

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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
Number of pupils in school	56
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/ 22
Date this statement was published	November 2021
Date on which it will be reviewed	March 2022
Statement authorised by	
Pupil premium lead	Z. Scott
Governor / Trustee lead	R. Bailye

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,105
Recovery premium funding allocation this academic year	£2,000
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	£15,105

Part A: Pupil premium strategy plan



Statement of intent

All Saints CE Primary School focuses on the needs of the children to ensure that they are not disadvantaged when accessing their education. This is not limited to and exclusive to those children receiving Free School Meals. When allocating spending careful consideration to the context of the school and the subsequent challenges faced. EEF research informs decisions. Common barriers to learning for our disadvantaged children can be: weak language and communication skills, less support available at home, having SEN needs, more frequent behaviour difficulties and attendance and punctuality issues.

Principles

It is the intention of the school to:

- Ensure all teaching and learning opportunities meet the needs of all pupils
- put provision in place that meets the needs of pupils who belong to vulnerable groups, eg SEN, ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- recognise that not all PP pupils are in receipt of free school meals. Support may be put in place for pupils or groups of pupils the school has identified as being PP.
- allocate funding based on the needs of the individual. This may mean that some children are not always in receipt of all the strategies that are put in place all of the time
- ensure that all children have the opportunity to reach their full potential and not be disadvantaged by barriers in place due to being PP.

Demographics and School Context

All Saints CE Primary School is a Church school, part of the Staffordshire University Trust (SUA). The children are at the centre of everything we do. As a small rural primary school, we have mixed ages in all classes. The school has a long and proud history, consisting of over a 160 years of education in Staffordshire. It is committed to providing the best kind of learning experiences to all of their learners, encouraging them to love, live and learn to be the best version of themselves.

Long Term Objectives

- To narrow the attainment gap between PP and non-PP pupils nationally and also within internal data.
- For all PP pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectations at the end of Year 6.

Strategies

The intended provision for PP pupils is to include, but is not limited to:

- Reduced costs for music tuition, activities, school trips and residential visits
- Support for families
- Additional learning support
- Access to nurture support
- Access to Emotional well-being support for individuals and if appropriate their immediate family
- Work towards accelerating progress, moving children to at least Age Related Expectations
- Encouraging participation in extra curriculum activities
- Support with speech and language development
- Addressing and supporting attendance and lateness

Challenges

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

Challenge number	Detail of challenge
1	<p>Oracy and limitations in vocabulary</p> <p>Writing continues to have less than 20% of children on track, following the trend of the previous three years. On entry to school there is a low level of oracy and vocab which is impacting as the children continue through school.</p>
2	<p>Low Attainment trend in Core subjects</p> <p>Observations, pupil discussions and data indicate that the attainment and progress in Reading, Writing and Maths remains lower than expected in school, for PP children, with some year groups showing a trend of having no PP children on track. The gap between PP and Non-PP is of high concern.</p>
3	<p>Social and emotional impact of COVID</p> <p>The use of the Listening Ear has demonstrated an increase in the number of children with concerns and needing someone to talk to. Internal data has recorded a dip in attainment for those PP children who were on track. The lack of exposure to the learning environment has had a negative impact on their ability to learn at home.</p>
4	<p>Lack of exposure to those experiences that will potentially impact on children's ability to learn in line with their peers.</p> <p>School closure has limited the enrichment activities for a number of pupils. Discussions with children and observations in school has identified the lack of educational experience that has taken place. The risk is this will continue to be detrimental to attainment in the school, widening the gap further.</p>
5	<p>Children with SEN and PP funding are attaining less</p> <p>The trend of data for the past three years shows that children with SEN and PP have never been on track</p>
6	<p>Attendance</p>

	Attendance for PP children is sitting on average 5% below their peers. A gap in attendance exists between PP (93%) and whole school (94.09%) attendance. The gap has always existed, however persistent tracking by the school office has narrowed the gap over time. The level of PA is becoming higher. Office support to reduce this gap is needed.
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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
To improve communication skills orally to allow children to engage in their topic areas and speak with confidence as they move through the school	<ul style="list-style-type: none"> • Children are able to speak in clear sentences to communicate their needs and understanding- measured through the ELG, • Staff trained in the NELI programme to lead and deliver high quality intervention • Subject themed language is used by the children orally and through written language- evidenced in writing data
Improve attainment and progress in Reading,	<ul style="list-style-type: none"> • Consistant and regular monitoring will raise standards of teaching for reading. • A reading review and support from an outside advisor will provide specific guidance for teaching and monitoring of reading • Children will make expected progress in line with non-PP children in the school. • The gap of attainment will narrow with more children being on track with their learning closing the gap that has consistently existed.
Improvement in attainment and progress in Writing.	<ul style="list-style-type: none"> • Training in the delivery of writing to be completed to improve class teaching of writing • Consistant monitoring and support to raise standards and the attainment of the children • Children to progress in line with their peers. • There will be children on track in writing closing the gap that has existed over time. •
Improvement in attainment and progress in Maths.	<ul style="list-style-type: none"> • Implementation of Maths mastery and support from the maths hub to support the delivery of maths across the school • Focused trained with teaching assistants to support pupils with specific teaching and support skills introduced.

