

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 CE (A) Primary School
Number of pupils in school	397 (43 Pupil Premium)
Proportion (%) of pupil premium eligible pupils	10.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Suzie Walker
Pupil premium lead	Juliette Little
Governor / Trustee lead	Suzie Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,100
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1476.50
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	£53,576.50

Part A: Pupil premium strategy plan

Statement of intent

All Saints School's vision is 'Together we Aspire, Believe, Explore, Achieve' This is underpinned by Matthew 17:20, 'If you have faith as small as a mustard seed you can say to this mountain move from here to there and it will move. Nothing will be impossible for you.'

This Pupil Premium plan aims to enable all children to realise this vision in their school journey and their lives. All Saints is committed to giving all children the best chances in their time with us and beyond. This plan is under constant review to meet the evolving and changing needs of our school community.

Challenges

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

Challenge number	Detail of challenge
1	The Covid Pandemic has impacted the attainment and progress of children in receipt of PP. The gap in attainment between PP children and non-PP is considerable in all subjects in all year groups.
2	Limited reading at home. This impacts vocabulary breadth which in turn impacts attainment across the school in all subjects. Audit by English hub has identified necessary improvements in phonics. <i>Across school ARE gap in Reading 2022 was -24 percentage points.</i>
3	Early language experiences and cultural capital results in language gap between PP children and non-PP. This is shown in the WellComm and Nuffield Early Language assessments used to screen all children in Reception.
4	Attendance. PP attendance 21-22 was 92.88% whilst non-PP attendance 2021-22 was 94.25%.
5	Individual barriers to learning including social and emotional skills and family circumstances are impacting attainment and progress. Limited access to activities and experiences, parent/carer engagement, low aspirations and expectations and inconsistent attendance are having a detrimental effect on pupil attainment. <i>Attainment gap in all subjects when comparing children in receipt of Pupil Premium and their non-Pupil Premium peers across the school (see school analysis).</i>
6	Boys do not achieve as well as girls in all subjects in all year groups apart from Maths, Reading and Writing in Year 1 and Maths in Year 2 and 3.
7	Parental engagement is low. Parental engagement of PP children is lower and attendance at school events and meetings is lower.

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>Increased attainment in reading for children in receipt of Pupil Premium so that achievement is in line with national average and the in-school gap between PP and non-PP narrows.</p>	<p>In school attainment gap to reduce (currently 24 percentage points across the school as of Summer 2022).</p> <p>Attainment and progress measures for pupils in receipt of PP will be in line with national average.</p> <p>Phonics attainment will improve from 79% to in line with national attainment.</p> <p>Boys will achieve as well as girls in their reading attainment.</p>
<p>Increased attainment in writing for children in receipt of Pupil Premium so that achievement is in line with national average and the in-school gap between PP and non-PP narrows.</p>	<p>In school attainment gap to reduce (currently 25 percentage points across the school as of Summer 2022).</p> <p>Attainment and progress measures for pupils in receipt of PP will be in line with national average.</p> <p>Phonics attainment will improve from 79% to in line with national attainment.</p> <p>Boys will achieve as well as girls in their writing outcome.</p>
<p>Increased attainment in maths for children in receipt of Pupil Premium so that achievement is in line with national average and the in-school gap between PP and non-PP narrows.</p>	<p>In school attainment gap to reduce (currently 34 percentage points across the school as of Summer 2021).</p> <p>Attainment and progress measures for pupils in receipt of PP will be in line with national average.</p> <p>Times table knowledge will be strong with Y4 timestable test showing good attainment.</p> <p>Boys will attain as well as girls in their maths attainment.</p>
<p>To develop early language experiences and close the gap in vocabulary so that PP children achieve as well as non-PP children in EYFS, KS1 and subsequently KS2. In school gap to reduce in GLD and all core subjects at key assessment points.</p>	<p>Language screening is carried out as part of baseline.</p> <p>Provision is in place rapidly to offer targeted language support through the NELI programme.</p> <p>NELI programme shows positive impact and accelerated progress leading to improved outcomes in GLD and KS1.</p> <p>Improved language abilities lead to improved attainment and narrowing of in school attainment gap between PP and non-PP children.</p>

