

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 Saints' CE Primary
Number of pupils in school	R - 6 97 N - 6 112
Proportion (%) of pupil premium eligible pupils	17 (17.5%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Katy Kent (CEO)
Pupil premium lead	Louise de Graaff
Governor / Trustee lead	Mary Herman-Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,175
Recovery premium funding allocation this academic year	£2,175
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	£22,175

Part A: Pupil premium strategy plan

Statement of intent

As a Christian school, we strive to nurture each child's God-given talents and ensure that children's individuality is celebrated whilst their specific needs are met. All staff at All Saints' CE Primary believe that all children deserve the same opportunities to succeed in life regardless of each child's social and economic background. We believe in high-quality education for all ensuring that barriers to learning are removed so that all children can flourish. It is widely acknowledged that the high quality teaching of a curriculum that builds upon prior learning and is progressive across year groups, benefits all children not just our most vulnerable. Our hope is that through using this approach, any gaps in attainment of our disadvantaged pupils will be narrowed and that disadvantaged and non-disadvantaged pupils will achieve highly so that no children are left behind and all make excellent progress.

Ultimately, we want all children to achieve highly across all areas of the curriculum regardless of their background and any extra challenges that they may face on a daily basis. All staff understand the difficulties that some of our children face and know how to identify and support children that need extra nurturing and additional support with their mental well-being.

Our current pupil premium strategy plan strives to ensure that all disadvantaged children achieve their potential and make good progress by:

- All children receiving high quality teaching and learning by ensuring that all teaching is at least good with some that is outstanding.
- The school having a progressive and challenging curriculum that is accessible to all.
- All children having access to a variety of extra-curricular clubs.
- The school ensuring that children are in school on time and have had their breakfast.
- Making sure that all children are able to access visits and trips that enrich the learning experiences for all.
- That all children become fluent readers so that they are able to access all areas of the curriculum.
- Ensuring that the needs of our disadvantaged children are identified by using robust assessment and diagnostic tools.
- Providing staff with regular CPD so that early intervention is used to support the specific needs of any disadvantaged or vulnerable pupils so that they don't fall behind their peers.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, pupil conferences and observations show that the language gap has widened for many disadvantaged pupils. Some children in EYFS and KS1 have poor oral communication skills and children in KS2 have vocabulary gaps leading to children having difficulties expressing themselves both verbally and within their written work.
2	Internal assessments and reading records across the school show that disadvantaged children in KS1 and KS2 are more likely to be working below ARE in reading.
3	External data shows that disadvantaged children do not make good progress at the end of KS2 compared with their peers [reading (-6.33), writing (-7.06) and maths (-10.1)].
4	Internal and external assessments (0% in 2019), observations and book scrutinies show that children that are disadvantaged are less likely to achieve GDS in reading, writing and maths across the school.
5	Our attendance data indicates that attendance among some disadvantaged pupils is lower than for non-disadvantaged pupils. Our attendance tracking, assessments and observations indicate that absenteeism is negatively affecting the progress of disadvantaged pupils.
6	Teacher referrals for support with children's well-being have markedly increased since the pandemic started. 14 pupils (11 of whom are disadvantaged) currently require additional support with social and emotional needs, with 8 (6 of whom are disadvantaged) receiving small group interventions.

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
Challenge 1 Improve the oral communication skills of disadvantaged children in EYFS and KS1.	Assessments, observations and pupil voice show that the oral language skills of disadvantaged children across Early Years and Key Stage 1 have improved. <ul style="list-style-type: none"> All disadvantaged children will reach ARE by the end of EYFS in Communication and Language (Listening and Attention, Understanding and Speaking).

