

Pupil premium strategy statement

This statement details our school's use of pupil premium funding, for the 2022 to 2023 academic year, 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	224
Proportion (%) of pupil premium eligible pupils	120
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 -23
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Josephine Copeland, Headteacher
Pupil premium lead	Diane George, Deputy Headteacher
Governor / Trustee lead	Hilary Grainger

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£166,200
Recovery premium funding allocation this academic year	£16,490.15
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	£182,690

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
- Addresses non-academic barriers to success in school, such as attendance, behaviour, and social and emotional support

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that there has been a marked increase in the number of teacher referrals for support with pupil's well-being. 53% of disadvantaged pupils are on the SEND register of which, over 50% require additional support with social and emotional needs.
2	Attendance among disadvantaged pupils is currently 91.3%. There is no significant gap between disadvantaged and non- disadvantaged pupils, however both groups are below local and national averages.

	27% of disadvantaged pupils are 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting the progress made by disadvantaged pupils', particularly those pupils identified as having additional needs.
3	<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>
4.	Assessments, observations, and discussions with pupils indicate vocabulary gaps among many disadvantaged pupils. This is evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
5.	Assessments, observations, and discussions with pupils suggests disadvantaged pupils generally have greater difficulties meeting age appropriate standards in phonics . This impacts their development as readers, contributing to slower than expected progress and widening gaps.
6.	Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non disadvantaged pupils. On average, there is a -10 point gap in standardised scores with both groups working below standardised norms. Gaps widened as a result of pandemic school closures and have not returned to pre- Covid data comparisons.

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>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2022 demonstrated by:</p> <ul style="list-style-type: none"> ▪ Improved attendance ▪ Evaluations of Strengths and Difficulties questionnaires ▪ Pupil voice surveys
<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 falls below 12% the proportion of disadvantaged pupils who are persistently absent reduces by 25%.</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 they is evidenced through pupil voice surveys, pupil self-reviews and school council evaluations.</p>
<p>Improved vocabulary among disadvantaged pupils so that pupils' oral and written responses show more evidence of varied, specific and deliberate word choices</p>	<p>Assessments and observations indicate significantly improved vocabulary among disadvantaged pupils across all curriculum areas. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment</p>
<p>Improved phonics attainment among disadvantaged pupils.</p>	<p>In 2022-23 we are targeting 70% of disadvantaged pupils meeting the expected standards.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>2023 KS2 maths outcomes show that more than 70% of disadvantaged pupils meet the expected standard.</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: £ 76 500

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>£4000</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>6</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for pupils in KS2</p> <p>£4000</p> <p>Subscription to Read Write Inc online training portal to allow for model lessons to be viewed and help embed consistently good practise</p> <p>£2500</p> <p>Introduce more robust phonics tracking document to and use rigorously to highlight gaps and those who need additional support</p> <p>Use phonics videos for parents to access at home and allow time for additional practise, where pupils require it</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>5</p>

<p>Improved oral language skills and vocabulary among disadvantaged pupils so that pupils' oral and written responses show more evidence of varied, specific and deliberate word choices</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>	<p>4</p>
<p>Middle Leaders to explicitly develop pedagogical approaches that promote language acquisition in foundation subjects</p> <p>:</p> <p>Review our strategy / approach to implicit and explicit teaching of vocabulary</p> <p>Research, agree and implement new models for enriching and embedding vocabulary</p> <p>Monitor implementation and impact</p> <p>Provide additional CPD as required</p> <p>Participation in the EEF and Greenshaw research school Sutton and Croydon Literacy partnership</p> <p>£3000</p>	<p>Approaches to develop vocabulary can be split into two groups: (1) explicit teaching of new vocabulary and (2) exposure to a rich language environment with opportunities to hear and confidently experiment with new words. Both approaches should be used.</p> <p>EEF Education Evidence Guidance Reports Improving Literacy in Key Stage 2 </p>	<p>4</p>
<p>Develop a culture where a love of reading is at the centre of the curriculum:</p> <p>Carry out reading surveys across the school to ascertain attitudes towards reading</p> <p>Implement strategies that promote a love of reading</p> <p>Clarify expectations on reading corners in classrooms where the quality of the books is the most important consideration</p> <p>Engage school council to conduct questionnaire to identify favourite authors/ titles/ genres in order to inform new book purchases</p> <p>Each class to be given a bespoke selection of classic, core books ...</p> <p>Books to read before year are 7..8..9 etc..</p>	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment.</p> <p>DfE Research evidence on reading for pleasure (2012)</p>	<p>5</p>

<p>£8000</p>		
<p>Funding to cover Forest schools teachers and provide training and resources</p> <p>Forest schools teacher to support Pupil Premium children during forest schools' sessions.</p> <p>£6000</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 https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	<p>3</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>£36 000</p>	<p>Arts participation approaches can have a positive impact on academic outcomes (+3 months)</p> <p>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.</p> <p>EEF Toolkit</p> <p>Extra-curricular activities provide children with opportunities to develop their interests and skills in a wider sense. By cultivating their confidence and happiness through attendance of clubs, these children are more likely embrace the whole school environment which could have a positive influence on their academic learning.</p>	<p>3</p>
<p>Develop pupils; mathematic language and reasoning skills so that they confidently apply understanding across a range of contexts</p>	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Ensure that professional</p>	<p>6</p>

<p>Increase staff confidence in maths reasoning and teaching mathematical language</p> <p>Implement systems that ensure children become fluent in maths and know appropriate maths facts by the end of the year</p> <p>To formulate an agreed pedagogical approach to teaching reasoning</p> <p>£4000 (CPD)</p> <p>£3000 purchase of pupil practice workbooks</p>	<p>development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p>EEF Education Evidence Guidance Reports Effective Professional Development</p>	
<p>To embed inclusive practices across the school</p> <ul style="list-style-type: none"> <input type="checkbox"/> For all teaching staff to have a secure understanding of the mainstream core standards as a basis for quality first provision for all pupils <input type="checkbox"/> To develop expertise in key aspects of SEND Pupils with To ensure that the progress of children with SEND is closely tracked <input type="checkbox"/> Embed the Croydon Locality SEND Offer into our ethos and support all staff to confidently adhere to this <p>£6000</p>	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school</p> <p>EEF Education Evidence Guidance Reports Special Educational Needs in Mainstream Schools</p>	1

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

Budgeted cost: £ 32 000

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 teacher</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:</p>	5

and teaching assistants 0.6 (FTE) £32 000	Phonics Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 75 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on attachment trauma informed approaches with the aim of developing our school ethos and strategies to support pupils' emotional well-being. £2000</p> <p>Purchase Assessment for Inclusion Tool and related teachers/ parent Apps and CPD £1000</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Appoint a Parent Liaison officer (0.4 FTE) to work in partnership with the EWO to increase attendance of disadvantaged pupils and reduce</p>	<p>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></p> <p>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></p>	2

<p>persistent absence</p> <p>£35 000</p>		
<p>Contingency fund for acute issues.</p> <p>£23 190</p>	<p>Since 2021 All Saints have received in year applications from a significant number of refugee families without recourse to public funds. Currently the school does not receive funding for these pupils despite the additional teaching and pastoral input needed to ensure our provision is appropriated planned and adapted. The contingency fund represents a fraction of the costs required to provide EAL training for staff; targeted English lessons for pupils and parents; tailored resources and emotional coaching to families who have experienced trauma.</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>1-6</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</p> <p><i>(50% of PP on the SEND register have</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>

<i>additional SEL needs)</i> £8 000		
Breakfast and holiday clubs £5000	By offering before/ after school clubs, enables the school to broaden its contact with certain families. We can ensure that these pupils have a calm and appropriate start to the day, which supports their readiness for learning. Holiday clubs allow the school to offer working families support in school holidays and further build the links between the school and its families.	1,2,3

Total budgeted cost: £ 182 690

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.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils

The school has improved systems to support the early identification of pupils' social and emotional needs. Working in partnership with a Mental Health Support Team, the school is able to provide counselling and intervention for pupils and parents.

82% of pupils/ parents accessing emotional well-being support are from a disadvantaged background.

Data from Strengths and Difficulties questionnaires show that 79% of pupils achieved lower difficulty scores.

Improved maths attainment for disadvantaged pupils at the end of KS2.

The results for national assessments in 2022 did not reach those of pre-covid levels, or initial national averages. The school identifies high levels of transience as one of the key reasons for lower than expected performances. The school's location is a vulnerability meaning there are frequent in year admissions and leavers. In 2021 the school admitted large numbers of refugee families, living in temporary accommodation within it's catchment area. The school now routinely, disaggregates outcomes to gain a more realistic picture of pupil achievement

Internal assessment evidence indicates the attainment gap between disadvantaged and others continues to be too wide. It is acknowledged that many of our disadvantaged pupils often belong to multiple vulnerable groups (including SEND) so it is imperative that our 2022-23 pupil premium statement identifies effective strategies for promoting progress particularly for pupils with SEND.

This year, the school has made the decision to purchase hard copies of standardised assessments, as opposed to electronic versions. Our evaluation of pupil's' engagement and outcomes suggested disadvantaged pupils were more likely to underperform using this medium. We attribute this to a lack of familiarity with digital functionality, slow keyboard navigation, which impacted on speed and ability to complete assessments, and a reliance on guess work.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Attendance data for all pupils is slowly returning to pre-covid levels. Current in year attendance shows that disadvantaged pupils have +0.8% better attendance compared to non- disadvantaged peers. This trend is also reflected in persistent absence where the percentage of disadvantaged pupils persistently absent is 5.5% lower than non-disadvantaged.

The proportion of disadvantaged pupils who are persistently absent is impacted by six pupils who have relocated. There will be a significant improvement in overall attendance and persistent absence once these pupils have been allocated in year places at new schools.

To 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.

The school continues to effectively deliver a broad and balanced curriculum through careful block teaching of some subjects (e.g. art and computing) and ringfenced, whole school timetabling of others (R.E and PHSE). This ensures all pupils, particularly disadvantaged, are exposed to a wide and engaging offer. Lesson observations evidence high levels of pupil participation and motivation, which is triangulated with book scrutinies and pupil surveys. A pupil voice discussion in summer 2022, with targeted disadvantaged groups across the school, indicated the positive impact of outdoor learning and art lessons on pupil's attitudes. School council minutes (Spring 2022), expressed enjoyment of outdoor learning opportunities and how keen pupils were to contribute ideas about how Forest schools could develop. It has been noted that attendance of all pupils, including disadvantaged, increases on Forest School timetabled days. In September 2022, the school was awarded the Silver Geography mark – a testament of the it's commitment to delivering a wide curriculum. The extensive collection of evidence towards the judgement indicated minimal differences between the achievement of disadvantaged pupils compared to their non disadvantaged peers.

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
Dyslexia Gold	Dyslexia Gold
Reading and writing scheme of work and customised professional development support for teaching teams	Literacy Tree and Literacy Leaf
Assessment for Inclusion Tool	Reach2teach

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.
- Participation in a commercial reading intervention programme, **Reading Plus**.
- 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.
- Subject leaders working towards quality marks to ensure high quality planning, teaching, assessment and resourcing in each subject.
- One member of staff participating in NPQ qualification in Behaviour and Culture
- Partnership with an EEF research school to implement evidence driven approaches to improve pupils' literacy skills