



All Saints' Catholic Primary School

Pupil Premium Strategy 2023 – 2025

This statement details our school's use of pupil premium (and recovery 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
Number of pupils in school Reception to Year 6	196 (Oct 24 Census)
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2025
Date this statement was updated	Autumn 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Governing Body
Pupil premium lead	Anita Fagan (Headteacher)
Governor lead	Kaye Graves

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year (2024 - 2025)	£60,910

Part A: Pupil premium Strategy Plan

Statement of intent

Our vision is for all our children, regardless of their background or the challenges they may face, are able to make excellent progress and achieve well in all areas of their learning, that they get the very best start in life and are well supported with their developing sense of purpose in these early stages of their life journeys. We are determined that the children have a deep sense of self appreciation too, that they value themselves and the contribution they make now and can see themselves making in the future.

Quality First Teaching is at the heart of our approach, we work hard with all our children to help them to develop positive, high aspirations for their futures as we enable them to grow in faith, love, confidence, resilience and self-belief.

Recognising the challenges faced by some of our vulnerable pupils, we are committed to breaking down any of these barriers in order to provide an exciting and enjoyable curriculum which is accessible to all. We do this by providing challenge and support with learning in a 'growth mindset' culture, where everyone feels safe to 'have a go' and crucially, where they feel 'safe to fail' – as it is by making mistakes and persevering that we truly learn.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To ensure appropriate provision is made for pupils belonging to vulnerable groups (i.e. learning support, social and emotional, mental health and wellbeing, access to trip, residential, clubs, wrap-around-care, uniform, equipment and resources)

Recognising that not all pupils in receipt of free school meals are disadvantaged, we are aware that we have a number of pupils who could be classed as being disadvantaged but do not qualify for free school meals. We reserve the right to include these pupils in the support provided by the pupil premium fund.

Challenges

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

Challenge number	Detail of challenge
1	Equity of Educational Achievement Slower progress and lower attainment at Greater Depth for RWM combined at KS2 Slower progress and lower attainment at Greater Depth for Reading at KS2

2	Social and Emotional Issues Impacting on Wellbeing, Behaviour and Parental Engagement Assessments, observations and discussions with pupils and their families, have identified a number of social and emotional issues which impact negatively, providing significant challenge particularly for our disadvantaged children.
3	Identification of, and Provision for Need
4	Phonics Gaps in phonics due to lockdowns

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
Social and emotional wellbeing needs are met	Social, emotional and wellbeing needs are met and supported to enable them to confidently access high quality teaching and targeted intervention. Engagement in lessons and in extra-curricular activities. Growth Mindset focus to enable children to be better able to be self-reliant, motivated and resilient, persevering with learning tasks to successful conclusions, making good progress and achieving well.
PP children achieve well	PP to exceed national average progress scores in KS2 Reading, Writing and Maths More PP children achieve the highest levels for RWM combined. More pupil premium children achieve the highest levels in Reading.
PP children are fluent readers	PP achieve the PSC All are fluent readers before they leave KS1
Extra-curricular and other experiences are enabled	PP children embracing leadership opportunities and are involved in school projects ('Leader in Me') PP families are quickly identified and provided with appropriate support Improve attendance of PP pupils to be in line with school target (above 96%) PP families are involved in their children's learning, and in the life of the school

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: £ 18,500

Activity	Cost	Rationale
Relational inclusion approach (whole-school practice, resources, time)	£3,000	Staff time, resources and implementation of relational practice
CPD and release time for subject leaders and teachers	£7,500	Supply cover and protected release time
Mentoring and coaching for teachers	£4,000	Coaching sessions, senior leader time
Additional PE Coach time to release teachers/subject leaders	£2,500	Additional hours beyond core provision
RWI Phonics annual subscription & portal	£1,500	DfE-validated scheme subscription

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of a clear and consistent, relational approach to supporting social, emotional and wellbeing needs to manage behaviours effectively	<p>EEF evidence, '<i>Improving Behaviour in Schools</i>', a key theme from which states, '<i>the importance of knowing individual pupils well, so that schools and teachers know which factors might affect pupil behaviour and what the school can do to address these.</i>'</p> <p>We recognise that all behaviour is communication and that beneath every behaviour is a feeling and beneath each feeling is a need. We have adopted a relational, inclusive approach to managing children's behaviours which focuses on building positive relationships and understanding why children behave the way they do. By emphasising connection, empathy, and communication, we can build a culture of trust and cooperation. This helps us create a supportive environment where everyone feels valued and understood. We have a whole-school approach to promoting excellent relationships, and our school to be a place where everyone feels safe, welcome,</p>	1,2,3