<p>To improve PP attendance to 97% so that children are present in school and attain/ progress well from their starting points.</p>	<p>PP attendance is improved to 97%. PP attendance is comparable to non-PP attendance.</p>
<p>To identify individual needs for Pupil Premium children and provision is matched to support these needs. For PP funding to be able to provide additional provision to meet individual learning needs and social and emotional needs.</p>	<p>All Pupil Premium children have identified barriers to learning and provision. In school attainment gap to reduce. Pupil Voice and parent surveys show children in receipt PP are being supported well and achieving well. Children are happy at All Saints and enjoy their learning.</p>
<p>To improve parental engagement so families of PP children attend school events and meetings.</p>	<p>100% of families attend a parent meeting. Parental attendance at key events is strong for PP families.</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: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To embed Read, Write, Inc, and associated resources, across the school with support of the English Hub.</p> <p>Ongoing training throughout the year (purchased through Ruth Miskin Training and as part of English Hub).</p>	<p>Read, Write, Ink has a proven record for being a 'gold standard' phonics scheme as informed by English Hub team. During its implementation year, 79% of our Year 1 children passed the Phonics Screening Check.</p> <p>OFSTED good practice is for reading materials to match to children's phonic abilities. This ensures reading materials are accessible and progressive.</p> <p>EEF shows phonics has high impact.</p> <p>Quigley, A (2018) highlights the link between the alphabetic code, reading, vocabulary and educational success.</p>	1, 2, 3, 6
<p>CPD (through Ruth Miskin training and English Hub) for Reading leader.</p> <p>Additional non-contact time for Reading leader weekly to support staff CPD and development in relation to the teaching of reading.</p> <p>Reading leader to provide weekly coaching and support to phonics group leaders.</p>	<p>Clear and focused leadership to accelerate school improvement.</p> <p>Team teaching to support quality first teaching of reading.</p>	1, 2, 3, 6
<p>To implement Read, Write, Inc Spelling, and associated resources, across the school.</p>	<p>Quigley, A (2018) highlights the link between the alphabetic code, reading, vocabulary and educational success.</p> <p>L.C. Ehri (2000) found that spelling instruction improves reading ability, as it builds a learner's</p>	1,2,3,6

	knowledge of the alphabetic system as it is used in reading.	
To promote the writing of Boys across the school to promote engagement and close the gap through staff meetings and INSET training.	National Government data for 2021-2022 shows 54% of boys met the expected standard in reading, writing and maths (combined), down from 60% in 2019. 63% of girls met the expected standard in all three subjects, down from 70% in 2019.	
All class teachers to complete a class Pupil Premium overview to identify barriers and provision. Individual provision to be implemented following this. Class teachers to have non-contact time to meet PP lead after each data point.	Class teachers will have strong knowledge of their Pupil Premium cohort as individuals. Barriers to learning identified and provision matched to individual need. Impact of provision is monitored and evaluated by PP leader.	1,5
All staff provide high quality feedback (visual, written, verbal). Children are given time to respond to feedback regularly. Teachers to have non-contact time to engage in work looks to discuss feedback with subject leaders.	Feedback leads to response, purple pen improvement and progress. Feedback leads to immediate intervention and same day support. Work looks show effective feedback impacting progress. Teachers are involved in work looks to discuss feedback and see examples of good practice. EEF shows impact of feedback is high.	1,6
Forest School groups to take place weekly in Reception and Nursery. Led by Forest School leader.	Forest School provides rich language learning opportunities. Additional adult ratio enables more conversation. 'Word poor' children are unable to describe their world. For our children then, the limits of their vocabulary really do prove the limits of their world.' (Quigley, A)	3

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

Budgeted cost: £28,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted ARCH reader support to target PP children and support progress.	Regular reading practise can improve reading accuracy. EEF shows benefit of targeted support	1,2,5
Additional intervention (Fast Track) and support for PP children who are working in the lowest 20% in reading	Regular reading practise can improve reading accuracy. EEF shows benefit of targeted support and small group tuition Quigley, A (2018) highlights the link between the alphabetic code, reading, vocabulary and educational success.	1,2
Key adult to lead Nuffield Early Language Intervention (NELI) across EYFS/ Y1.	“The gap begins in the Early Years and is already evident when children a=start school at 5. The gap grows wider at every following stage of education. It more than doubles to 9.5 months by the end of the Primary School and more than doubles again to 19.3 months by the end of secondary. This shows the importance of intervening early then continuing to attend the needs of disadvantaged learners.” (Grenier, J) EEF shows Early Years intervention has moderate impact and moderate impact of oral language interventions.	1,3
To implement ‘Fresh start’ intervention to support reading attainment in Years 5 and 6	Regular reading practise can improve reading accuracy. EEF shows benefit of targeted support and small group tuition	2
Same Day intervention to be implemented daily to address misconceptions and offer catch up support.	EEF shows benefit of targeted support and small group tuition	1,2,5,6
School and Family partnership worker to provide support and	EEF shows benefit of targeted support and small group tuition	1,5,6

mentoring/ drop ins as needs are identified.		
Out of school hours Tuition led by teacher in groups of up to 4 to address English and Maths gaps in learning as a result of underachievement and Covid pandemic.	EEF shows benefit of targeted support and small group tuition	1,5

