

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 | 304 |
| Proportion (%) of pupil premium eligible pupils | 26% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22 to 2024/25 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Emma Prokipczuk |
| Pupil premium lead | Vicki Palmer |
| Governor / Trustee lead | Janet Gaten |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £71,595 |
| Recovery premium funding allocation this academic year | £7395 |
| 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 | £78,990 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment 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 school'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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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
- ensure children receive support with non- academic challenges such as wellbeing, mental health and safeguarding concerns
- act early to intervene at the point need is identified
- 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

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2 | Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers which can negatively impact their development as readers. |
| 3 | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils . These findings are supported by national studies. This has resulted in gaps, particularly in writing. |
| 4 | Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. |
| 5 | The attendance and punctuality of disadvantaged pupils is below that of their non-disadvantaged peers. |

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 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 and ongoing formative assessment. |
| Improved reading attainment among disadvantaged pupils. | KS2 reading outcomes in 2024/2025 show that the majority of disadvantaged pupils make at least expected progress. |
| Improved writing attainment among disadvantaged pupils. | KS2 writing outcomes in 2024/2025 show that the majority of disadvantaged pupils make at least expected progress. |

| | |
|--|---|
| <p>Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> | <p>Pupil wellbeing surveys show that disadvantaged pupils have improved mental health and emotional wellbeing. Children make good progress during targeted interventions.</p> |
| <p>Improved attendance and punctuality of disadvantaged pupils.</p> | <p>Attendance of disadvantaged pupils is at least in line with the attendance of non-disadvantaged pupils by 2024/25.</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: £25,760

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|---|
| Training of more staff in the delivery of Read Write Inc phonics to secure stronger phonics teaching for all pupils. | Systematic phonics approaches have a strong evidence base to support a positive impact on reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 1, 2 & 3 £3825 - training plus access to resources |
| 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 £21,935 |

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

Budgeted cost: £26,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | 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 | 1, 2 & 3 £6500 - 12 hours of phonics intervention per week |

| | | |
|--|---|---|
| | regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF | |
| Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 1, 2 and 3 £15,000 - tuition in KS2 £5872 - support staff tutoring (Tutoring Grant) |
| 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. | 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: Oral language interventions EEF (educationendowmentfoundation.org.uk) | 1 £4500 - based on 8 hours per week |

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

Budgeted cost: £27,230

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Staff training on behaviour management and wellbeing approaches with the aim of developing our behaviour policy and supporting children with SEMH difficulties. | Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) | 4 & 5 £2000 - SEMH package |

| | | |
|---|--|--|
| <p>Support for disadvantaged children to access enrichment opportunities and increase their cultural capital e.g. trips, residential and events. Provision of school uniform.</p> | <p>Children with less cultural capital have difficulty with responding to setbacks, working with others, managing emotions and coping with difficult situations. Evidence shows they also have less oral language skills as a result of having less opportunities.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> | <p>3, 4 & 5 £3950 - trips £1580 - school uniform</p> |
| <p>Theraplay, Lego Therapy, ELSA, music therapy and Forest School used as interventions to support mental and emotional health.</p> | <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> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p> | <p>1, 3, 4 & 5 £1000 - 2 hours per week for 24 weeks of Theraplay £1000 - 2 hours per week for 24 weeks of Lego Therapy £500 - Theraplay training for staff £5000 - Forest School for one day per week £10,000 - ELSA for 15 hours per week plus cost of supervision</p> |
| <p>Clear strategies in place to improve attendance and punctuality including Access to the Warwickshire Attendance Team for advice and support.</p> | <p>The principals involve all members of the school community - leadership and management, relationships and communication, systems and data, and intervention.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> | <p>5 £200</p> |
| <p>Contingency fund for acute issues</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>3, 4 & 5 £2000</p> |

Total budgeted cost: £78,990

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

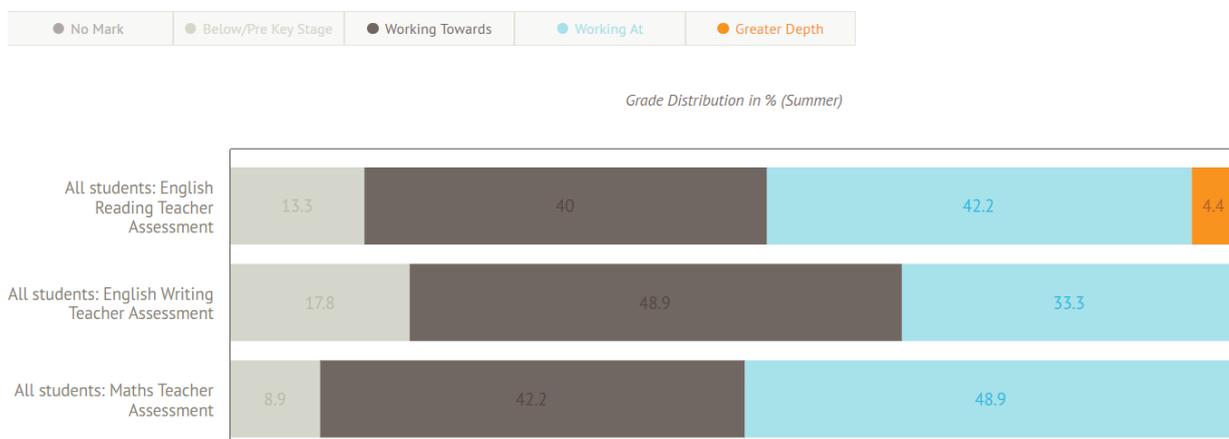
This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous year in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality live online teaching and the provision of technology, learning materials and paper resources where needed.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Teacher Assessments 2020/21 for Pupil Premium Recipient Reading, Writing, Maths Y1-6



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:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours. We work as a trust of schools and share good practice between ourselves.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

