

Pupil Premium Strategy statement: Toynton All Saints Primary

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	Toynton All Saints Primary School, Main Road Toynton All Saints Spilsby Lincolnshire PE23 5AQ
Number of pupils in school	143 (+5 Nursery)
Proportion (%) of pupil premium eligible pupils	26 children 18%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Sue Belton
Pupil premium lead	Sue Belton
Governor / Trustee lead	Lizzy Heafield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 38,480 Services £340 Post LAC (Post looked after child/ren) £5,1400 TOTAL: £43,820
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-£2,760 Services £0 Post LAC £108 TOTAL: -£2652
Total budget for this academic year	£41168

Part A: Pupil premium strategy plan

Statement of intent

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 pupils' 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 pupils.
- Ensuring that appropriate provision is made for pupils that 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 pupils or groups 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:

- Ensure all teaching is good or better thus ensuring the quality of teaching experienced by all children is improved.
- Reducing class sizes, thus improving opportunities for effective teaching and accelerating progress.
- Utilising adults across the school to provide small group work- focussed on overcoming gaps in learning.
- Use of additional resources aimed at accelerating progress and moving children to at least age-related expectations.
- Two ELSA TA to provide targeted support focused on the well-being and mental health of pupils across the school.
- Payments subsidised for activities, educational visits and residential; ensuring children have first-hand experience to use in their learning in the classroom.

Challenges

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

Challenge number	Detail of challenge
1	<i>Unstable family dynamics resulting in social and emotional needs.</i>
2	<i>Financial- some children continue to have less access to cultural and social experiences which would enhance their skills, knowledge and understanding (cultural capital).</i>
3	<i>Some pupils have insufficient support at home to help them develop reading and maths skills as rapidly as we would like.</i>
4	<i>Language acquisition- some children have fewer opportunities to develop their vocabulary, resulting in language gaps in comparison to non-pupil premium children.</i>
5	<i>Lack of access to resources at home, such as technology and books.</i>

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
1. Pupils' emotional needs are supported so that they can learn effectively.	Children have support getting into class with adult guidance and encouragement. Our two ELSAs provide support for disadvantaged pupils that require it and others across the school.
2. Disadvantaged children will have the same in school life experiences as non-disadvantaged pupils.	Children have access to all school trips, residential and clubs. Children can attend breakfast club and after school club allowing parents to return to work. Pupil Premium children given opportunities to be part of the school community as helpers and members of the School Council, Eco-council, Librarians etc.
3. English and maths outcomes in-line with non- disadvantaged.	Children attain in-line with national expectations. Children provided with timely interventions as a priority.
4. Disadvantaged children have access to a broader range of vocabulary to	Evidence in English books of word banks and an increased use of tier 2 words.

<p>heighten cultural capital and a deeper understanding of the curriculum.</p>	<p>Evidence in other subject books of opportunities to practice using tier 3 vocabulary and demonstrate an understanding of their meaning.</p>
<p>5. Pupils have access to technology and resources at home.</p>	<p>All pupil premium children given books to take home and read. Also, children have access to free eBooks.</p> <p>Our school library is regularly refreshed with books to support reading of all pupils and further enhance the cultural capital of pupils. We provide books from other cultures, in other languages and about other customs and traditions for pupils to read and enjoy.</p>

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: £4605

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Poorer readers will have access to resources and interventions to support them with fluency and comprehension.</p>	<p>Purchase additional books at age-appropriate level, addressing decoding and fluency in poorer and pupil premium readers.</p> <p>Purchase books related to topics covered in the long-term plan to support pupils with knowledge retention and learning key information during lessons.</p> <p>Purchase books to enhance pupils' understanding of the wider world and exposing them to other cultures.</p> <p>Use of Accelerated Reader to assess progress in reading for pupils and identify gaps to address at whole class, group or individual level.</p> <p>Use of No-Nonsense Literacy to enhance the quality of literature that the pupils are exposed to and support with sentence formation and the writing process.</p> <p>Staff meeting time with English subject leader to further develop teaching of reading across the school including specific training from Renaissance Learnings (Accelerated Reader) on use of software.</p>	<p>3 and 4</p>
<p>All pupils will have access to a Maths programme to deliver the Maths curriculum and develop a mastery approach.</p>	<p>Maths No Problem resources and support from Maths subject leader to deliver programme from Y1 to Y6.</p> <p>Use of the Mastering Number programme to support pupils' fluency in Maths.</p> <p>Use of Times Tables Rock Stars to engage and enthuse pupils learning their times table and increase their number fluency.</p>	<p>4</p>
<p>Use of English Lead and Maths Lead to deliver</p>	<p>Specific staff meeting time to improve teaching across the school focussing on vocabulary, use</p>	<p>3 and 4</p>

