

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 of pupil premium had within our school.

School overview

Detail	Data
School name	All Hallows C of E Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	10 pupil premium children = 4.95%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs. H Gabb
Pupil premium lead	Mr. C Gillett
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,185 (7xFSM/Ever6 £1455) £7,590 (3xPLAC £2530)
Recovery premium funding allocation this academic year	£0
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	£17,775

Part A: Pupil premium strategy plan

Statement of intent

We aim to inspire happy, well-rounded individuals who respect each other and strive to become the best versions of themselves. We care for each other, celebrate our individuality and uniqueness, and nurture a sense of belonging and connection, so that all members of our community flourish, feeling safe, valued and accepted. We do this by living out our values which are rooted in the Christian narrative.

At the heart of the community, with the children at the heart of the school.

The School Leadership Team and Governing Body monitor the impact of all spending and interventions, including the Pupil Premium and Recovery Premium.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment: 80% of our FSM6 children did not meet age related expectations in their respected year groups in reading, writing and maths combined last year.</p> <p>End of KS2 attainment for last year showed that the percentage of FSM6 children attaining age related expectations in reading, writing and maths combined was below the average scored in Gedling, Nottinghamshire and Nationally.</p>
2	<p>Wellbeing (SEMH): At least 30% of our current FSM6 children have been identified as having a primary or secondary area of need associated with Social, Emotional, Mental Health (SEMH) concerns.</p> <p>Children identified challenges with their sleep (clinically significant difficulties) and self-esteem (borderline) during our 'Me and my feelings' survey.</p>
3	<p>Experiences, Aspirations and Support (Holistic): Our FSM6 children have limited life experiences, reduced aspirations and support.</p>
4	<p>Attendance:</p> <p>The attendance of our FSM6 children is lower in comparison to that of non FSM6 children.</p>

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>Attainment</p> <p>To reach the age-related expectation for reading, writing and maths within each year group.</p>	<p>At least 30% of our FSM6 children to attain age related expectations in reading, writing and maths combined.</p>
<p>Wellbeing (SEMH):</p> <p>To improve wellbeing, sleep and self-esteem of our FSM6 children.</p>	<p>The next 'Me and My Feelings' survey to show improved outcomes by comparison to the previous survey.</p>
<p>Experiences, Aspirations and Support (Holistic):</p> <p>FSM6 children to have the same experiences, aspirations and support as non-FSM6 children.</p>	<p>FSM6 children have the same opportunities to take part in clubs (both in and out of school), trips and experiences as non-FSM6 children.</p> <p>FSM6 children to have aspirations in line with non-FSM6 children.</p>
<p>Attendance</p> <p>To improve the attendance of our FSM6 children.</p>	<p>FSM6 pupils' attendance to be in line with that of other FSM6 children.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £8,718

£950 for Monster Phonics (Yearly subscription and E-books)- Monster Phonics is the DfE validated child-centred phonics programme that rapidly improves results.

£525 CRB Training cost.

£300 WalkThru training - Visual Step by step guide to essential teaching techniques

£150 TT Rockstars

£140 Connecting Steps (B Squared)

£450 Word Shark

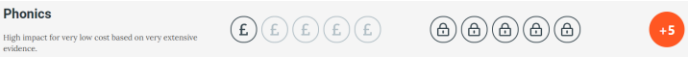


£300 WalkThru Training and Curriculum



£595 = £265 + £330 PP training + 3 x supply £110

£1,248 INSET days and Twilight sessions on improving (September/June) subject leadership and our curriculum offer - (Extra time for part-time staff £1,248)

£3,795 Spotlighting sessions (33 afternoon sessions) training for all subject leaders.

