

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 (updated Nov 2023)
School name	All Saints C.E.V.A Primary School
Number of pupils in school	393
Proportion (%) of pupil premium eligible pupils	17.8%
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	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	FGB
Pupil premium lead	Karen Cumberpatch (Deputy Head Teacher)
Governor / Trustee lead	Pete Burditt (Chair & link PP Governor)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95270
Recovery premium funding allocation this academic year	£8992
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£104262

## Part A: Pupil premium strategy plan

### Statement of intent

At our school, we aim to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils that is comparable with that of non-disadvantaged pupils nationally.

During the period of this strategy plan we will focus on the key challenges that may prevent our disadvantaged pupils from attaining well, for example, oral language, vocabulary and low aspirations. Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in diagnostic assessment, not assumptions about the impact of disadvantage so that the correct support and opportunities can be provided. This ensures the children achieve success and the motivational drive that comes with that success. This success may be measured in terms of academic progress and achievement or in terms of social skills, confidence and motivation.

Our expectation is that all pupils, irrespective of background or the challenges they face become strong readers. This will enable them to read to learn, develop a thirst for learning, broaden their horizons and make positive contributions to the wider community.

We monitor the progress of all children closely to ensure that any gaps in progress and achievement between different groups of pupils are addressed through approaches that complement each other to help pupils excel. To ensure they are effective we will:

- Ensure that disadvantaged pupils are challenged in the work that they are set by 'scaffolding up' and not 'differentiating down'
- 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.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><i>Speech and Language &amp; Vocabulary</i></b></p> <p>Early years screening, observations and discussions show that there is an increasing number of children with underdeveloped oral language and vocabulary gaps, some of which were not identified prior to school entry.</p> <p>Our baseline assessments on entry to Reception demonstrate that 50% of our disadvantaged pupils arrived with age related expectations in speaking compared to 78% of others in 2022-23.</p>
2	<p><b><i>Phonics</i></b></p> <p>Assessment data demonstrates that some disadvantaged children attain less well in the Year 1 phonics check, impacting on their development as readers.</p> <p>Internal assessment showed that in 2019-20 57% of our disadvantaged pupils achieved age-related expectations compared to 78% of others. Due to a change in the way phonics was delivered (whole class letters and sounds) assessment data showed that in 2020-21, 75% of our disadvantaged children achieved age related expectations compared to 60% of others. However, pandemic related school closures had an impact and some children need intervention. A new phonics scheme (Jolly Phonics) incorporates this. In 2021-22, there was a 63% pass rate for disadvantaged children compared to 67% of others. In 2022-23 the pass rate for disadvantaged children was 60% compared to 67% of others.</p>
3	<p><b><i>COVID (2019 – 21)</i></b></p> <p>Our assessments, observations and discussions with families show that many of our disadvantaged pupils' education has been disproportionately impacted by partial school closures. These findings are backed up by a number of national studies on partial school closures.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment</a></p>
4	<p><b><i>Social Emotional &amp; Mental Health (SEMH)</i></b></p> <p>Our assessments, discussions and observations have identified social, emotional and self-confidence difficulties for some of our disadvantaged pupils. Aspirations amongst some of our disadvantaged pupils is low.</p> <p>Within our school, 76 pupils were identified as needing additional support with social and emotional needs, with 32 receiving small group or 1:1 intervention in 2022/23. This has increased in 2023/24 to 81 children needing additional support with social and emotional needs, and 49 currently receiving small group or 1:1 intervention.</p> <p>We have had a significant increase in the number of families who have identified themselves as needing food support during school holiday periods this year, 59 (20 PP) up from 28 (19 PP) previously, supported via The</p>

