

Pupil premium strategy statement – All Saints

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	294
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Emma Prokipczuk
Pupil premium lead	Emma Prokipczuk
Governor / Trustee lead	Janet Gaten

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,959
Recovery premium funding allocation this academic year	£10,295
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>	£6096
Total budget for this academic year <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>	£111,350

Part A: Pupil premium strategy plan

Statement of intent

Our school vision is 'Guiding all our flock to flourish'. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. It also considers the research conducted by the EEF. Our schools will combine this evidence with professional judgement and knowledge of our own pupil's needs.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our intention is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve regardless of pupils' background.
- Ensure children receive support with non- academic challenges such as wellbeing, mental health and safeguarding concerns.
- Act early to intervene at the point needs are identified.

Challenges

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

Challenge number	Detail of challenge
1	The attendance and punctuality of disadvantaged pupils is below that of their non-disadvantaged peers.
2	Low cross-generational aspirations of disadvantaged families.

3	A high proportion of our disadvantaged pupils have Special Education Needs and often lack a family advocate.
4	A high proportion of our disadvantaged pupils experience challenging family circumstances with ongoing involvement from outside agencies.
5	A high proportion of our disadvantaged pupils have under-developed oral language and vocabulary skills.

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
Improved attendance and punctuality of disadvantaged pupils.	<p>As of November 2022, the attendance gap between disadvantaged pupils and non-disadvantaged pupils is 8.38% By July 2025, this will have reduced to a minimum 4%</p> <p>As of November 2022, the percentage marks late for disadvantaged pupils is 3.78% By July 2025, this will have reduced to a minimum of 0.5%</p> <p>As of November 2022, the percentage gap for persistent absentees between disadvantaged pupils and non-disadvantaged pupils is 20.7% By July 2025, this will have reduced to a minimum of 5%</p>
Our school acts as a springboard in promoting ambitious life opportunities for disadvantaged children and their families.	Increased attendance at in school events (eg. parents evenings, curriculum workshops, open days, Meet the Teacher and school based community events). Records of attendance will be closely monitored and reported over time.
Home school partnerships promote the removal of barriers for specific SEND support.	<p>100% of the parents of disadvantaged pupils attend at pupil passport meetings and/or SEND annual reviews.</p> <p>100% of the parents of disadvantaged pupils engage with the annual SEND parent survey.</p> <p>Where applicable, parents of disadvantaged pupils fully engage with external provision and/or external agencies recommended by the SENCO.</p>
Home school partnerships seek to increase the positive outcomes of the involvement of external agencies.	<p>Our internal, safeguarding records for our disadvantaged pupils demonstrate that:</p> <p>An increasing number of cases are closed successfully.</p> <p>The number of children being actively 'monitored' reduces over time.</p> <p>Fewer closed cases recur.</p>
Improved oracy and language skills among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language skills among disadvantaged pupils. This is evident through learning walks, pupil interviews, book looks, engagement in lessons, phonics data and ongoing formative and summative assessment.

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: £32,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 and small group support for disadvantaged pupils in the classroom.	Support staff should be used to support children of all abilities and they should support pupils to develop independent learning skills and to manage their own learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 3 & 5

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

Budgeted cost: £39,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic mentor (£10,089)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils, both one to one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olk/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olk/small-group-tuition	1, 2 & 5
Year 6 intervention teacher – 3 afternoons per week plus 2 after school sessions (£4648)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils, both one to one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olk/one-to-one-tuition	1, 2 & 5

	<p>And in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/small-group-tuition</p>	
<p>School led tutoring - after school tuition (£2696)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils, both one to one:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/one-to-one-tuition</p> <p>And in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/small-group-tuition</p>	1, 2 & 5
<p>Educational Psychology assessments (£7200)</p>	<p>It is important to acknowledge that there is so much to know about SEND that it is unreasonable to expect teachers to become experts in every aspect of such a broad and varied field. The focus, instead, should be on learning the skills required to understand pupils and their learning needs, gaining the confidence to make decisions based on observations and experience, and knowing when to seek specialist support.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</p>	2, 3, 4 & 5
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support - 15 hours per week (£8962)</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/phonics</p>	3 & 5
<p>Use of programmes (Talking Tables, Word Aware, Idioms) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills - 10 hours per week (£5975)</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-to-olkit/oral-language-interventions&utm_medium=search&utm_campaign=site_search&utm_term=oral</p>	3 & 5

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

Budgeted cost: £39,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker (£14,949)	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</p> <p>The EEF searched for impact evaluations published since 2000 that evaluated an intervention with a primary goal of increasing school attendance and that reported on a measure of pupil attendance or absenteeism.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	1, 2, 3 & 4
Access to the Warwickshire Attendance Team for advice and support (£2000)	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</p>	1
Support for disadvantaged children to access enrichment opportunities and increase their cultural capital e.g. trips, residentials and events. Provision of school uniform (£5000)	<p>Children with less cultural capital have difficulty with responding to setbacks, working with others, managing emotions and coping with difficult situations.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	1, 2 & 5
Theraplay, Lego Therapy, ELSA, Play Therapy and Forest School used as interventions to support mental and emotional health	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	1, 2, 3, 4 & 5

(play therapy £4680, ELSA £6661, Forest School (50% as other half sports premium) £4095)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Contingency fund for acute issues (£2000)	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.	

Total budgeted cost: £111,350

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We continue to see that the attainment of disadvantaged pupils has been impacted by the pandemic. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils.

Attainment of disadvantaged pupils (Years 1-6) Summer 2022



Attainment of non-SEND disadvantaged pupils (Years 1-6) Summer 2022



Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils