

## 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' Primary School
Number of pupils in school	172
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2021 July 2024
Date this statement was published	29.09.21
Date on which it will be reviewed	July 2022
Statement authorised by	M. Symonds
Pupil premium lead	F. Stephenson
Governor / Trustee lead	D. Smith

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31 830
Recovery premium funding allocation this academic year	£2 755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£34 585

# Part A: Pupil premium strategy plan

## Statement of intent

At All Saints' Primary School, we believe that our practice is developed to ensure the individual needs of our pupils are met and all children are able to reach their full potential. We place the utmost importance upon development of the whole child and this, of course, includes our most vulnerable pupils. We ensure that appropriate provision is made for these pupils, ensuring that their unique needs are adequately assessed and responded to. Our work through the Pupil Premium & Catch Up recovery will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and Non-Pupil Premium (both within school and nationally). It is our desire that no pupil is left behind and we use a three-tiered approach to address need: quality first teaching, targeted support and finally wider strategies related to non-academic barriers to learning. This year particularly, following the national lockdown prompted by COVID19, it is imperative that pupils are supported within school to ensure that any gaps in their knowledge can be addressed quickly and effectively ensuring they have all the tools necessary to make progress.

## Challenges

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

Challenge number	Detail of challenge
1	Children throughout EYFS & KS1 are showing gaps in their learning, in particular with language and communication.
2	Due to the increased time out of school, pupils have been reading less regularly than expected.
3	Assessments show there are gaps in mathematical knowledge in all year groups due to the disruption of the pandemic.
4	Lower attendance for some families compared to pre-pandemic.
5	There is a general reduction in cultural capital due to fewer challenging, stimulating and diverse experiences.

## 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
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<p>Any pupils with communication and language difficulties have access to targeted support and intervention</p>	<ul style="list-style-type: none"> <li>• Gaps in communication and language are identified quickly</li> <li>• Referrals for external support are made in a timely manner and are followed up where appropriate</li> <li>• Launchpad for Literacy is used to support Quality First Teaching and assessments are made where pupils are not making continued progress</li> </ul>
<p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils with reading and phonics</p>	<ul style="list-style-type: none"> <li>• To ensure that the new Sounds Write phonics scheme is monitored closely and pupils making below expected progress are identified rapidly</li> <li>• Target disadvantaged pupils using data and provide a TA/HLTA in every year group to close the gap as well as a daily phonics lesson for pupils throughout KS2 as an addition to the usual school day</li> <li>• To monitor the impact of increased reading with the B20% group (or children who need to extended reading opportunities for a shorter time due to a change in circumstances)</li> <li>• To celebrate reading breadth across school with weekly blogs, certificates and book reviews on our newsletter</li> <li>• To create a welcoming and positive reading environment in each class, the library and the school entrance</li> <li>• To analyse summative assessment data and identify the children who require catch up</li> <li>• To embed understanding and knowledge through a thematic approach to teaching reading and writing</li> <li>• To promote a love of reading throughout school</li> <li>• To increase capacity of adults in every year group from Rec to Y6 to provide a more favourable staff to pupil ratio, resulting in positive progress</li> <li>• To upskill support staff with appropriate approaches and pedagogy to teaching phonic interventions – Sounds Write</li> </ul>
<p>For all disadvantaged pupils in school to make or exceed nationally expected progress rates in maths</p>	<ul style="list-style-type: none"> <li>• To increase capacity of adults in every year group from Rec to Y6 to provide a more favourable staff to</li> </ul>

	<p>pupil ratio, resulting in positive progress</p> <ul style="list-style-type: none"> <li>• To upskill all staff using concrete resources to teach new mathematical concepts from Rec to Y6, providing appropriate CPD</li> <li>• To re-write policy including expectations for concrete – pictorial – abstract</li> <li>• To sustain Teaching for Mastery – Maths hub</li> <li>• To begin Mastering Number in EYFS – Maths hub</li> <li>• Increase reasoning resources across Key Stage Two</li> <li>• To provide additional maths tutoring for pupils in Year Five and Six</li> </ul>
Improved attendance for pupils	<ul style="list-style-type: none"> <li>• Attendance in line with ‘other’ pupils in school. Pupils who have lower attendance are identified and supported early</li> <li>• Attendance above national average – school target 97%</li> <li>• Consistent and positive home/school communication</li> <li>• To provide pupils with the opportunity to attend Breakfast Club for free</li> </ul>
To enhance pupils’ cultural capital by providing a breadth of experiences	<ul style="list-style-type: none"> <li>• To ensure the curriculum is balanced and carefully sequenced, and the Creative Curriculum allows opportunities for cultural development</li> <li>• To offer all disadvantaged children a free residential experience in Y5 &amp; Y6</li> <li>• To allow pupils to partake in educational visits which build on skills and knowledge from our Progression Documents &amp; wider curriculum offer</li> <li>• To provide opportunities for pupils to take additional music lessons – brass and guitar in KS2 (additional to drumming and brass that are taught within the Y3, Y4 &amp; Y5 curriculum)</li> </ul>

