

Pupil premium strategy statement

This statement details our school's use of pupil premium 2024-25 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 (VA) Primary School
Number of pupils in school	188 – 63 attract PPG
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 2025/2026 2026/2-27
Date this statement was published	January 2025
Date on which it will be reviewed	January 2026
Statement authorised by	Victoria Wyatt
Pupil premium lead	Ben Modeste
Governor / Trustee lead	Jen Pearsons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,764
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	£100,764

Part A: Pupil premium strategy plan

Statement of intent

At All Hallows' C of E (VA) Primary School, when we are making decisions about using Pupil Premium funding, we consider the context of our school and the subsequent challenges faced. As we address these challenges to reduce the variation in attainment, we look at research conducted by EEF to support our decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour challenges and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils by delivering quality first teaching.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- CPD access for teaching and TAs to further improve the quality of teaching experienced by all children.
- 1-1 and small group support where required.
- Additional teaching and learning opportunities provided through trained ETAs or external agencies.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Additional learning support.
- Additional social/emotional support.
- Allowing access to support payments for activities, educational visits and residential.
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing, Maths and Science
2	Narrowing the attainment gap with Early Reading and Phonics
3	Attainment gap in children achieving greater depth
4	Attendance and Punctuality issues
5	Frequent behaviour difficulties within a core group of children

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 in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths

Progress in Phonics	Achieve national average or greater in the phonics screening
Other	Ensure attendance of disadvantaged pupils is above 96%
Improved attitudes to learning	Reduction of behavioural incidents on CPOMs.

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: £60,912.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Timetabled Arts curriculum for those in KS1&2 allowing children arts participation</i></p> <p><i>Continuation of Musica Kirklees delivering weekly whole class</i> £994.50</p> <p><i>Music CPD for one member of staff</i> £116</p>	<p><u>EEF (+3 months)</u></p> <p>Children regularly participate in timetabled art activities which are part of our curriculum offering. Evidence shows can have a positive impact on academic outcomes in other areas of the curriculum. Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	1

<p><i>Maths CPD to ensure high quality teaching is delivered to all pupils (CPD opportunities with White Rose and Maths Hub)</i></p> <p><i>White Rose subscription £263</i></p> <p><i>Maths circle £237</i></p> <p><i>Third Space learning subscription £468</i></p>	<p><u>Improving Mathematics in the Early Years and Key Stage 1 – Recommendations Summary</u></p> <p>Maths CPD to ensure high quality first teaching which builds upon developing practitioners understanding, dedicated Maths time, the use of manipulatives and building upon what children already know.</p> <p><u>Improving Mathematics in Key Stages Two and Three – Recommendations Summary</u></p>	<p>1, 3</p>
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	<p>Maths CPD to ensure high quality first teaching which builds upon assessment of knowledge, use of manipulatives, development of strategies for problem solving and the use of task and resources to challenge and support pupils.</p>	
<p><i>English CPD to ensure high quality teaching is delivered to all pupils</i></p> <p><i>Continue the subscription to Little Wandle and purchase of More Little Wandle books to support the bottom 20% £1500</i></p> <p><i>Purchase Guided reading scheme ‘Ready Steady Read’ £750</i></p> <p><i>Continuation of</i></p>	<p><u>Improving Literacy in Key Stage 1 – Recommendations Summary</u></p> <p>English CPD to ensure high quality first teaching which builds upon pupils’ speaking and listening skills, an engaging approach to reading and comprehension skills, a systemic phonics programme and strategies to promote planning and monitoring their writing, written skills, and spelling.</p> <p><u>Improving Literacy in Key Stage 2- Recommendations Summary</u></p> <p>English CPD to ensure high quality first teaching which builds upon developing language capability, fluency in reading, comprehension strategies, modelled practice and target teaching.</p>	<p>1, 3</p>

<p><i>Grammasaurus subscription</i> £50</p>		
<p><i>Meta-cognition and self-regulation CPD.</i></p>	<p><u>EEF (+7 months)</u> Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives.</p>	<p>1, 2, 3</p>
<p><i>To develop middle leaders and their ability to effectively develop the curriculum to support high quality first teaching to support all learners through:</i></p> <ul style="list-style-type: none"> • <i>Release of staff for coaching/mentoring</i> • <i>CPD</i> • <i>Allocated time for curriculum development</i> • <i>Allocated time for staff development and support</i> <p>£2106</p>	<p><u>EEF Mentoring</u> Mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge</p>	