	<p>McCarthy Dixon Foundation. We supported 7 families on a weekly basis during 2021-22. However, with the current cost of living crisis this increased to 20 (September 2022), supported, in part, via the Gospel Hall congregation.</p>
5	<p><b><i>Attendance &amp; Punctuality</i></b></p> <p>Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better attendance and punctuality.</p> <p>Whole school attendance is good. There is an attendance gap between disadvantaged children and non-disadvantaged children. However, the overall trend for this gap is reducing. Our analysis shows that the attendance gap for our disadvantaged pupils compared to non-disadvantaged pupils was 8.27% for the academic year 2019-20; 5.99% for 2020-21, and reducing to 3.09% in 2021-22. In 2022-23 it increased slightly to 3.29%.</p>
6	<p><b><i>Writing (New 2023-24)</i></b></p> <p>Our analysis shows that in 2022-23 at KS1 we achieved 42% expected standard compared to National figures of 60%.</p> <p>At KS2 we achieved 57% compared to national of 71%.</p> <p>National Disadvantaged data was not available at the time of writing and will be added as soon as available.</p>

## 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
<b>Challenge 1: Speech and Language</b> Improved oral Language for disadvantaged pupils.	<p>Teacher assessment of pupils' oral language and vocabulary demonstrates a reduction in the attainment gap between disadvantaged pupils and their peers in school from 10% to no more than 5% (by the time they leave EYFS). This is within a context of high attainment for all. 2022/23 data shows disadvantaged pupils achieved 67% and others achieved 77%.</p> <p>External school improvement support verifies these findings in pupils' day to day learning (LA, moderation).</p>
<b>Challenge 1: Vocabulary</b> Improved vocabulary for disadvantaged pupils	<p>Standardised vocabulary test scores (BVPS) reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers.</p> <p>Those children identified who are below age-related expectations on the EYFS baseline for language (7 children = 17.1% of cohort) to be targeted for small group interventions (Phonics, Talking Success) as appropriate. Vocabulary standardised age equivalent results to improve by at least 8 months when reassessed after 6 months (April 2024).</p> <p>Internal school moderation has verified these findings in pupils' day to day learning.</p>
<b>Challenge 2: Phonics</b> All disadvantaged pupils leave All Saints as strong readers	<p>KS1 phonics assessment scores continue to reflect our ambition that disadvantaged pupils achieve at least as well as their peers (In 2022-23 internal data shows that 60% of our disadvantaged children achieved age related expectations compared to 74% of others).</p> <p>All pupils in year groups 1 – 6 are assessed against national standard using the PIRA Reading Assessment and inform next steps.</p> <p>Year 1 &amp; 2 phonic outcomes show disadvantaged pupils performing as well as non-disadvantaged pupils nationally, and reflect our ambition for at least 85% of all our children to meet expected standard.</p>

<p><b>Challenge 3: Post COVID catch up</b></p> <p>All disadvantaged pupils to have made significant progress in closing gaps caused by lost learning and are 'secondary ready'.</p> <p>1:1 Tutoring for identified children to support catch up.</p>	<p>Identified children are more confident to contribute to class discussions and tackle new concepts in maths and English.</p> <p>The vast majority of pupil premium children are making good progress from their different starting points.</p>
<p><b>Challenge 4: Social Emotional &amp; Mental Health (SEMH)</b></p>	<p>All PP pupils requiring SEMH support, to be able to access pastoral support in a timely manner.</p> <p>Where further referrals to outside agencies are required, these are completed with parental consultation.</p>
<p><b>Challenge 5: Attendance &amp; Punctuality</b></p> <p>Improved attendance for disadvantaged children</p>	<p>Attendance for disadvantaged pupils is at least 95% each term (in line with non-disadvantaged pupils). The overall trend is improving. In the 2020-2021 academic year it was 90.6% and in 2021-22 it was 92.3%. In 2022-23 it was 92.4%.</p>
<p><b>Challenge 6 (New 2023-24): Writing</b></p> <p>Improved attainment at KS2</p>	<p>KS2 results in 22/23 show an improved picture for PP children (Current Year 6 = 13 children, 22% of cohort) At end of year 5 62% were EXP or above (compared to 71% non PP)</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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>S&amp;L:</b> Train 2 TAs (EYFS/Yr5) in 'Talking Success' so that identified children with S&amp;L difficulties have support from trained staff. <i>Progress tracked via Edukey.</i></p> <p>S&amp;L coordinated across the school by specialist Inclusion TA (HDI)</p>	<p>There is a strong evidence base that oral language interventions are inexpensive to implement with high impact:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1, 2</p> <p>See SDP A2</p>
<p><b>Vocabulary:</b> Develop and widen vocabulary:</p> <ul style="list-style-type: none"> <li>Staff CPD explicitly teaching vocabulary: spoken (tier 1), vocab usually found in text (tier 2), subject specific vocab (tier 3).</li> <li>Additional planning release for teachers to identify key vocabulary in planning from subject progression maps.</li> </ul>	<p>'Closing the vocabulary Gap' by Alex Quigley</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1</p> <p>See SDP A2</p>
<p><b>Vocabulary:</b> Develop and widen language skills of PP/EAL children – Continue to embed Learning Village across the school – currently increased from 10 to 25 user licences, (3 PP). Continue to train TAs to support identified children, coordinated by specialist Inclusion TA.</p> <p><i>Progress tracked via Edukey.</i></p>	<p><a href="https://www.learningvillage.net">https://www.learningvillage.net</a></p>	<p>1</p> <p>See SDP A2</p>

