

## 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: £88,864

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Increased adult support in specific classes for vulnerable pupils         | <p>In school evidence that supports the need for action:</p> <p>Additional support in Year 1<br/>Smaller class support in Year 1 for those children who did not achieve their GLD</p> <p>Additional adult support in EYFS-<br/>evidence collected from Baseline<br/><b><u>EEF- Making best use of teaching assistants</u></b></p>  | 1, 2, 5                       |
| SLT training to support the emotional need of vulnerable pupils in school | <p>In school evidence that supports the need for action:</p> <p>Additional morning support for vulnerable pupils- sensory circuits, specific adult to welcome children into school who are finding transition difficult</p> <p>Support for adults to understand the signs and triggers for school-based anxiety</p> <p><b><u>EEF- Improving social and emotional learning in Primary Schools</u></b></p> | 3,5                           |
| Writing CPD   | <p>Pupils make accelerated progress.<br/>Pupils show confidence in writing and are at least in line with other pupils nationally</p> <p><b><u>EEF-Outcomes Report</u></b></p>  | 1, 2                          |
| Mastering number  | <p>Pupils make accelerated progress.<br/>Pupils are confident in their maths ability.<br/>Pupils are confident in number work mentally</p>   | 1, 2                          |
| Parental engagement work  | <p>Parents feel happier about asking for support from school</p>   | 1,2,3,4,5                     |

|  |  |  |
|--|--|--|
|  | Parents are familiar with staff members before children start school   |  |
|  | <b><u>EEF- Working with parents to support children's learning</u></b> |  |

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

Budgeted cost: £ 40,571

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| English and mathematics interventions (PIXL, Fixing Full Stops) | Intervention to support across the school will increase confidence and attainment of pupils<br><br><b><u>EEF- Improving Mathematics in Early Years and Key Stage 1, Improving Literacy in Key stage 1 and 2</u></b>  | 2                             |
| Nurture interventions   | Social and emotional interventions will support children's anxiety and worries in school. Intervention will seek to address pupils self-management skills, self-regulation and resilience not just focussing on academic skills<br><br><b><u>EEF- Nurture and social emotional support</u></b> | 5                             |
| Speech and language interventions                               | Speech and language support for vulnerable pupils who find it difficult to articulate and express themselves, thus effecting academic achievement.<br><br><b><u>EEF- Preparing for Literacy</u></b>  | 1,2                           |

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

Budgeted cost: £ 22,076

| Activity        | Evidence that supports this approach                                     | Challenge number(s) addressed |
|-----------------|--|-------------------------------|
| Attendance lead | Attendance team- rewards for good attendance, parental support for those | 3                             |

|   |  |       |
|---|--|-------|
|   | <p>who are finding it difficult to access school.</p> <p><b><u>EEF- Attendance interventions</u></b></p>   |       |
| Provision of a FLO (Family liaison officer) | <p>Parental engagement, parent workshop, coffee mornings, young carers, toddler group, food bank</p> <p><b><u>EEF- Working with parents to support children's learning</u></b></p>                                   | 3,4,5 |
| Breakfast club/school uniform               | <p>School to provide breakfast for any child who has come to school without.</p> <p>School to provide uniform for any families who are having difficulties</p> <p><b><u>EEF-Breakfast club interventions</u></b></p> | 3,4,5 |
| Parent workshops                            | Phonics workshops, maths workshops- positive engagement to support learning  | 2, 4  |
| Extra-curricular activities                 | Support in place to support families who may find additional trips hard to fund. Children are able to access a wider field of opportunities throughout their time in school  | 5     |

**Total budgeted cost: £151,511**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

| <b><u>2022-2023 outcomes for disadvantaged pupils</u></b> |          |             |              |
|---|----------|-------------|--------------|
| Year group  | Subject  | FSM results | Kent figures |
| EYFS  | GLD      | 37.5%       | 48.7%        |
| Year 1  | Phonics  | 56.3%       | 63.2%        |
| Year 2 retakes  | Phonics  | 50%         | 45.3%        |
| Year 6  | Reading  | 68%         | 61%          |
| Year 6  | Writing  | 32%         | 57.5%        |
| Year 6  | Maths    | 36%         | 54.2%        |
| Year 6  | Combined | 4%          | 2.5%         |

### Externally provided programmes

| <b>Programme</b> | <b>Provider</b>      |
|------------------|----------------------|
| Pixl             | The Pixl Club        |
| Bug Club         | ActiveLearn          |
| Power Maths      | White Rose Education |

### Service pupil premium funding (optional)

| <b>The impact of that spending on service pupil premium eligible pupils</b> |
|---|
| N/A   |