

## 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 Primary School
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	October 2021
Date on which it will be reviewed	Summer 2022
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	£53,110
Recovery premium funding allocation this academic year	£5,996
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£59,106</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Pupil Premium children will achieve as well as if not better than the rest of their cohort.

The current strategy plan focuses on the development of a well-rounded, focused curriculum will be in place for all children, targeted on engaging all learners with staff skilled in adapting and delivering information in a way in which is accessible to all.

Our key principles are based around the development of Quality First Teaching for all children.

Our strategy is also integral to wider school plans for education recovery after COVID, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected.

## Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and attachment issues are a barrier to learning for Pupil Premium children much more than for other pupils. This slows progress.
2	Reading, writing, speech and language and maths for some pupils eligible for Pupil Premium (excluding high ability who achieve) are lower than their peers. Not all of the children are encouraged to read at home.
3	Adverse circumstances occur in some of the Pupil Premium children's lives which affect their wellbeing and progress

## 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, emotional and attachment issues for pupils eligible for PP.	Pupils eligible for PP make above average progress by the end of the year

	so that all pupils eligible for PP meet age related expectations.
Reading and writing for pupils eligible for PP will be in line with their peers	Pupils eligible for PP make as much progress as 'other' pupils' reading and writing. Measured by teacher assessments and SATs in Y2 and Y6.
Phonics and maths for Key Stage 1 PP pupils will be in line with their peers	Pupils eligible for PP make as much progress as 'other' pupils in phonics and maths at Key Stage 1.
Mitigate the effect of adverse circumstances so that children have a secure outlet and are emotionally stable ready for learning	Children's progress is in line with non PP children.

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Small group literacy support in class – using both Senior Teaching Assistants and qualified Teachers Small group, teacher led, after school Use of volunteers in school to hear targeted children read High quality feedback showing children what they need to do in order to improve Bookworm mornings in Year 1 where parents of PP children are specifically targeted	Utilise PP to promote long term change which will help all pupils including: Phonics (EEF Toolkit +4) Reading comprehension strategies (EEF Toolkit +5) High quality feedback (EEF Toolkit +8) Small group tuition (EEF Toolkit +4) Parental Engagement (EEF Toolkit +3)	2, 3

<p>ELSA Early intervention (EEF Toolkit +5) to ensure that the children are ready for learning and the gap between them and their peers closes at the earliest possible stage.</p>	<p>ELSA Early intervention (EEF Toolkit +5) to ensure that the children are ready for learning and the gap between them and their peers closes at the earliest possible stage.</p>	<p>1,3</p>
<p>Bangor dyslexia programme. Herts for Learning Key Stage 2 Reading Fluency. Use of volunteers in school to hear targeted children read (suspended in the main due to COVID19) Bookworm mornings in Year 1 where parents of PP children are specifically targeted (suspended due to COVID19) Reception class 'I can talk' programme. Targeted support to enable children with specific needs to catch up One to One Tuition (EEF Toolkit +5) Our own tracking has shown these programmes to be effective. Parental Engagement (EEF Toolkit +3) Oral language Interventions (EEF Toolkit +5) Small group Tuition (EEF Toolkit +4)</p>	<p>Bangor dyslexia programme Herts for Learning Key Stage 2 Reading Fluency Use of volunteers in school to hear targeted children read (suspended in the main due to COVID19) Bookworm mornings in Year 1 where parents of PP children are specifically targeted (suspended due to COVID19) Reception class 'I can talk' programme Targeted support to enable children with specific needs to catch up One to One Tuition (EEF Toolkit +5) Our own tracking has shown these programmes to be effective. Parental Engagement (EEF Toolkit +3) Oral language Interventions (EEF Toolkit +5) Small group Tuition (EEF Toolkit +4)</p>	<p>2,3</p>
<p>Kidsafe programme delivered by trained teacher Staff trained in Emotional Literacy support Social and emotional learning (EEF Toolkit +4) to enable the children to</p>	<p>Kidsafe programme delivered by trained teacher Staff trained in Emotional Literacy support Social and emotional learning (EEF Toolkit +4) Trained ELSA to enable the children to express their concerns and worries in a safe environment and learn coping strategies.</p>	<p>1,3</p>

express their concerns and worries in a safe environment and learn coping strategies. Metacognition and self-regulation (EEF Toolkit +7)	Metacognition and self-regulation (EEF Toolkit +7)	
Involvement of outside agencies to reduce negative influence	Feedback from parents and children we have worked with these agencies states that they made a difference.	3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision Teaching refresher for all	History of the intervention working in school before loss of staff watered down efficacy. Intervention based around Early Reading Research developed by Dr Jonathan Solity over 15yr period	2,3
ELSA to be used more effectively, regular mentoring sessions to be implemented with the Educational Psychology team'	Cost = release time ½ day per term	1,3
Pearson Direct to Schools online maths tuition led by qualified teacher, before school, for small groups of a maximum of 3 children per tutor (Years 4, 5 and 6).	Small group Tuition (EEF Toolkit +4)	2,3
Small group tuition for Phonics led by qualified teacher.	Small group Tuition (EEF Toolkit +4)	2,3
After school tuition in literacy for small groups led by qualified teacher (Years 3 and 4)	Small group Tuition (EEF Toolkit +4)	2,3

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

Budgeted cost £

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA sessions to discuss attendance and behavioural issues with parents / children.	ELSA Early intervention (EEF Toolkit +5) to ensure that the children are ready for learning. Parental Engagement (EEF Toolkit +4)	1,3
Subsidise residential trips to enable access for our Pupil Premium children to engage in social and emotional learning in a residential setting.	Social and Emotional Learning (EEF Toolkit +4)	1,3

**Total budgeted cost: £59,106**

## 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.

Due to COVID-19, the Government have not published performance measures for 2020 to 2021.

COVID and lockdown have affected our results. Initial outcomes indicate that not all of our pupils entitled to PP are in line with their peers and this will be a focus of our targeted intervention next year.

Our internal tracking has shown the need for a focus on phonics across the school and considerable investment has been made in 2021 /22 in staff training and books for the children,

Training for ELSAs completed. Regular support for vulnerable children during Lockdown and when they returned to school. Staff training on bereavement