<p><b>Phonics:</b> CPD for all new staff on new phonics strategy, Jolly Phonics. KS2 staff use screening tool before intervention, EYFS, KS1 to implement with whole class provision.</p> <p><i>Progress tracked via Edukey.</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>2</p> <p>See SDP A3</p>
<p><b>Writing (New 2023-24):</b></p> <p>Writing deep dive by lead Ofsted inspector to identify gaps in provision and potential strategies to close the gap.</p> <p>Use of comparative judgement to benchmark PP performance against their peers and to set targets to improve.</p>	<p>Comparative judgement is a process where judges compare two responses and decide which is better. Research has shown the process to be as reliable as double marking, but much quicker.</p> <p>The biggest advantage of CJ in assessing academic performance is that each students' work is judged many times by many different examiners. Because the final script assessment comes from a combination of all the various judgements it avoids the potential of a rogue, but decisive, single judgment.</p> <p><a href="https://www.nomoremarking.com/?countryCode=GB">https://www.nomoremarking.com/?countryCode=GB</a></p>	<p>6</p> <p>See SDP A4</p>



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

Budgeted cost: £61800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Vocabulary:</b> BVPS screening for children below in EYFS baseline and individual children as identified through observation and teacher assessment in Year 1 & 2.	Standardised results enable identification of children with poor vocabulary and ensuring appropriate support is put in place – see S&L provision.	1  See SDP A2
<b>Vocabulary:</b> Ensuring disadvantaged pupils who are also EAL have an opportunity to make rapid progress. Learning Village intervention programme to be increased to support more children across the school.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  <a href="https://www.learningvillage.net">https://www.learningvillage.net</a>	1  See SDP A2
<b>Phonics:</b> Use of screening tool across KS2 in the Jolly Phonics intervention pack.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 2  See SDP A3
<b>Fresh Start:</b> Small phonics intervention groups for children who need a different approach or have joined school at non-standard transition points with poor phonics knowledge when Jolly Phonics Intervention has not worked.	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start</a>	1, 2  See SDP A3
<b>COVID Catch-up:</b> Small group tutoring for identified individual children, including additional out of school provision for specific children (eg: Seeds of Change)	<a href="https://theseedsofchange.co.uk">https://theseedsofchange.co.uk</a> See case studies  Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both 1:1: <a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a>	3  See SDP A2 - 6

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">k/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
<b>COVID Catch-up:</b> Additional ELSA support for individuals and telephone support for parents. Inclusion TA trained as a FSW to support identified families.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and later in life (eg: improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	3  See SDP B2
<b>SEMH:</b> ELSA support for identified children (4 children every 6 weeks, 1:1)	<a href="https://forestschoollassociation.org/what-is-forest-school/">https://forestschoollassociation.org/what-is-forest-school/</a>	3, 4, 5  See SDP B2
<b>SEMH:</b> Forest School Intervention for Yr 3C to support greater enjoyment in learning and social interactions and improvements in learning behaviours. Staff in training.	<a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a>	4, 5  See SDP B2
<b>Writing (new 2023-24):</b> A group of Year 1 and Year 3 children identified for small group additional tuition in writing lead by class teachers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	6  See SDP A4