<p><i>SEMH CPD to ensure that all pupils are supported with their emotional regulation</i></p> <p><i>Purchase of Beacon 360 platform £799</i></p> <p><i>Continuation for Jigsaw PSHE programme</i></p> <p><i>£1105</i></p>	<p><u>EEF (+4 months)</u></p> <p>SEMH CPD to ensure high quality first teaching which builds upon developing understanding and CPD already delivered by the SEMH outreach team and Educational Psychology team.</p>	
<p>To engage and improve the involvement of parents throughout school through:</p> <ul style="list-style-type: none"> • resources to support parent engagement • time to provide targeted support to targeted parents • staff time allocated to support parents <p><i>Proportion of Pastoral leader support £7400</i></p>	<p><u>EEF +4 months</u></p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children’s learning and wellbeing</p>	

<p>Teaching assistants to provide high quality support in learning and teaching in the classroom, particularly additional support for large class sizes with high levels of need, to support high quality provision.</p> <p>£45,124</p>	<p>EEF +4 months</p> <p>Support and training to be provided for both teachers and teaching assistants so that they understand how to work together effectively, such as by making time for discussion before and after lessons Teaching assistant support will give the class teacher support in order to address the different starting points of different groups of learners including those who are disadvantaged.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost £20,664

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Small Group Tutoring</i> £1776</p>	<p><u>EEF (+4 months)</u></p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Most of the research on small group tuition has been conducted on reading and there is a greater impact, on average (+ 4 months). The studies in mathematics show a slightly smaller positive impact (+ 3 months)</p>	<p>1,2</p>
<p><i>Phonics</i> <i>(Little Wandle Letters and Sounds)</i></p> <p><i>Teaching assistant on Scale 6 to deliver 1:1 and small group targets phonic sessions in Key Stage 2.</i></p> <p>£9360</p> <p><i>Teaching assistant on scale 6 to deliver 1:1 and small group intervention in Reception and KS1</i></p>	<p><u>EEF (+5 Months)</u></p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If</p>	<p>2</p>

daily £9360		
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	an older reader is struggling with decoding, phonics approaches will still be appropriate.	
<i>Extending School Time for Year 6 pupils</i> <i>Teaching assistant on scale 6 to support the teacher and group over 12 weeks</i> £168	<u>EEF (+3 Months)</u> Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. To be successful, any extension of school time should be supported by both parents and staff.	1

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

Budgeted cost: £19,187.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Leader employed to deploy behaviour specific interventions to children in need.</i> £7400	<u>EEF (+4 months)</u> Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Both targeted interventions and universal approaches have positive overall effects.	5

<p><i>Pastoral Leader employed to deploy social and emotion learning.</i></p> <p>£7400</p>	<p>EEF (+4 months) (Targeted Support +6 Months)</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the</p>	<p>5</p>
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	<p>academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family, or community.</p>	
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<p><i>Parental Engagement to liaise with parents with workshops, information evenings and to offer help/programmes for families in crisis</i></p>	<p>EEF (+4 months)</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning.</p> <p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p>Implementing parental engagement strategies needs to consider potential barriers to parents engaging. For example, is there provision for working parents to engage in short sessions with flexible times – or even through remote engagement where available.</p>	<p>1, 2 ,4</p>
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<p><i>Breakfast Club and after school club</i></p> <p>£4387.50</p>	<p>EEF (+2 months)</p> <p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF) today.</p>	<p>1, 4</p>
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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.

When reviewing our previous pupil premium strategy, there have been successes achieved

1. The profile of Pupil Premium children was significantly raised amongst staff and will further increased with a National Speaker joint training in September
2. CPD to develop skills in supporting pupils with SEMH was effective
With pupils having things in place in class to support them to take part in lessons and to develop individualized learning plans .
3. Pupils have developed confidence with reading in KS2 and have made progress against starting points. (external review from Greater Heights English hub was positive regarding provision in place)
4. Pupils have developed confidence with phonics in Reception and Year 1 and have progressed from their starting points. Regular assessments demonstrate that all pupils have made progress with their phoneme/grapheme correspondence and their blending ability.
5. The introduction of Ready, Steady, Read has ensured a consistent approach to the teaching of reading in KS2.
6. Some pupils who have been offered breakfast club places have used them successfully to prevent lateness to school, however there are a number of key families who are not using the place effectively to ensure they are consistently to school on time.
7. Some parents have attended the information sessions online and in person.