	<ul style="list-style-type: none"> The triangulation of KS1 children’s work, the children’s engagement in lessons and formative assessments.
<p>Challenge 2 Improve the reading attainment (fluency and comprehension) of all pupils but especially our disadvantaged pupils because of the negative impact of Covid-19.</p>	<p>Disadvantaged children achieve in line with their peers in 2022, 2023 and 2024:</p> <ul style="list-style-type: none"> End of key stage reading assessment data. Year 1 phonics check data. Improvements are further supported by internal reading assessment data showing that the gap between disadvantaged pupils and their peers is narrowing.
<p>Challenge 3 Improve the progress of disadvantaged pupils at the end of KS2 in reading, writing and maths.</p>	<p>Improving progress scores in reading, writing and maths from 2022 to 2024 for disadvantaged pupils, Scores are ‘good’ compared with national averages.</p>
<p>Challenge 4 Improve the level of challenge so that more disadvantaged children achieve greater depth by the end of Key Stage 2.</p>	<p>By the end of 2024:</p> <ul style="list-style-type: none"> 100% of disadvantaged pupils meet the expected standard. >31% of disadvantaged pupils will achieve greater depth.
<p>Challenge 5 Achieve, and maintain, improved attendance for all pupils, with a particular focus on disadvantaged pupils.</p>	<p>Consistently good attendance by 2024 by:</p> <ul style="list-style-type: none"> Average attendance rates for all children (disadvantaged and non-disadvantaged) being 96% or higher. The percentage of all pupils (disadvantaged and non-disadvantaged) with persistent absenteeism is below 5%.
<p>Challenge 6 Ensure that the well-being of all pupils, particularly our disadvantaged children, following the Covid-19 outbreak, is improved and sustained.</p>	<p>Good levels of well-being are maintained by 2024:</p> <ul style="list-style-type: none"> Qualitative data collected from pupil surveys, parent voice and teachers’ notes shows improved mental health and well-being. Less referrals are made to external support agencies. Rise in uptake in extra-curricular activities by disadvantaged pupils is seen. Fewer behaviour incidents linked to well-being are logged (CPOMs information).

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: £10,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Coaching and mentoring of all staff to improve the quality of teaching across all areas of the curriculum in all year groups.	Evidence informs us that supporting high quality teaching is pivotal in improving children's outcomes and can narrow the disadvantage gap. Our program of coaching and mentoring builds on existing knowledge and provides instruction and modelling to support development of teaching techniques. EEF Effective Professional Development	1-4

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

Budgeted cost: £7,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm interventions provide targeted support for disadvantaged children in EYFS to narrow the gaps in their language development.	Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds: EEF Communication and Language Approaches	1
One to one phonic interventions for those disadvantaged children that need additional support to improve their reading.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: EEF One to One Tuition	2 & 3
One to one maths intervention to ensure that gaps are filled so that disadvantaged children make at least expected progress in maths. CPD provided for all teaching assistants.	Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils. EEF Teaching Assistant Interventions	3 & 4
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged,	Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective. EEF Individualised Instruction	2,3 & 4

including those who are high attainers.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
All disadvantaged children take part in an extra-curricular activity in school.	The weight of evidence suggests that disadvantaged and vulnerable children may benefit more from participation in ECAs than more advantaged and less vulnerable children. Being from a disadvantaged background, however, or belonging to a vulnerable group is associated with less participation in ECAs as these children face barriers to accessing ECAs compared to their more advantaged and less vulnerable peers EPIC Benefits of Extra Curricular Activities for Disadvantaged Children	5 & 6
Whole school CPD to develop strategies to support vulnerable children with forming positive relationships with their peers.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. EEF Social and Emotional Learning	5 & 6
Provision for disadvantaged and vulnerable children at breakfast and afterschool club to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DFE Improving School Attendance	5

Total budgeted cost: £22,670

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 2020 to 2021 academic year.

Children were assessed on their return to school at the start of the 2020-21 year, using new standardised assessments (NTS Assessments). This enabled leaders and teachers to establish the gaps in each child's learning due to the pandemic. Coaching and mentoring packages were delivered to two members of staff to support and develop their practice focussing on quality first teaching for all. Whole school CPD focussed on developing a curriculum that is progressive, inclusive and challenging so that all children make good progress, regardless of their relevant starting points. Teaching in maths and English is now consistently good across the school ensuring that all children's needs are met in these core subjects.

Remote learning was monitored closely to ensure that the disadvantaged and vulnerable children not in school, were regularly taking part in their online learning. 1:1 online interventions were provided for disadvantaged pupils that also have SEND. In the summer term, an extra Teaching assistant was employed to deliver catch-up interventions for disadvantaged and vulnerable children identified as having gaps as a result of home learning.

Attainment of disadvantaged children showed that interventions and good quality teaching has started to bridge the gap for many of our children. In year 1- 6 based on baseline data to their end of year attainment disadvantaged children made the following progress:

Reading – 72% expected, 7% made less than expected and 21% greater than expected

Writing – 93% expected and 7% greater than expected

Maths – 57% expected, 7% less than expected and 36% greater than expected.

The children that made less than expected progress will be targeted this academic year.

Children were unable to take part in as many enrichment activities as planned due to Covid restrictions. Teacher observations, pupil referrals and information gathered from parents show that many children have been negatively impacted in terms of their well-being and mental health. However, it has been our vulnerable pupils that have been impacted most significantly. We will be continuing to support these children with targeted interventions and be referring them for additional support where necessary. This will be overseen by the new school Mental Health Lead.

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
n/a	n/a

Service pupil premium funding (optional)

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a