

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 (including nursery)	191
Proportion (%) of pupil premium eligible pupils	12%
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	11.10.2022
Date on which it will be reviewed	July 2023
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	£23 545
Recovery premium funding allocation this academic year	£3 045
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	£26 590

# 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 we continue to focus upon addressing the gaps in knowledge caused by the disruption of the pandemic: 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 strong progress, in line with their peers.

## 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
<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>• Pupils follow a specific, sequenced curriculum that builds upon prior knowledge</li> <li>• Daily intervention is used to support Quality First Teaching and assessments are made where pupils are not making continued progress</li> <li>• Staff CPD regarding priority of communication and language in EYFS</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>• To upskill support staff with appropriate approaches and pedagogy to teaching phonic interventions – Sounds Write</li> <li>• Daily phonics intervention in EYFS and KS1</li> <li>• Target disadvantaged pupils using data and provide a TA/HLTA in year groups with areas of need 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> </ul>

	<ul style="list-style-type: none"> <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>• Sequenced curriculum based upon ambitious vocabulary</li> <li>• High engagement with parents and targeted home support with reading and phonics through meetings (whole class and one to one), resource packs and upskilling via courses and workshops</li> </ul>
For all disadvantaged pupils in school to make or exceed nationally expected progress rates in maths	<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 pupil ratio, resulting in positive progress by providing immediate feedback and support</li> <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> </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</li> <li>• Increased engagement with targeted families</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> </ul>

	<ul style="list-style-type: none"><li>• To offer all disadvantaged children a free residential experience in Y4, 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 in KS2 (additional to drumming and brass that are taught within the Y3, Y4 &amp; Y5 curriculum)</li></ul>
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## 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: £3 100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sounds Write CPD – four day course – teaching staff £1600	<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 - £500	<a href="#">Why Sounds Write?</a> Oral language strategies are proven to have great impact for relatively low cost (+6 months EEF)	2
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: £ 21 790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase in TA support time in three year groups: YR, Y3 & Y6 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
Opening Worlds Humanities Curriculum	<a href="#">Reading comprehension strategies   EEF</a> (+6 months EEF)	2

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

Budgeted cost: £1 700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club - £500	<a href="#">Magic Breakfast</a>	4
Music lessons - £200	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum (+3 months EEF).	5
Residential & Educational visits – 1000	<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: £26 590**

# 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 2021 to 2022 academic year.

### **Any pupils with communication and language difficulties have access to targeted support and intervention**

Targeted support provided in school for pupils with referrals to speech and language made too. Top Up funding and EHCP plans requested for additional needs. A focus on language, rhymes, story telling and performance across the school to support the confidence and needs of pupils.

### **To narrow the attainment gap between disadvantaged and non-disadvantaged pupils with reading and phonics**

Phonics achievement was in line with national average (two disadvantaged pupils in Year One did not achieve the standard and 76% of other children did). All staff trained with Sounds Write phonics and daily interventions in place for pupils with gaps in knowledge. In Year Two, 70% of children achieved the expected standard in reading, which was above national, with 60% of disadvantaged pupils achieving the expected standard (compared to 51% disadvantaged children nationally). In Year Six, 84% pupils achieved compared to 74% nationally in reading. 66.7% of disadvantaged pupils achieved compared to disadvantaged pupils nationally at 59%.

### **For all disadvantaged pupils in school to make or exceed nationally expected progress rates in maths**

In Year Six, 88% of pupils achieved expected standard compared to 71% nationally with 66.7% of disadvantaged pupils achieving national standard compared to a national percentage of 56%. Our mastery approach to maths, with implementation of mastery techniques and concepts across the school has been developed for 22 – 23 to continue to provide all pupils with the tools and confidence to achieve age related expectations.

### **Improved attendance for pupils**

Attendance of all disadvantaged pupils was monitored throughout the year. National attendance figures currently waiting to be published. Families were supported if they had any concerns about bringing their child to school (meetings, phone calls, early morning HT check in and rewards with pupils, assemblies etc.)

Good attendance has always been a priority for school and remains to be.

**Attendance**

		15/16	16/17	17/18	18/19
<b>Overall</b>	<b>School</b>	3.9%	2.6%	3.0%	2.9%
	<b>National</b>	4.0%	4.0%	4.2%	4.0%
<b>Persistent</b>	<b>School</b>	3.9%	0.7%	2.5%	2.6%
	<b>National</b>	8.2%	8.3%	8.7%	8.2%

Historical figures:

### **To enhance pupils' cultural capital by providing a breadth of experiences**

Residential, 'adventure days', water sports, scouting, team building, sporting opportunities and extra-curricular opportunities planned for pupils in all year groups. All pupils supported to attend if there were barriers in place. Positive feedback gained from parents and pupils.

## 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>
Spelling Shed	Ed Shed
Times Table Rockstars	Times Table Rockstars