	<ul style="list-style-type: none"> • Consistent monitoring and support to raise standards and the attainment of the children • Children to progress in line with their peers. • There will be children on track in writing closing the gap that has existed over time.
Ensure children with SEN make expected progress in Core subjects	<ul style="list-style-type: none"> • Children with SEN have not been on track in school. Specific support for these children to show expected progress is at least being made • Recruitment of high quality teaching assistants to deliver specific support to meet the needs of the individuals to support their progress • Staff are aware of the needs of individual children and are supported through monitoring to meet their needs to ensure progress.
To improve and sustain the wellbeing and mental health of children, particularly PP pupils, to ensure they are ready to learn. Address behaviour concerns	<p>Sustain high levels of wellbeing and mental health evidenced through:.</p> <ul style="list-style-type: none"> • Observation and pupil voice demonstrates children being ready to learn. • Record keeping for nurture/ Forest school/ Listening Ears • A reduction in the number of behavioural incidences requiring SLT interventions.
An improvement in the attendance of pupils with a reduction in persistent absence which is impacting on lost learning	<ul style="list-style-type: none"> • Working with families to support them to ensure regular attendance of the children lowering the percentage of persistent absence • Meetings with parents to explain the impact of lost learning on the child's attainment. • Attendance data for all children to be at least in line with National and close the gap that exists.
All children, to be exposed to learning opportunities to enrich their knowledge, behaviours and skills through well-planned curriculum experiences within lessons or on external visits	<ul style="list-style-type: none"> • All children will engage in learning opportunities which will be evidenced through monitoring in lessons • Planning monitoring and book talk with pupils will document the opportunities planned for the children to learn in line with peers. • Impact on attainment and progress in all subject areas. • All children will attend engagement and experiential activities and opportunities

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: £4,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NELI programme to be in place for EYFS children. Assessments to have taken place and children identified by the end of term. Support to begin in January. Training up to date for staff delivering the programme.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: In some cases the overall effectiveness can improve pupil outcomes by six months.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Ongoing training, monitoring and CPD to ensure teaching meets and addresses the needs of the children. Use of in-service training and staff meeting time to further</p>	<p>The impact on focusing and developing metacognition in children can improve outcomes for pupils by seven months where staff are implementing the system effectively and consistently across the school..</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>2, 4</p>

<p>develop subject knowledge of staffing when delivering a progressive curriculum.</p> <p>Teaching to focus on giving children the tools to overcome barriers and develop their own ownership of learning.</p>		
<p>Children with SEN receive specific intervention to target needs.</p> <p>Staff training to secure the ability of welfare staff to support smaller intervention groups.</p> <p>Training for welfare support staff to deliver in class reading intervention for small groups of children.</p>	<p>Children in smaller groups make the expected progress and maintain the gains when returning to whole class teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>2, 4, 5</p>
<p>Continue CPD with maths mastery through the guidance of the maths hub.</p> <p>Bespoke training by the maths</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Mastery Learning can impact six months or more on pupil outcomes.</p>	<p>2, 4, 5</p>

lead with teaching assistants to support the		
CPD to support the development of a writing strategy to be imbedded across the school.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Mastery Learning can impact six months or more on pupil outcomes. A development of vocabulary usage and application to learning as mentioned previously	1, 2, 4

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

Budgeted cost: £8,489.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Time and commitment from staff to deliver the NELI programme on a regular basis	For the development of oracy to have an impact it needs to be repetitive and on a regular basis. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Enhancement of our reading, writing and maths teaching and curriculum in line with DfE and EEF guidance Additional support in Core subjects to PP children within the lessons.	Development of the evidence based strategies to develop the provision for SEND children through class based support. https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send	2, 4, 5

CPD and monitoring to support this.		
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.	<p>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)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 3

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

Budgeted cost: £5,850

Activity	Evidence that supports this approach	Challenge number (s) addressed
Learning is related to what the children will have an understanding of. Children are provided with life experience	<p>Children can gain from the time spent outside of the classroom. The evidence basis explains the impact that it is thought to have on children's outcomes, however at this time the impact has not been measured.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>There is, however evidence to support the development of self-confidence and motivation.</p>	4

<p>s, residential, school visit. Classroom environme nt engages children in the learning</p>		
<p>Use of forest school, listening ear and mentoring to improve the quality of social and emotional learning for children Small group mentor workshops with trained staff to meet specific needs of the children identified through listening ear. Wellbeing councillor available to meet specific individual needs</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>3, 4</p>
<p>. The DfE guidance has been informed by engagemen t with schools that have</p>	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice</p>	<p>6</p>

significantly reduced levels of absence and persistent absence.		
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Total budgeted cost: £ 18,729.90

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 years in key areas of the curriculum. The number of children who had been on track has been impacted by school closures. Internal data shows that 50% of SEN/PP children have been identified as having a significant gap in attainment and progress. Attendance for these children needs to be monitored this academic year.

As with other schools, closure has impacted on our children, particularly the PP pupils. It has not been possible to implement all of the strategies planned, however additional support was put in place to support these families socially and emotionally as well as providing specific consideration to meeting family's needs during the home-schooling period. Unlike 2019/20, the home school provision put in place during the academic year of 2020/21 was of a higher standard and the time away from school has not had as big an impact on the data as the previous year. School had to work harder to ensure that families continued to work with us during this time and ensure that the children were kept safe. Although our attendance remains higher than the national average currently, there is still a gap between PP and Non-PP attendance. The use of the EWO will be used to continue to reinforce the importance of school attendance.

Many of the intended outcomes from the report this year are a continuation from last year owing to the absence from school for quite a few children. In addition to the proposed actions, school ensured that paper packs were available to all PP pupils during the school closure. In addition, welfare checks were carried out on a weekly basis and food deliveries made where parents were unable to collect. For some families this coincided with additional visits from the EWO.

The proposed actions in this report have been identified through internal data, staff and pupil discussion and pupil progress meetings.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details