

## 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' C of E Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	31% (64 children) *
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2021, 2021 -2022, 2022-2023
Date this statement was published	Dec 2021
Date on which it will be reviewed	Dec 2022
Statement authorised by	S. Hardy (Head Teacher)
Pupil premium lead	S. Hardy
Governor / Trustee lead	A. Williams

\* numbers are rising

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,080
Recovery premium funding allocation this academic year	£ 5,413
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 1,889 (Covid Catch-up)
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 93,382

## Part A: Pupil premium strategy plan

### Statement of intent

Pupil Premium and Recovery funding will be used to provide additional educational support to improve progress and to raise the standard of achievement for pupils and to enhance the quality of their educational experience. We intend that our pupils have a high quality experience that fosters a love of learning and prepares them for their next step of education.

### Challenges

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

Challenge number	Detail of challenge
1	Pupils eligible for Pupil Premium funding generally enter school well below a typical level of development for their age.
2	Many pupils are not 'school ready' when they enter the Foundation Stage Unit.
3	Limited exposure to books/reading at home.
4	Limited vocabulary and poor language skills
5	A number of pupils entitled to Pupil Premium need a 'whole family' approach to overcome barriers to learning. Some families require the support of a number of outside agencies e.g. social workers, CAMHs EWO, Parenting support is regularly required to support the most vulnerable families.
6	Many pupils eligible for funding have limited life experiences when compared with more affluent peers which means they struggle to relate to part of the curriculum.
7	Attendance/Punctuality issues.
8	Poor self-esteem can limit ambition

## 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>Funding will be used to provide additional educational support to improve progress and to raise the standard of achievement for this group of pupils, particularly in core subjects.</p>	<p>Firstly, all children will receive quality first teaching</p> <p>Any child not making at least expected progress including those children eligible for PP will be identified through pupil progress meetings.</p> <p>Strategies will be put in place to accelerate progress in the identified area.</p>
<p>The funding will be used to narrow the gap between the achievement of these pupils and their peers, both in school and nationally.</p>	<p>A great majority of PP children reach the expected standards and have key skills and concepts firmly embedded.</p> <p>They achieve well in comparison to their peers Including in phonics screening and KS2 SATS.</p> <p>Increase the proportion of this group achieving a good level of development at the end of FSU and at the end of KS1</p>
<p>As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others.</p>	<p>Pupils general knowledge is increased and they have the vocabulary to access the curriculum.</p> <p>Work scrutiny and Pupil Voice Interviews demonstrate comparable achievement across groups. Clear improvement in areas of identified weaknesses. Development of pupils' vocabulary through focussed work.</p>
<p>Support for the mental well-being of pupils and their families to overcome factors that impact negatively on their lives and become barriers to learning.</p>	<p>Identified families have been supported by the school and improvements in their welfare are tangible. This includes pupil attendance measures, feedback from parents and other professionals.</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)

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

Pupil Premium Spending	Amount
<p><b>Staffing</b>            Teaching assistants working within class to support adult ratio and facilitate small group work            Comprehensive 'Early Help' offer to support the most vulnerable pupils and their families. Early Help supported by a higher level TA and championed by the Deputy Head Teacher. Deputy Head is non-class based to lead this work.</p>	<p>TA support hours x2             Identified 'Early Help' support            Contribution            Deputy Head time to fulfil the role.             £55,000</p>
<p><b>Targeted small group support (Recovery + PP)</b>            Teacher employed for extra sessions to support reading and basic maths skills+ equipment            Contribution towards working with NTP            Wider reading opportunities –books and program</p>	<p>£10,382             £4,500            £5,000</p>
<p><b>Wider Opportunities</b>            Wider Curriculum opportunities/ attendance and visits etc.</p>	<p>£18,500</p>

Activity	What (Intent)	Actions needed How and When (Implementation)	Specific costs
Reading	Continue to raise attainment in reading in EYFS and KS1 by developing the children's understanding and effective use of phonics	1 Ensure phonics groups in KS1/EYFS are effectively resourced and targeted 2 Increase parental engagement in FSU through creating virtual phonics sessions lead by the Reception teacher and book loan scheme. 3 Identified pupils to receive small group 'extra' phonics sessions (1-1) 4 Pupils in KS1 receive small group interventions to support phonics 5 Pupils in Y3 and Y4 receive small group targeted reading sessions. 6 Create daily reader list from lowest 20% pupils. TAs timetabled to ensure that pupils engage in reading. 7 Small group interventions based on comprehension skills for pupils in Y6 8 Purchase further resources to support 'Write Stuff' and 'Reading Rainbow'	£500
Oracy and vocabulary	Use of Welcomm to support vocabulary development. Regular vocabulary development in the curriculum  Support pupils to become more effective effective speakers empowering them to better understand themselves, each other and the world around them.	Training for new staff to take place. TA3 to lead sessions to a targeted group beginning in January 2022  Raise the profile of vocabulary throughout school as part of the development of the wider curriculum. This includes staff CPD and a focus at staff meetings  Develop children's oracy skills as part of our collaborative work. Headteacher to attend the initial meetings and then disseminate information to staff and arrange further training.	£600 external consultant  £2,000
Secure Mathematics achievement	TAs in each class to support pre/post teaching in daily morning groups  Continue to engage with the Maths Hub and provide CPD for staff  Targeted interventions delivered by TAs and Teacher	Session in place and monitored by SLT Impact of feedback seen in pupils' work  Leader (JO) to access meetings Resources purchased Staff access training. Focus on bar-modelling. Impact seen in pupils' work.  Extra support given to identified pupils Recovery funding used to support teaching sessions.	£1000