£305 Handling Training

Activity	Evidence that support this approach	Challenge number(s) addressed
<p>Monster Phonics is the DfE validated child-centred phonics programme that rapidly improves results.</p>	<p>The activities are multisensory requiring reading, writing, singing and actions. Studies show a 38% increase in spelling accuracy in 5 weeks and a 23-month improvement in reading age over a 5-month period. These gains can be attributed to the child-centred systematic phonics teaching that underpins Monster Phonics.</p> 	1
<p>CRB Training</p>	<p>Nottinghamshire County Council, through Education, Standards and Inclusion Services, has developed a training programme designed to help staff in schools and associated services manage the risks associated with the challenging behaviours of young people.</p> 	2
<p>Walkthrus Training</p>	<p>WalkThrus explains the art and science of teaching in 5-step visual guides. Precise descriptions and engaging visuals give teachers direct access to the best techniques.</p> 	1
<p>Curriculum Training</p>	<p>Training and planning time to refine and embed our new curriculum:</p> <p>Our curriculum ensures we enable each child to make outstanding progress in all areas.</p> <p>It is based on what research shows us works well for our children:</p> <p>Reading is essential for children to thrive</p> <p>The teaching and enjoyment of reading flows through our curriculum. Teachers choose quality texts to enhance the subjects taught and our timetable enables teachers to focus on reading skills.</p> <p>Cultural Capital opens doors</p> <p>We need to open our children's eyes to a breadth of knowledge. The focus is not what they are into - but on what they will not encounter unless they come to our school.</p> <p>'Powerful knowledge provides more reliable explanations and new ways of thinking about the world and ...can provide learners with a</p>	1

	<p>language for engaging in political, moral, and other kinds of debates’ - M Young 2008</p> <p>Interconnectedness - Information becomes knowledge when we connect it to other knowledge so that it has meaning</p> <p>Cultural Capital/powerful knowledge is built through making links within and between subject areas. We achieve this through a mixture of thematic and subject specific approaches. Curriculum leaders have devised and tracked spines throughout our provision such as quality texts read, composers and artists studied.</p> <p>Spaced Repetition Through carefully planned spiral teaching, we return to previously taught content throughout school allowing skills and content to be fully embedded.</p> <p>Retention - Learning is a change to long term memory It is our whole-school responsibility to ensure the children retain what they have learned in the long term. We encourage this through frequent reference to and retrieval of previously learned content in the form of lesson openers and quizzes.</p> <p>Learning should be fun, creative, enquiry-based and enable spirituality We teach the curriculum in a dynamic and fun way that means every child can grow in confidence, unlocking and revisiting vital skills that will drive their creativity. Every child is given the opportunity to: create, compose/perform, visit/experience, participate, know/understand reflect achieve</p>	
PP Lead Training	<p>PP Lead to attend 3 networks across the year with different focuses. Each network providing the opportunity to work collaboratively sharing good practise.</p> <p>Collaborative learning approaches  <small>High impact for very low cost based on limited evidence.</small></p>	All
Future INSET day training	<p>All staff</p> <p>Collaborative learning approaches  <small>High impact for very low cost based on limited evidence.</small></p>	All
Spotlight – Coaching sessions	<p>EEF Research - Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p>	1

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

Budgeted cost: £20,117

Calculated on: TA £14.88/hour x 52

£5,416 - 5 hours Maths support and 2 hours 1:1 reading,

£3,869 - 5 hours Maths/English support

£5,416 - 5 hours Maths support and 2 hours ELSA.

£5,416 – 5 hours Maths support and 2 hours Maths/English interventions.

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 daily readers with TA and/or teacher	EEF – 1:1 tuition - High impact for moderate cost based on moderate evidence - +5 EEF – reading comprehension strategies - ‘Very high impact for very low cost base on extensive evidence’ +6	1
1:1 intervention sessions to provide detailed immediate feedback	EEF – ‘Very high impact for very low cost base on extensive evidence’ +6	1
1: 1 and small group Maths Intervention	EF – ‘Moderate impact for low cost based on moderate evidence’ +4 (Small group)	1
Small group targeted phonics	EEF – ‘Moderate impact for low cost based on moderate evidence’ +4 (Small group) EEF - ‘High impact for very low cost based on very extensive research’ +5 (Phonics)	1
1: 1 and small group writing focus	EEF – ‘Very high impact for very low cost base on extensive evidence’ +6 (1:1) EEF – ‘Moderate impact for low cost based on moderate evidence’ +4 (Small group)	1

1:1 ELSA (Emotional Literacy Support Assistants) / SEL (Social and Emotional Learning within whole class teaching as well as 1:1)	EEF – For SEL ‘Moderate impact for very low cost based on very limited evidence’ +4	2 and 4
---	---	---------