CPD to improve outcomes	of Maths journals and working walls, planning to address attainment gaps, reading fluency and comprehension and fostering stamina in writing.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £26,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics intervention groups to target lower attaining or disadvantaged readers.	TA employed to support this intervention time in EYFS and KS1. TA training to deliver phonics programme. Read write inc. resources.	3 and 4
Increased TA hours for small group interventions in KS1.	TA to deliver focused session with selected pupils to address identified gaps and provide support and intervention.	3 and 4
Visitors and events in school to broaden children's horizons and increase cultural capital.	Evidence of visitors in school. Links with local businesses to promote opportunities in the local community.	2
All pupils, including disadvantaged pupils, to be provided with books (and other resources) for home learning.	Children given resources from school to use at home where a need is identified.	5
Use of intervention programmes to address gaps in learning and support pupils with fine and gross motor skills.	Adults support to use the Welcomm assessment with EYFS pupils to identify language development concerns. TA time to deliver NELI in EYFS. Sensory circuit sessions to support identified pupils with their fine and gross motor development.	3 and 4
TA trained to deliver speech and language programme.	ELKLAN programme to address language difficulties in pupils across the school.	3 and 4

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

Budgeted cost: £10,133

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support in school	<p>Pupil premium children a priority for ELSA support to meet emotional needs- evidenced by register of ELSA children.</p> <p>ELSA to support with attendance issues- to work through (with children and parents) reasons their attendance is below expected and implement strategies e.g., EBSA PSP as necessary.</p> <p>Half termly ELSA meeting with SENCO to discuss assessments, children in need of support and next steps.</p> <p>Resources and books to support ELSA sessions.</p>	1
Training and resources to deliver the Feelings Detectives programme with identified pupils	<p>SENDCo trained to deliver the programme. Resources and books purchased to deliver the sessions.</p> <p>Pupils identified and received a programme of support over 6 weeks to address social and emotional issues.</p>	1
All extra-curricular activities subsidised to allow disadvantaged children to access residential and clubs	<p>Residential trips and school trips subsidised to build on cultural capital.</p> <p>Breakfast club and 5.30pm club subsidised to support parents to return/attend work.</p> <p>Other incidentals e.g., spare pair of spectacles for children, waterproof clothing, childcare to support attendance at tutoring sessions, transport to and from school due to parent ill health.</p>	2
A well-rounded curriculum and subscriptions to various resources to support with emotional and social aspects of the school curriculum.	<p>Use of specific resources for the delivery of the PSHE, Music, spelling (Nessy), writing (Literacy Tree) and Languages curriculum- to promote cultural capital across the school allowing all pupils to access to a broad and balanced curriculum.</p>	1
Psychology services as targeted support	<p>Support bought in from Psychology services to assess and make recommendations to support specific pupils across the school.</p>	1

Total budgeted cost: £ 41,168

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 2022 to 2023 academic year.

	Reading	Writing	Maths
EYFS (1)	The one child did not achieve a GLD (Good level of development across all the early learning goals)		
Y1 (2)	50%	50%	50%
Y2 (1)	0	0	0
Y3 (5)	60%	60%	60%
Y4 (7)	71%	42%	71%
Y5 (6)	33%	17%	33%
Y6 (1)	100%	100%	100%

Use of additional adults across the school: this has allowed teachers to identify gaps in learning and support the early intervention/catch up programmes to happen across the school. This has allowed disadvantaged children to make progress within their areas of difficulty and make good progress.

ELSA: The two trained ELSAs have worked with children across the school through a combination of programmes of support and ad hoc sessions to address issues related to family break ups, bereavements, friendships and general worries. The ELSAs have also supported the attendance of pupils across the school; meeting with parents and children to address the issues for reduced attendance and working with parents (and children) on strategies to combat these.

Schemes and Interventions: The use of interventions and schemes have supported pupils in developing key skills within subject specific areas (e.g., Times tables Rockstars has significantly helped to increase the multiplication recall of pupils.) They have been used to enhance the school curriculum and address gaps for specific/groups of pupils across the curriculum (e.g., Read Write Inc phonics scheme has supported pupils across the school with increased fluency, spelling and decoding skills.).

Externally provided programmes:

Programme	Provider
Read Write Inc	Ruth Miskin
Maths No Problem	
Accelerated Reader	Renaissance learning
Times Table Rockstars	Bruno Reddy
NELI (Nuffield Early Language Intervention)	Gov.uk
Mastering Number	NCETM
Feelings Detectives	Lincolnshire Ed Psychology

