

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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
Number of pupils in school	250
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 -22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Josephine Copeland, Headteacher
Pupil premium lead	Diane George, Deputy Headteacher
Governor / Trustee lead	Elizabeth Grimes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169,000
Recovery premium funding allocation this academic year	£4023.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£173,023.75

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

The intention of our Pupil premium strategy plan is that all pupils, irrespective of their background or the challenges they face, will be taught the skills they need to read and write well so that they acquire a secure foundation which enables learning across the curriculum, but more importantly, equips them to thrive as young adults. Our pupil premium strategy aims to accelerate progress for our disadvantaged pupils, including those who are high attainers, so that the learning potential of each child is unlocked.

High quality teaching is crucial for the attainment and progress of pupils. Research identifies quality first teaching (QFT) and strong pedagogic strategies, effectively implemented, as having the most impact on pupil progress. The rationale underpinning our pupil premium strategy is to ensure all staff are exposed to excellent professional development that provides them with the expertise and specialism to secure sustained improvements for our pupils.

All members of staff, governors and teaching assistants accept responsibility for improving the outcomes of our 'socially disadvantaged' pupils, and are committed to meeting their pastoral, social and academic needs within the school environment.

Our pupil premium strategy includes activities that:

- Enhance the quality of teaching, such as staff CPD
- Provide targeted academic support, including National tutoring programmes
- Addresses non-academic barriers to success in school, such as attendance, behaviour, and social and emotional support
- Provide an engaging and enriched curriculum where pupils' cultural literacy and cultural capital are explicitly developed

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>There has been a marked increase in the number of teacher referrals for support with pupil's well-being, following the pandemic. 53% of disadvantaged pupils are on the SEND register of which, over 50% require additional support with social and emotional needs.</p>

2	<p>Pupil progress discussions with teaching teams, and pupil voice surveys indicate significant learning loss and retention deficits as a consequence of school closure.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in early reading and number skills.</p>
3	<p>Our attendance data indicates that attendance among disadvantaged pupils is, on average, 2% lower than for non-disadvantaged pupils.</p> <p>63% of disadvantaged pupils have been 'persistently absent' compared to 37% of their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p>Our pupil voice discussions indicate that many disadvantaged pupils do not routinely have access to a wide range of 'enrichment' activities (as their non-disadvantaged peers) which are known to promote cultural capital.</p> <p><i>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. EEF: educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</i></p> <p>The EEF report 'What promotes better achievement for bright but disadvantaged students?' recommends that support to encourage ... <i>educational trips and out-of-school studying opportunities should be provided to promote attainment for disadvantaged students at all ages.</i></p> <p>Areas where disadvantaged pupils are supported include: swimming lessons; residential visits where financial support may be offered to cover some (or all) costs; visits out of school; visitors in to school; music specialist teacher.</p>

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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2022 demonstrated by:</p> <ul style="list-style-type: none"> Improved attendance Reduced number of referrals for therapeutic counselling Reduced number of negative interactions/incidents

<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths internal teacher assessment in 2022 judged 65% of disadvantaged pupils meeting the expected standard.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2022 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being in line (or better) than local averages and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. <p>the percentage of all pupils who are persistently absent being below 12% and a significant reduction (50%) of persistently absent disadvantaged pupils</p>
<p>School will deliver an engaging, broad and varied curriculum so that pupils' achievement in wider curriculum subjects is in line with non PP pupils and cultural capital is developed and sustained.</p>	<p>Pupils are exposed to a wide range of learning and memorable experiences, visits, visitors and extra-curricular clubs, which is evidenced through pupil voice surveys, pupil self-reviews and school council evaluations.</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)

Budgeted cost: £ 93 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><i>'...the best of standardised tests can offer increased objectivity, validity and reliability.'</i></p> <p>EEF Assessing and Monitoring Pupil progress, 2016</p>	<p>2</p>
<p>Funding to cover build Forest school enclosure and provide training and resources for forest schools teacher.</p> <p>Forest school teachers to support Pupil Premium children during Forest school sessions.</p>	<p>Nuffield Foundation research shows that participating in organised sports and joining after school clubs can help to improve primary school children's academic performance and social skills.</p> <p>https://www.forestresearch.gov.uk/documents/805/fr0112forestschooolsreport.pdf</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	<p>1, 2,4</p>