	Third Space Sessions for Y6 and Y5	Individual sessions delivered to identified Y6 and Y5 pupils	Recovery Curriculum £4,500
To provide wider family support to overcome barriers to learning	Comprehensive 'Early Help' offer to support the most vulnerable pupils and their families. Early Help supported by a higher level TA and championed by the Deputy Head Teacher. Deputy Head is non-class based to lead this work.	All pupils at the start of the year. This Identified pupils  Dedicated members of staff will support families to overcome barriers through our 'Early Help' offer and our multi-agency approach. Ensure families have the opportunity to come and discuss concerns and they are sign-posted to a wider range of services to support individual circumstances.	Identified 'Early Help' support  Contribution to Deputy Head time
To continue to support the mental well-being of children to ensure they have the appropriate Behaviours for learning.	<u>Pastoral 'Early Help' Lead</u> We continue to have Mrs. Keaney as our Pastoral Leader and Mental First-aider in school, supporting children with emotional difficulties, family issues.	Target support for children who need high levels of skilled pastoral care due to their life experiences. Identify those where deprivation also correlates with higher levels of domestic violence and family breakdown and intervene to support them. Identify those children who struggle educationally due to unmet social and emotional needs in order to provide targeted support to them and children with communication, social, emotional and behavioural needs. Offer 1-1 support and group activities.	Salary for 2 days each week
To promote good attendance and behaviour	Dedicated member of admin staff to analyse attendance and liaise with EWO	Analyse group attendance for SW children. Identify any pupil with attendance of less than 90% and highlight for further action. Reward system for attendance  Continue to maintain a positive school ethos which supports greater engagement in learning for all pupils, particularly disadvantaged pupils.	
To develop teamwork and self-esteem	Y3 to participate in the School's Linking Project to promote Community Cohesion and team work.	Identified teacher to attend training and lead the project in school.  Subsidise the activities e.g. travel/ theatre production/ resources etc.	£1,500

## 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.

Outcomes at the end of KS2 (2021) show a scale score of 103.8 (for this group of pupils in R & M) and + 10% for R,W,M.

We have tried to measure the impact our pupil premium strategy had on our pupils in the 2020 to 2021 academic year but this is problematic because of the disruption that occurred. A clear picture of its effectiveness was hard to measure as so many factors were in play throughout the year.

Our support for the wider family has been greatly appreciated and parents have expressed their gratitude.

### 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*

<b>Programme</b>	<b>Provider</b>
Maths Interventions	Third Space
Lexia	Cambium Learning Group

## Further information

Activity	What (Intent)	Pro- jected Cost	Actions needed How and When (Implementation)
<b>Cultural Capital</b>  Expanding  Opportunities	We offer some <b>limited financial support</b> to students of low income families for uniform, music lessons and equipment.	£1,500	Improved wellbeing and readiness for school for key families.
	<b>Subsidies for school trips and visits</b> across the school including curriculum visits, performers in school and workshops.	£1,000	Disadvantaged pupils are able to take part in a wide range of enrichment activities.
	<b>Subsidies for school trips and visits – Y6 Residential</b>	£3,000	
	<b>Regular</b> use of the Interactive room to increase experiences through high quality secondary resources.	£2,000	Servicing of equipment Staff CPD time
To support the social and nutritional needs of pupils to help pupils be ready to learn	School milk offered to KS2 pupils	£1,000	Send letters to identify pupils Create a register of pupils.
	Breakfast club subsidy – subsidised places	£ 500	
Development of creative arts – Music,	Every child in Year 3 to have the experience of being taught to play a musical instrument by an experienced specialist music teacher as part of a more enriched and creative school curriculum.	Year 3  £2,550	Children able to participate in various enrichment events contributing to the growing confidence of children and developing their self-esteem.  All children, but particularly the more vulnerable and able to access a full curriculum for music and where appropriate, children with a particular interest or skill in music can be identified and encouraged. Increased confidence of children.
	Individual music Lessons  Curriculum enhancement opportunities to enliven the curriculum and deepen knowledge	£2,500	

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