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

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent workshops to be led to help them support their child at home with phonics.	EEF Toolkit shows that parental engagement is consistently associated with pupils' success at school	1,2, 7
School and Family partnership worker to work with families to support pastoral needs (at home and school), vulnerability, or underachievement in school.	Parental engagement is shown to have moderate impact on attainment through EEF Social and Emotional learning moderate impact for moderate cost from EEF	1,4,5, 7
Attendance team meetings every month to identify children at risk of poor attendance and identify action. Targeted support offered to address attendance concerns on an individual basis.	Regular school attendance leads to raising standards leads to achieving more	1,4,5, 7
After school and breakfast club places funded to support engagement, attendance, and families in need.	To provide opportunities for social interaction (EEF shows social and emotional learning to moderately impact attainment). To help families get to school on time and improve attendance.	1,4,5
Enrichment activities funded on a needs basis e.g., trips, residential, extra curricular clubs.	Social and Emotional learning moderate impact for moderate cost from EEF	1,5,7

Breakfast snacks provided for children who have not eaten breakfast in the mornings.	Eating breakfast has been shown to improve children's behaviour at school and provides children with the energy that they need for the day.	1,5
<p>To send regular reminders and individual contact to PP families to remind them and invite them individually to school events.</p> <p>PP families to be invited to book parents evenings first through individual contact.</p>	Parental engagement is shown to have moderate impact on attainment through EEF	1,5,7

Total budgeted cost: £ 53,650

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.

Impact of provision in 2020-21

In 2021-22, our Pupil Premium support has needed to be reactive and flexible to support the following the Covid pandemic.

Impact of Tier 1- Teaching

Read, Write, Inc, and associated resources, across the school was implemented across with support of the English Hub. All teaching and support staff received INSET training purchased through Ruth Miskin Training on the RWI approach to effective teaching of Phonics. Additional CPD (through Ruth Miskin training and English Hub) was provided for the Reading leader which was then dispersed to RWI teachers. Reading and phonics books were also purchased which enabled children to take home books matched directly to their phonic knowledge and content of RWI sessions. As a result, regular feedback was provided RWI group leaders to improve the teaching and learning. In our 2022 Phonics Screening Check 79% of children in Year 1 passed and 98% in Year 2. In Year 1, 67% of children met ARE in Reading and 69% in writing.

Throughout the academic year, 5 staff training sessions were provided on self-regulation and metacognition led by the Educational Psychologist. These focused on the principles of emotional regulation, motivation, metacognition and self-regulation. As part of these sessions, teachers and support staff reflected upon how approaches discussed could be implemented within their classroom.

All class teachers completed a class Pupil Premium Overview to identify barriers and provision. This led to increased awareness of the needs for PP learners. As a result, Pupil Premium Lead and Family-School Partnership Worker were able to review and suggest appropriate support for PP children. They were also able to track the impact of interventions and provision.

Forest School sessions took place weekly in Reception and Nursery led by the Forest School leader. This provided children the opportunities to take risks in a safe environment and develop their language.

Impact of Tier 2- Targeted Academic Support

Targeted ARCH reader support was provided in Year 2 including targeting PP children and supporting progress throughout the academic year. Throughout the year, ARCH reader supported Year 2 children. In 2021-2022 academic year, 69% of children in Year 2 reached age expected or above in Reading compared to only 59% when they were in Year 1.

When reviewing the interventions across the school, additional intervention and support was promoted for PP children who are working in the lowest 20% in Reading.

In Reception, all children were assessed using the Wellcome assessment at the start of the academic year and provision implemented for those who needed additional language support and input. The Nuffield Early Language Intervention (NELI) was provided to 8 children across EYFS/ Year 1.

Throughout the year, All Saints School and our Family Partnership Worker provided support and mentoring/ drop ins as needed. These involved checking on vulnerable children within the school day to support based on a particular curriculum area or nurture need to motivate the learners.

Out of school hours tuition as part of the National Tutoring Programme (NTP) was provided to 9 children led by teachers in groups of up to 3. These focused on the children in Year 4 and 5 where the greatest impact of the Covid pandemic was identified by school leaders. These groups focused upon the gaps in learning in the English curriculum.

Impact of Tier 3- Wider Strategies

Parent workshops were led to help them support their child at home with phonics. Due to Covid restrictions this was held virtually with a high attendance. A video recording of the meeting was also shared with KS2 parents to allow for the information to be shared with them.

School and Family partnership worker worked with families to support pastoral needs (at home and school), vulnerability, or underachievement in school. This has involved daily check-ins, transporting children/supporting parents/carers to and from school, pastoral support for parents and children and communication with outside agencies to support vulnerable families.

Each month, the attendance team met to identify children at risk of poor attendance and identify action. Targeted support was offered to address attendance concerns on an individual basis and attendance contracts created to give targets for individual families. PP attendance has improved from 89% (2020-2021) to 92.88% in 2021-2022. Whole school attendance 94.08% which needs improving upon in the next academic year.

To support attendance and the need of particular families places were funded at Breakfast Club and at After School Club. This supported families in need with required childcare. Breakfast snacks have also been provided for children who have not eaten breakfast in the mornings.

To allow for all children to engage in the wider aspects of education, enrichment activities were funded for 2 children.

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
Read Write Inc.	Ruth Miskin
Read Write Inc. Spelling	Ruth Miskin