<p>Providing the most effective learning environments, ensuring all pupils, especially those who are disadvantaged, are supported and their needs are met.</p>	<p>valued. In this environment, they are able to learn and achieve to their very best.</p> <p>Ensuring all learning areas are "... positive and supportive environment(s) for all pupils without exception" EEF recommendation.</p>	
<p>CPD and release time for subject leaders, and teachers, to ensure high quality teaching and targeted academic support.</p> <p>Release time to enable mentoring and coaching for teachers.</p>	<p><i>EEF Guidance Report, 'Improving the quality of teaching – both the planning and implementation – is almost always supported by high-quality professional development', and EEF updated 'Guide to Pupil Premium'</i></p> <p>Use of additional time of PE Coach to teach 'Commando Jo' sessions will enable release of subject leaders and teachers to ensure PP children are overcoming barriers and able to achieve at the very highest levels.</p> <p>Mentoring and coaching sessions to ensure every teacher is the best they can be and are supported to keep improving.</p> <p><i>'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient to a successful school and should rightly be a top priority for pupil premium spending'.</i> The EEF Guide to the Pupil Premium – Autumn 2021.</p>	1,3
<p>Annual subscription to RWI Phonics scheme – and portal</p> <p>CPD to ensure all staff are fully trained in how we teach phonics and reading.</p>	<p>EEF evidence – high impact for low cost based on extensive evidence</p> <p>EEF 'Reading Comprehension Strategies' – very high impact for very low cost'</p> <p>Funding Subject Leader, and teacher release time will allow the embedding of key elements of EEF</p>	1,4

	guidance within school policy and practice, enabling children to access more complex texts and answer higher level questions successfully.	
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Targeted academic support

Budgeted cost: £27,000

Activity	Cost	Rationale
Teaching Assistant staffing for interventions	£20,000	Contribution to TA hours focused on PP pupils
RWI Portal (additional licence / materials)	£1,500	Reinforces early reading and phonics
Pupil Progress Meetings (release time)	£2,000	Structured assessment and planning time
SEMH / learning needs identification and support	£3,500	Specialist input, assessments, targeted programmes

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing - to enable Teaching Assistants to add further value to what teachers are doing by support in classes, and teaching high quality, structured, one-to-one and small group interventions	EEF research, 'Effective Use of TAs' - very high impact for very low cost based on extensive evidence. All learners are able to access the curriculum. All behaviour for learning is regulated appropriately allowing all children to access learning. Targeted academic support and intervention to effectively support all children, at all times.	1,3,4
Annual subscription to RWI, including the 'Portal', to secure teaching and learning of phonics and early reading – across the school	RWI (DfE validated synthetic phonics scheme) and the additional purchase of the 'Portal'	1,2,3
Pupil Progress Meetings – clearly identifying next steps for PP children and to	Proven impact in school to identify pupils and effectively plan for additional, structured and purposeful support	1,3

enable target support to be effective		
To identify SEMH and learning 'need' and provide the most effective support.	Evidence from Trafford's 'Belong' project with the University of Chester, (Attachment and Trauma Informed approach) and the 'PINS' project (Partnership for Inclusion of Neurodiversity in Schools).	2,3

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

Budgeted cost: £ 15,410

Activity	Cost	Rationale
Trauma-informed, attachment & relational training	£4,000	Whole-school CPD and refreshers
Pastoral support for pupils and families	£4,500	Pastoral staff time and targeted support
Enrichment, trips, clubs, music tuition, equipment	£5,000	Ensuring access and equity
Parental engagement initiatives	£1,910	Workshops, resources, staff time

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Informed Training to enable our school to be a Trauma and attachment Informed school. Relational Inclusion Training. Emotion Coaching. Zones of Regulation.	EEF Teaching and Learning Toolkit, <i>'Social and emotional learning approaches have a positive impact on progress in academic outcomes'</i> Using the research conducted by Chester University as part of the 'Belong' project, we adopt a relational, inclusive approaches to managing children's behaviours which focuses on building positive relationships and understanding why children behave the way they do. By emphasising connection, empathy, and communication, we can build a culture of trust and cooperation. This helps us create a supportive environment where everyone feels valued and understood. We have a whole-school approach to promoting excellent relationships, and our school to be a place where everyone feels safe, welcome, valued. In this environment, they are	2,3

	able to learn and achieve to their very best.	
Pastoral staff will identify and provide support for individuals, and families, to overcome barriers connected with SEMH, attendance or financial issues.	EEF Guide to the Pupil Premium 2021, ' <i>...the specific features of the community a school serves will affect spending....</i> ' Sutton Trust 2014 report, 'Extra Curricular Inequalities', discusses the impact a parents' occupation has on whether a child is involved with an extra-curricular activity.	1,2,3
Enrichment opportunities and extra-curricular activities (including trips, clubs, equipment, kit, resources, music tuition)	To ensure all disadvantaged pupils participate in extra curricular activities of their choice, and all trips do that they are not further disadvantaged.	1,3
Encourage positive relationships with families, developing their knowledge and understanding of school policies and procedures, to secure their engagement in their child's learning, and in school life.	NHS and DfE guidance with Trafford PINS (Partnership for the Inclusion of Neurodiversity in schools) project. EEF, 'Working with Parents to Support Children's Learning', ' <i>levels of parental engagement are consistently associated with better academic outcomes.</i> Offering more sustained and intensive support where needed.	1,3

Total budgeted cost: £ 60,910

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2025 End of Key Stage Results

KS2 SATS:

2 out of the 3 disadvantaged children achieved the expected standard or better in Reading, Writing, Maths and GPS.

1 out of the 3 achieved greater depth in Reading and GPS

Phonics Check:

1 of the 2 disadvantaged children in Year 1 passed their Phonics Screening Check

EYFS:

Both of the disadvantaged children in Reception achieved a Good Level of Development.