<p>Purchase of a DfE validated Systemic Synthetic Phonics programme to secure stronger phonics teaching for pupils in KS2</p>	<p>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</p>	<p>2</p>
<p>Extensive CPD for all staff in school (synthetic phonics/ maths pedagogy/ diagnostic assessment) – to create highly effective practitioners in all classrooms</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p><i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all”</i></p>	<p>2,4</p>
<p>Recruit specialist music teacher to support the school to widen it’s educational offer for all pupils, but also to reduce cultural capital gaps for our disadvantaged pupils</p>	<p>Arts participation approaches can have a positive impact on academic outcomes (+3 months) It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes. EEF Toolkit</p>	<p>1,4</p>
<p>Recruitment of an</p>	<p>Sir Tim Brighouse: ‘Pupils are guaranteed to make pro-</p>	<p>2</p>

<p>experienced recovery teacher (0.8 FTE) with a record of rapid impact for targeted, small group teaching</p>	<p>gress if the teaching is consistently good or better.’ Educational achievement conference 2013</p> <p>The typical impact of small group tuition is four additional months’ progress, on average, over the course of a year.</p> <p>EEF toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 23 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils in lower KS2 who require further phonics support. This will be delivered by an additional recovery teacher and teaching assistants 0.6 (FTE)</p>	<p>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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>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,</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2

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

Budgeted cost: £ 58 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,2
Appoint a Parent Liaison officer (0.4 FTE) to work in partnership with the EWO to increase attendance of disadvantaged pupils and reduce persistent absence	DfE report: link between attendance and attainment at KS2 and KS4 - March 2016 ... <i>in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2.</i> The accompanying text says: ... <i>pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10- 15 per cent of all sessions</i>	3

<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1,2,3,4</p>
<p>Specialist play therapist appointed to deliver 1:1 counselling sessions for target pupils</p> <p>Increased Educational psychologist time allocation to support the school's dialogic activities and implementation of strategies that support disadvantaged pupils' social and emotional health <i>(50% of PP on the SEND register have additional SEL needs)</i></p>	<p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores...</p> <p>Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months)</p> <p>EEF Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1</p>

Total budgeted cost: £ 173 000

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.

Our internal assessments during 2020/21 illustrate that the performance of disadvantaged pupils was significantly lower than our predictions in key areas of the curriculum. The impact of the disruption to education, due to the pandemic, has meant that outcomes for disadvantaged pupils were not fully realised.

Standardised scores in maths are significantly lower than English and age appropriate averages. The evidence points to a decline in standards in the period of remote learning. The digital maths scheme purchased by the school was evaluated as a sufficient resource for on line learning, but less effective when used as a face to face teaching tool. Maths pedagogy will be a key driver in staff training and professional development detailed in this plan.

Year group	English		Maths	
	<i>Disadvantaged</i>	<i>Non disadvantaged</i>	<i>Disadvantaged</i>	<i>Non disadvantaged</i>
Year 1	82.1	86.2	76.8	87.2
Year 2	103.1	115.7	91.1	101.3
Year 3	89.9	104.9	85.1	98.3
Year 4	84.3	100.4	78.4	88.0
Year 5	99.8	112.2	92.1	100.7
Year 6	96.8	100.0	85.2	96.6

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. Our PP funding was redirected so that we could ensure disadvantaged families had access to electronic devices, to enable participation in online learning.

The school's decision to purchase additional laptops for large families (3+ siblings) significantly increased online attendance because it reduced the need to share devices, which were often prioritised for use by older, secondary siblings.

Attendance overall in 2020/21 was lower than in the preceding years at 94.5%, however it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 2% higher than their peers and persistent absence 26% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. There has been a marked increase in the number of teacher referrals for support with pupil's well-being and we are increasingly being approached by families requesting additional help from mental health agencies. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
Maths Online 1 to 1 interventions	Third Space Learning
Reading and writing scheme of work and customised professional development support for teaching teams	Literacy Tree and Literacy Leaf

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

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Engaging with the LA Mental Health Support Team to provide 1:1 counselling targeting individual pupils and parents.
- School wide CPD on *Unconscious Bias*, which will include challenging myths and stereotypes around disadvantage
- Participation in the LA's '*Making the Difference*' professional development project to ensure research evidence strategies are used to inform PP funding.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.
- Every year group attends moderation training delivered by the LA
- Subject leaders in science, geography, art will begin working towards quality marks to ensure high quality planning, teaching, assessment and resourcing in each subject.