## 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: £5 655

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sounds Write CPD – four day course – teaching staff £2800	<a href="#">Why Sounds Write?</a> Using a SSP approach to teaching of reading has been shown to provide optimal progress (+5 months EEF) <a href="#">English Hubs</a>	2
Increased resources – decodable readers to support phonics teaching - £1575	<a href="#">Why Sounds Write?</a> Oral language strategies are proven to have great impact for relatively low cost (+6 months EEF)	2
Launchpad for Literacy – CPD for EYFS and Y1 staff - £280	<a href="#">Launchpad for Literacy</a> Oral language strategies are proven to have great impact for relatively low cost (+6 months EEF)	1
NCTEM x2 maths hub CPD cover - £1000	<a href="#">Embedding Mastery NCTEM</a> <a href="#">Early Number NCTEM</a> (+5 months EEF)	3

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

Budgeted cost: £ 25 700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase in TA support time in three year groups: Y1, Y2 & Y4 particularly to support early reading and extra reading - £20 300	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact (+4 months EEF)	2
TTRS Y2 – Y6 - £100	<a href="#">Times Tables Rock Stars</a> Homework has a positive impact on average (+ 5 months EEF)	3

Spelling Shed – Y1 – Y6 - £100	<a href="#">Spelling Shed</a> Homework has a positive impact on average (+ 5 months EEF)	2
TA support for daily phonics intervention for pupils in KS2 who have gaps in their phonic knowledge - £3000	<a href="#">Why Sounds Write?</a> Using a SSP approach to teaching of reading has been shown to provide optimal progress (+5 months EEF) <a href="#">Teaching the Foundations of Literacy</a>	2
Concrete maths resources - £500	<a href="#">Embedding Mastery NCTEM</a> <a href="#">Early Number NCTEM</a> (+5 months EEF)	3
Maths Tutoring - £1700	<a href="#">School-Led Tutoring - NTP (nationaltutoring.org.uk)</a> (+5 months EEF)	3

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

Budgeted cost: £4 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club - £500	<a href="#">Magic Breakfast</a>	4
Music lessons - £500	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum (+3 months EEF).	5
Residential & Educational visits – 3000	<a href="#">PESSPA</a> Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.  There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds (+1 months EEF).	5

**Total budgeted cost: £35 355**

## 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.

#### **Pupils make good progress from starting points; Outcomes for Pupil Premium students in line with National 'Other'**

During lockdown, an average of between 40% and 45% of pupils were in school (vulnerable pupils or children of Key Workers). These children received support in all subjects, particularly reading. Some pupils were identified for differentiated interventions and one to one/small group teaching via teams. For the final three weeks of spring term, a tutor provided individual support to 15 pupils (cost of £1065).

Year Six had two teachers allowing their class size to be halved allowing greater progress for all pupils. Intervention moved from Year Five to Year Three (Fri. am) to work with children who needed a boost in confidence. The cost of summer support was 50% of NQT wage. Standardised assessments showed good progress.

#### **Improve language and literacy outcomes in the early years and beyond**

Tailored CPD provided to Reception and Year One staff linked to Launchpad incorporating plans for September 21 also. Daily reading with b20% readers in all classes. Audit of systematic phonics provision in school along with assessment and progress results showed a rigorous synthetic scheme in place.

#### **Reduced anxiety linked to lockdown, coronavirus and returning to school.**

18 children completed time with school counsellor. Referrals to CAMHS made where necessary. Drawing & Talking also utilised across school. Feedback from both parental questionnaires (focusing solely on mental health and well being) indicated pupils were happy in school. Individual monitoring of pupil and family circumstances showed a consistent positive response to time with the counsellor or one to one with a trained teaching assistant, delivering Drawing & Talking Therapy.

### 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>
Launchpad for Literacy	Kirstie Paige
Drawing and Talking Therapy	Drawing and Talking