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

Budgeted cost: £1,221

£271 Trips and residentials

£840 After school clubs

£110 Milk

Activity	Evidence that supports this approach	Challenge number(s) addressed
All disadvantaged pupils attend class trips and Year 4/6 residential.	EEF – collaborative learning approaches – High impact for very low cost based on limited evidence - +4 EEF – social and emotional learning – Moderate impact for very low cost based on limited evidence - +4	2, 3 and 4
After school clubs	EEF – collaborative learning approaches – High impact for very low cost based on limited evidence - +4 EEF – ‘Moderate impact for low cost based on moderate evidence’ +4 (Small group)	2, 3 and 4

Total budgeted cost: £30,056

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 2024 to 2025 academic year.

All Hallows C of E Primary School has an extremely low percentage of FSM6 children (<5%) with many of these children also being SEND or vulnerable.

This needs to be taken into consideration when comparing All Hallows' information against National, Notts and Gedling data.

Intended outcome	Success criteria
Attainment To reach the age-related expectation for reading, writing and maths within each year group.	At least 30% of our FSM6 children to attain age related expectations in reading, writing and maths combined.

Internal data for all of our FSM6 children shows that 42% attained ARE for reading, 33% for writing, 42% for Mathematics and 33% combined.

The success criteria for this was for 'at least 30% to attain ARE combined which we have met.

The KS2 summary dashboard shows 100% of FSM6 children attained the expected standard in SPaG, reading and mathematics. Comparison with the LA shows that our data is 42.6% above for SPaG, 38.8% above in reading and 39.8% above in mathematics. However, writing remains a target area.

Intended outcome	Success criteria
<p>Wellbeing (SEMH):</p> <p>To improve wellbeing, sleep and self-esteem of our FSM6 children.</p>	<p>The next 'Me and My Feelings' survey to show improved outcomes by comparison to the previous survey.</p>

Comparative information for our FSM6 children using the 'Me and My Feelings' survey from '23-'24 and '24-'25 shows the following:

Sleep: Sleep remains an area which our children find difficult. We provided whole class sessions to aid with their sleep with most children finding it really useful. These sessions were delivered by our MHST.

Self-esteem: Our comparative information shows that self-esteem has improved for our FSM6 children.

Wellbeing: Overall wellbeing has improved for our FSM6 children. We provided whole class sessions focusing on resilience (highlighted need from the '23-'24 survey) with most children finding it really useful.

Our FSM6 children also cited in the survey that they attended the following school sessions to help with their wellbeing:

Resilience workshop

Sleep workshop

SATs workshop

ELSA sessions

ELSA dropins

MHST sessions

Intended outcome	Success criteria
<p>Experiences, Aspirations and Support (Holistic):</p> <p>FSM6 children to have the same experiences, aspirations and support as non-FSM6 children.</p>	<p>FSM6 children have the same opportunities to take part in clubs (both in and out of school), trips and experiences as non-FSM6 children.</p> <p>FSM6 children to have aspirations in line with non-FSM6 children.</p>

Our FSM6 children have the same opportunities as their non-FSM6 peers to take part in the varied clubs taking place with these being fully funded.

Our FSM6 children have the same access to trips in schools as their non-FSM6 peers with these being fully funded.

Our FSM6 children have the same opportunities to take part in a range musical instrument tuition as their non-FSM6 peers with this being fully funded.

Our FSM6 children have the same experience as their non-FSM6 peers on residential with this being part funded (50%).

Our FSM6 children in Year 6 have the same experience wearing a 'Leavers Hoodie' as their non-FSM6 peers with it being paid for.

Our FSM6 children have individual targets (FSM6 children who are also SEND have matched targets on their personal plans) set, supported to achieve and reviewed each term.

Intended outcome	Success criteria
<p>Attendance</p> <p>To improve the attendance of our FSM6 children.</p>	<p>FSM6 pupils' attendance to be in line with that of other FSM6 children.</p>
<p>Attendance for the accademic year 23-24 had a gap of 2.97% between all children and our FSM6 children. Unfortunately, the attendance for the accademic year 24-25 had a gap of 3.63% between all children and our FSM6 children. This gap needs to be diminished and will be part of the next strategy.</p>	

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	Maths Circle Ltd
Walkthrus	

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information