



Pupil Premium Strategy Statement 2023 - 2024

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 effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	New Longton All Saints'
Number of pupils in school	216 (R – 6)
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	November 2023
Date on which it will be reviewed	March 2024 & July 2024
Statement authorised by	J Maloney
Pupil premium lead	N Urey
Governor / Trustee lead	L Pilling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 35 930
Recovery premium funding allocation this academic year	£ 2501
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 38 431

Part A: Pupil Premium Strategy Plan

Statement of intent

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. The Pupil Premium is aimed at addressing the inequalities which exist between children from disadvantaged backgrounds and their peers. The percentage of our pupils eligible for pupil premium (8%) is significantly lower than the national average (23.8%) for primary schools. Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. It is our intent at New Longton All Saints' Primary School to address the gap between disadvantaged pupils and their non-disadvantaged peers.

All members of staff and the governing body at New Longton All Saints' Primary School accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring, nurturing and Christian environment. We are aspirational for all our pupils and encourage each child to develop a love for learning and acquire the skills and abilities needed to fulfil their potential and as an adult finding employment.

At New Longton we recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Overcoming identified barriers to learning is central to our Pupil Premium use. We identify barriers that need to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. We provide quality first teaching, targeted academic support for pupils who are not making expected progress, as well as addressing non-academic barriers to attainment such as attendance, behaviour, wellbeing and cultural capital.

Our key objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition etc

- Target funding to ensure that all pupils have access to trips, residential and first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

At New Longton we will ensure that effective teaching, learning and assessment meets the needs of all pupils through analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health Increased levels of social, emotional and health problems including low levels of speech and language on entry.
2	Attendance and punctuality Low attendance.
3	Gaps in reading, writing, maths Attainment in reading, writing and maths for PPG pupils, following national lockdown and periods of isolation, is below that of their peers and previous national comparators.
4	Access to wider opportunities Financial hardship for children eligible for pupil premium limits access to learning opportunities outside the classroom that help them to grow contextual understanding of the world and confidence.
5	Parental engagement Reduced parental engagement with school and learning.

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
Through our curriculum and wider curriculum offer, disadvantaged pupils improve their knowledge and skills and grow in confidence.	<ul style="list-style-type: none"> • Evidence from surveys/wellbeing radars improved confidence and attitudes to learning. • Pupil Voice evidences improved confidence and attitudes to learning. • ELSA support is timetabled and delivered to support PPG pupils with wellbeing. • Support from external services is accessed through the Early Help Team when required.
A higher proportion of disadvantaged pupils are working at age related expectations in Reading.	<ul style="list-style-type: none"> • A higher proportion of disadvantaged pupils are working at age related expectations in Reading. • Each cohort of disadvantaged pupils makes at least expected progress, taking into account SEND progress. • 100% disadvantaged pupils make good progress in reading • Pupil voice reflects a love of reading.
A higher proportion of disadvantaged pupils are working at age related expectations in Writing.	<ul style="list-style-type: none"> • A higher proportion of disadvantaged pupils are working at age related expectations in Writing. • Each cohort of disadvantaged pupils makes at least expected progress, taking into account SEND progress • 100% disadvantaged pupils make good progress in writing. • Successful implementation of LCC Talk Programmes in Years 1, 2, 3, 4 and 5.
A higher proportion of disadvantaged pupils are working at age related expectations in Maths.	<ul style="list-style-type: none"> • Each cohort of disadvantaged pupils makes at least expected progress, taking into account SEND progress. • 100% disadvantaged pupils make good progress in maths. • A higher proportion of disadvantaged children are working at the higher standard in maths as a result of the Maths Mastery approach to the curriculum.

