

# Pupil premium strategy statement – All Saints’ CE Primary School

The overarching objective of this plan is for all Pupil Premium children to achieve the expected standards for their age group in reading, writing and maths.

Where this is not possible for the child, the objective is to make the child as successful as possible in their learning for life.

The current plan is focused on strategies which identify and address issues within the school day which are aimed at removing the barriers to learning many of our children face.

The key principle is the embedding of Quality First Teaching for all students no matter what age or stage they are.

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Nicola Smallwood
Pupil premium lead	Nicola Smallwood
Governor / Trustee lead	Andy Carter

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55, 410
Recovery premium funding allocation this academic year	£5,996
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£61,406

# Part A: Pupil premium strategy plan

## Statement of intent

The overarching objective of this plan is for all Pupil Premium children to achieve the expected standards for their age group in reading, writing and maths.

Where this is not possible for the child, the objective is to make the child as successful as possible in their learning for life.

The current plan is focused on strategies which identify and address issues within the school day which are aimed at removing the barriers to learning many of our children face.

The key principle is the embedding of Quality First Teaching for all students no matter what age or stage they are.

## Challenges

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

Challenge number	Detail of challenge
1	Social and emotional attachment issues are proving to be disproportionately prevalent in our pupil Premium children.
2	Outcomes in reading, writing, speech and language and maths are lower for the majority of Pupil Premium children. Parental ability to engage in their child's education is a factor in aspiration and outcomes.
3	Adverse circumstances occur in the children's lives and impact academic outcomes and social and emotional needs too.

## 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
Address social and emotional and attachment issues for PP children	Children will be happier in school, more able to engage in their learning and will have an increased self esteem.

Reading and writing outcomes for PP pupils will be in line with the national average, where possible	Progress made by PP children in reading and writing will accelerate to allow them to meet the national expected standards by the end of the year.
Phonic and maths outcomes will be in line with the national average	Pupils will be achieving national expected standards in phonics and maths by the end of KS1
A robust SEMH programme will be in place to support the needs of our PP children.	Adverse circumstances will be mitigated, the children will have a secure and stable outlet in school which allows for emotional growth.

## 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: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics training All school staff trained so small group literacy support using the phonics programme can supplement in class provision.</p> <p>Use of volunteers in school to hear targeted children read.</p> <p>High quality feedback enabling children to understand their next steps.</p> <p>Bookworm mornings in year 1 where parents of PP children are specifically targeted to help engagement in reading.</p>	<p>Utilise PP to promote long term change which will help all pupils including:</p> <p>Phonics (EEF Toolkit +5)</p> <p>Reading comprehension strategies (EEF toolkit +5)</p> <p>High quality feedback (EEF Toolkit +6)</p> <p>Small group tuition( EEF Toolkit +4)</p> <p>Parental Engagement (EEF Toolkit +4)</p>	2, 3

Use of the Great Teaching Toolkit to develop Quality First Teaching for all students.	Phonics (EEF Toolkit +5) Reading comprehension strategies (EEF toolkit +6) High quality feedback (EEF Toolkit +6) Small group tuition( EEF Toolkit +4)	2
Bangor dyslexia programme and Nessy dyslexia programme to build a layered approach to dyslexia provision. Herts for Learning KS2 Reading Fluency.  Reading Recovery Programme  Reception class 'I can talk' programme	Reading comprehension strategies (EEF Toolkit +6) Phonics (EEF Toolkit +5)	2
Kidsafe programme led by trained member of staff	Social and Emotional Learning (EEF Toolkit +4)	1,3

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

Budgeted cost: £22,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision teaching time to be added to TA timetables	Intervention based around Early Reading Research developed by Dr Jonathan Solity over 15yr period Teaching Assistant interventions (EEF +4)	2,3
ELSA given higher priority on timetabling, regular mentoring sessions with the Educational Psychology Team	Oral language interventions (EEF Toolkit +5)	1,2,3
Pearson Direct to Schools online maths tuition led by class teacher, before school for maximum of 3	Small group tuition (EEF Toolkit +4)	2

children per tutor (years 4, 5 and 6)		
Small group tuition in phonics led by qualified teacher	Small group tuition (EEF Toolkit +4)	1,2
After school tuition in literacy for small groups led by qualified teacher (years 3 and 4)	Small group tuition (EEF Toolkit +4)	2

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

Budgeted cost: £6406

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
ELSA trained adult to engage with parents as and when needed as a link to school to help with daily issues	Early Intervention (EEF Toolkit +5) Parental engagement (EEF Toolkit +4)	1,3
Subsidise residential trips for PP children	Social and emotional learning (EEF Toolkit +4)	1,2,3

**Total budgeted cost: £61,406**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

There has been an increase in the number of PP children in 3 year groups: 2 in yr1, 3 in yr2 and 1 in yr6. These children have been added to the data analysis.

Good progress has been made in reading up to year 4 with a marked improvement of children at age related in year 3. There continues to be an issue with reading in years 5 and 6. The phonics has had an initial impact which will now need to be embedded over the next year.

Writing is now a priority which may be impacted indirectly by the phonics programme and Great Teaching Toolkit work, this will be monitored closely over the coming year by the new Literacy lead and Deputy Head.

Over the year, there was a marked increase in the number of pupils needing low level anxiety and worry interventions, therefore, the ELSA lead has been given more time to carry out Boxall Profiles on the key children in order to track effectiveness of interventions and to be able to address more of the issues in school.