Phonics	<ul style="list-style-type: none"> • At least 90% of pupils in Y1 pass the PSC. • Successful implementation of the ELS phonics scheme. • Timetabled phonics interventions are delivered to support children keep up.
Pupils who have additional needs, who have gaps in learning or are at risk of falling behind are supported through effective interventions to help them keep up / catch up.	<ul style="list-style-type: none"> • Pupils will be involved in high quality 1:1 or small group interventions which will focus on addressing gaps in learning. • Children make rapid progress in acquiring basic skills and will be able to apply these in daily learning. • Responsive / same day intervention ensures more pupils, including the disadvantaged, keep up rather than catch up.
Disadvantaged pupils have access to wider opportunities as the curriculum offers exciting opportunities to engage beyond a normal school day.	<ul style="list-style-type: none"> • All children have accessed a wider opportunity every term including visits, visitors, clubs etc • Opportunities to learn a musical instrument. • Access to Forest Schools. • Pupil Voice evidences improved confidence and attitudes to learning. • KS2 children are supported to access the Google classroom at home through the 'Loan a Chrome Book' scheme.
Attendance	<ul style="list-style-type: none"> • Ensure attendance for disadvantaged pupils is at least 95%. Current attendance is 97.1% (Nov whole school attendance is 97.4%) • Targeted support for families/individuals who have poor attendance. • Termly meetings with the LCC school attendance officer. • Monitoring of persistent absenteeism is completed half-termly
Parental engagement	<ul style="list-style-type: none"> • Ensure regular contact with all PPG families and ensure attendance at Parents' Evening and Meet The Teacher. • Parent Support Adviser is accessible for parents

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)

Chromebooks £1850 PE Kits £100 Storyteller £150

Multi Sports £144 Gymnastics £156 Residentials/Visits £750 IDL £798

Talk £2000 ELS SP £349 + £144

Talk programme £4500 + 2000 + 500 (resources)

Budgeted cost: £ 14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELS Phonics Scheme.</p> <p>To fully implement a Systematic phonics scheme, training all staff and expanding into KS2.</p>	<p><u>The EEF - Phonics</u></p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>For further information see link below https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p><u>ELS Phonics</u></p> <ul style="list-style-type: none"> School has purchased/subscribed to ELS phonics which aims to get all children reading quickly and supports teachers to ensure the lowest attaining children keep up rather than catch up. Essential Letters and Sounds is a Systematic Synthetic Phonics (SSP) programme, validated by the Department for Education. School have subscribed to ELS Year 2 Spelling to support the phonics. 	3
<p>CPD for staff in Years 1, 3, 4 and 5 to deliver the Talk English Programmes (LCC)</p>	<p><u>The EEF Guide to the Pupil Premium:</u></p> <ul style="list-style-type: none"> Identifies the importance of spending on improving teaching including professional development to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving. This is a key ingredient for a successful school. <p><u>Talk Writing</u></p>	3

	<ul style="list-style-type: none"> Evidence of pupil's work and progress shared as part of the moderation process on the LCC programme and at the termly Axia writing moderations. Key strategies/training shared with staff in other year groups during staff meetings and internal English moderation meetings. 	
CPD Maths Mastery Training for all staff.	<p><u>The EEF Guide to the Pupil Premium:</u></p> <ul style="list-style-type: none"> Identifies the importance of spending on improving teaching including professional development to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving. This is a key ingredient for a successful school. <p><u>Maths Mastery Approach</u></p> <p>Maths SL to attend training through the maths Hub and also organise for staff members to access training for staff in KS2 for whom the approach is new. Training will also be provided for TAs on supporting pupils during maths lessons.</p>	3
Continuous development of teaching approaches through high quality CPD via membership of the WRIST Cluster & Axia Learning Alliance.	<p><u>The EEF Guide to the Pupil Premium Pupil Premium:</u></p> <p>Identifies the importance of spending on improving teaching including professional development to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving. This is a key ingredient for a successful school.</p>	3

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early morning pre-teaching sessions.	<p><u>The EEF Toolkit</u> suggests that targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective, especially for older pupils. This will be overseen by the SENCo, ensuring children who require the support are identified and targeted fairly and transparently.</p> <ul style="list-style-type: none"> Teaching Assistants will be up-skilled in particular areas to maximise the impact of their skill set and to ensure that there is consistency of approach and that intervention is high quality. Interventions include IDL Spelling, ELS phonics, handwriting etc 	1, 2, 3
Plan and implement targeted intervention to raise attainment in Reading, Writing and Maths.	<p><u>Small Group Tuition:</u></p> <ul style="list-style-type: none"> EEF evidences that this approach has an average impact of 4 months additional progress over a year The average cost is low <p><u>Teaching Assistant Interventions:</u></p>	1,2

	<ul style="list-style-type: none"> • EEF evidences that this approach has an average impact of 4 months additional progress over a year dependent on how they are deployed. <p><u>ELS Phonics</u></p> <ul style="list-style-type: none"> • Staff training on delivering ELS phonics based around the Keep Up rather than Catch Up approach. 	
SALT Therapy sessions	<p>Higher than previous numbers of children access SALT in EYFS/KS1 – Children to access SALT and this will either require small group support or 1:1 support from the school speech and language therapist or external provider.</p> <p>EYFS staff to attend training provided by the SALT team and deliver regular SALT therapy interventions.</p>	1,2, 5
Homework Club	<p><u>The EEF evidence on homework states:</u></p> <ul style="list-style-type: none"> • Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). • Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning <p>All disadvantaged children to be invited to attend an after school homework club led by Pupil Premium Champion.</p>	1,2,3,5
Loan a Chrome Book scheme		
To support Home Learning through ICT e.g Times Tables Rockstars (TTRS)	<p><u>EEF</u> evidence suggests parents play a crucial role in supporting their children’s learning, and levels of parental engagement and are consistently associated with better academic outcomes.</p> <ul style="list-style-type: none"> • TTRS details shared with home so children can regularly access TTRS and develop their Times Tables skills. 	

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Help Assessment Training (EHA) for the pastoral lead.	<p><u>The EEF</u> recognises SEL, Well-being and Mental Health as essential in supporting effective learning which are linked to a positive outcome later in life.</p> <p>Children who have additional needs associated with Social, Emotional and Mental Health need extra support to ensure they can access the curriculum.</p> <ul style="list-style-type: none"> • Pastoral lead to attend 2 day EHA training with a focus on accessing external support for those families who require it. 	1, 3 and 5
To develop the school library and pupil	Ofsted - More than any other subject, English – and especially reading – gives pupils access to the rest of the curriculum and is	2, 4

<p>engagement with reading through the Fantastic Book Awards and purchasing additional library books, promoting reading for pleasure.</p>	<p>fundamental to their educational success. This is why the introduction to the national curriculum says: 'Fluency in the English language is an essential foundation for success in all subjects'.</p> <p>https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english</p> <ul style="list-style-type: none"> • 14 pupils from Y6 to take part in the Fantastic Book Awards and promote the texts across school. • KS1 children to take part in Brilliant Book Awards • Year 2 children to work with other Axia Learning Alliance schools as part of a book project. • Alongside the Y6 librarians and pupil voice school to purchase new books for the library based on the research that will introduce children to new authors. • 	
<p>ELSA Training and support</p>	<p><u>The EEF</u> recognises SEL, Well-being and Mental Health as essential in supporting effective learning which are linked to a positive outcome later in life.</p> <p>Children who have additional needs associated with Social, Emotional and Mental Health need extra support to ensure they can access the curriculum.</p> <ul style="list-style-type: none"> • Pastoral groups will be run by Teaching Assistants under the direction of the SENCo who will liaise with class teachers to identify pupils at need and plan to meet the pupils' needs. 	<p>1,3</p>
<p>PPG children have access to inter-school enrichment activities</p>	<p>Links with SSG sports partnership</p>	
<p>All pupils have access to subsidised visits/visitors to enrich their cultural capital.</p>	<p>Ofsted's guide 'The Pupil Premium' (Jan 2013) identified: The full range of educational experiences in their top ten of 'Gap Busters' identifying the levers for improvement so that all pupils have full access to broad educational experiences.</p> <p>Children from lower income families may not be able to attend school visits, residential which will disadvantage their access to a broad and balanced curriculum.</p>	<p>4</p>
<p>All disadvantaged pupils have the opportunity to learn a musical instrument.</p>	<p>Evidence in the Frontiers of Psychology Journal, reflects that learning to play a musical instrument can enhance verbal memory, spatial reasoning and literacy skills. Playing an instrument makes you use both sides of your brain, which strengthens memory power.</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4411999/</p>	<p>4</p>
<p>Pupil premium across the school is well led by a member of SLT as the school's Pupil Premium Champion.</p>	<p><u>Ofsted's The Pupil Premium: An Update (2014):</u></p> <ul style="list-style-type: none"> • Identifies that weak leadership and governance is an obstacle to schools and disadvantaged pupils being successful. <p><u>Putting Evidence to Work: A School's Guide to Implementation Report (EEF):</u></p> <p>Identifies the importance of a school creating a leadership climate that is conducive to good implementation therefore supporting systems to ensure disadvantaged pupils achieve.</p>	<p>1,2,3,4,5</p>

	<ul style="list-style-type: none"> Attendance and Punctuality issues. Attendance figures are currently good for Pupil Premium pupils and we would like to maintain this. 	
To deliver a PSHE curriculum to support well-being and mental health - HeartSmart	The HeartSmart PSHE curriculum supports children's understanding of others and their own needs and rights. This scheme contributes to a positive school environment and this in turn improves pupil progress and attendance.	1

Total budgeted cost: £38,500

Part B: Review of outcomes in the previous academic year 2022 - 2023

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in this academic year.

Desired Outcomes:	Success Criteria:	Further Evaluation:
Outcomes in Reading & Writing for children eligible for PP are in line with Other pupils.	<p>PPG pupils achieve Age Related Expectations in Reading and Writing.</p> <p>PPG pupils make at least good progress in reading and writing from baseline.</p> <p>Increase the % of PPG pupils in the middle and high prior attainment bands (from EYFS and KS1 starting points) achieving the expected (and higher) standard.</p>	<p>Reading: 65% of PPG children are on track for ARE in Reading.</p> <p>Writing: 41% of PPG children are on track for ARE in Writing.</p> <p>The attainment gap (PPG/Non) is still evident in both reading and writing and the 2023-24 Strategy needs to continue to target and improve PPG pupil's attainment.</p>
Outcomes in Maths for children eligible for PP are in line with Other pupils.	<p>PPG pupils achieve Age Related Expectations in Maths.</p> <p>PPG pupils make at least good progress in maths from baseline.</p> <p>Increase the % of PPG pupils in the middle and high prior attainment bands (from EYFS and KS1 starting points) achieving the expected (and higher) standard.</p>	<p>Maths: 65% of PPG children are on track for ARE in Maths.</p> <p>The attainment gap (PPG/Non) remains in Maths and the 2023-24 strategy needs to continue to target and improve PPG pupil's attainment through small group interventions.</p>
Through our curriculum and wider curriculum offer, disadvantaged pupils improve their knowledge and skills and grow in confidence.	<p>PPG pupils make good progress.</p> <p>An increased level of confidence and attitudes to learning.</p> <p>PPG pupils are actively engaged in learning and talk positively about their learning.</p>	<p>PPG pupils with identified anxieties, low confidence were targeted through Confident Me and ELSA focussed work has been successful as evidenced in performance in class and ELSA surveys.</p>
A SSP is in place with a new Phonics lead.	<p>ELS Phonics consistently delivered.</p> <p>All new staff trained in the delivery of ELS phonics.</p> <p>New books purchased and organised to replace the old scheme.</p>	<p>ELS phonics has been purchased and is now being delivered across school. PPG pupils are being tracked and regular interventions are taking place.</p> <p>Training on ELS phonics has been delivered and regular updates are taking place.</p> <p>A positive response from parents has been received on the new reading books and parent meeting was delivered on how to engage and support with phonics at home.</p>

<p>Enrichment opportunities allow PPG children access to experiences which support them in accessing the wider curriculum and help to diminish the difference with non-PPG children.</p>	<p>All PPG children will have the opportunity to access activities and experiences that will engage and inspire them.</p> <p>PPG children will be given the opportunity to learn a musical instrument.</p> <p>Pupils will engage in the wider school life – taking part in after school clubs and representing the school in events e.g sporting fixtures.</p>	<p>Y5 and Y6 residential went ahead as planned and PPG children attended with financial support.</p> <p>Guitars, piano and recorder lessons were delivered.</p> <p>School trips and visitors were timetabled for every class and the enrichment timetable has resumed as normal.</p> <p>Mad science, multi sports, drama club, dance etc clubs resumed and every PPG pupil accessed at least one club throughout the year.</p> <p>Forest School sessions were delivered.</p>
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Externally provided programmes

Programme	Provider
Maths IDL	IDL
WellComm	GL Assessment
English IDL	IDL
Fantastic Book Awards	Lancashire Library Service
ELS Phonics	Oxford UP
ELSA	LCC
NCTEM - Maths	NCTEM
X Tables Rockstars	TT Rockstars
A Confident Me Programme	Confident Minds
Behaviour and Nurture Support	CAMHS

Further Information

In addition to our strategy, our Pupil Premium Champion will be developing an ‘annual conversation’ with parents and guardians of our pupils who receive Pupil Premium funding and have previously been in care, for example, being adopted or under a Special Guardianship Order (SGO). The aim of this approach is to create stronger links between the school and home to fully support each individual child.

Teachers are also asked to submit termly reports for their Pupil Premium children so attendance and progress can be tracked closely. Attendance is tracked half termly and the Pupil Premium Champion will contact families to offer support where needed.