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

Budgeted cost: £22462

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Closing the Digital Divide:</b> Computer, iPads, dongle, Wi-Fi vouchers provided when needed to support children with home learning. All PP children given a tablet as part of the free bundle.</p>	<p>A number of children are unable to access home learning or identified difficulties with technology at home, sharing computers/tablets.</p>	<p>3</p> <p>See SDP B2, C2</p>
<p><b>SEMH:</b> School closures flagged up ongoing poverty/food shortages. Links for families with a local charity (McCarthy Dixon Foundation) and church group (Gospel Hall). Further consideration for cost of living crisis and impact on all families. Free food larder and uniform/shoe cupboard set up in school to support families in need.</p>	<p>Requests for food parcels increased during COVID. Originally receiving 16 parcels during 2019/20. This has increased to 30 parcels (September 2021) many from families not in receipt of PP.</p> <p>Considerable increase in weekly food parcel requests from 6 in 2021-22 to 19 (September 2022). Many families not previously identified themselves as in need.</p>	<p>3, 4, 5</p> <p>See SDP B2, C2</p>
<p><b>SEMH: Breakfast offer &amp; snack stop</b> Breakfast made available to all in need from 8:45am to 9am daily to ensure all children are ready to learn. Snack stop for all KS2 children at morning break daily. Exotic fruit provided once per term to give all children a wider taste experience.</p>	<p>By removing the perceived stigma of asking for food there has been an increase in the identification of children feeling hungry first thing in the morning and mid-morning. All children are therefore offered something to eat, resulting in children be better placed to learn, whilst showing them respect and maintaining their dignity.</p>	<p>3, 4, 5</p> <p>See SDP B2, C2</p>
<p><b>SEMH:</b> Increase in identification of families needing Early Help (EHA) support. Inclusion TA trained as a FSW.</p>	<p>Increased SEMH support for children and parents during school closures via telephone identified the need for further support for families going through difficulties.</p>	<p>4, 5</p> <p>See SDP B2, C2</p>
<p><b>SEMH:</b> A resource bundle given to all PP children, including uniform, iPad/tablet, access to a sports club, peri music tuition, financial</p>	<p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.</p>	<p>4, 5</p> <p>See SDP B2, C2</p>

<p>support for trips and transport when necessary.</p> <p>2022-23: Uniform exchange also established</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	
<p><b>SEMH:</b> Provision of targeted trips to improve cultural capital experiences, identified through survey based on National Trust '50 things to do before you're 11 ¾'. These trips to be monitored and evaluated to ensure quality and pupil engagement.</p> <p>KS2 PP children to support KS1 children at pantomime to further enhance their cultural experiences.</p>	<p>Information from school survey highlighted key experiences that most children had not experienced.</p> <p><a href="https://www.nationaltrust.org.uk/50-things-to-do">https://www.nationaltrust.org.uk/50-things-to-do</a></p>	<p>4, 5</p> <p>See SDP B2, C2</p>
<p><b>SEMH: Sensory Room</b></p> <p>Targeted support for children struggling with wellbeing or SEND need.</p>	<p>Meeting the needs of all children with a calm area has enabled them to re-engage and return to access their learning more quickly.</p>	<p>4, 5</p> <p>See SDP B2, C2</p>
<p><b>SEMH: Zone</b></p> <p>Lunchtime provision to enable children to access early support for those struggling with wellbeing. Open daily.</p>	<p>Zone enabled quicker identification of those children needing more regular 1:1 support and encouragement of positive social interactions, regulated behaviours.</p>	
<p><b>SEMH:</b></p> <p>2023-24 work with an Education Psychotherapist (Aspire 2 Success) to complete a pilot project to further enhance the SEMH provision available.</p>	<p>Work completed previously with the Psychotherapist has had a positive impact on the individual children supported.</p>	<p>See SDP B2, C2</p>
<p><b>SEMH/Behaviour:</b></p> <p>Targeted use of external agencies such as Jogo Behaviour Support and Education Psychologists to support individuals and classes with higher numbers of children with specific needs, with PP children prioritised on waiting lists.</p>	<p>Work completed previously has shown that gaining external specialist further advice and guidance has enabled learning behaviours to improve and targeted interventions to be put in place.</p>	<p>See SDP B2, C2</p>
<p><b>SEMH:</b></p> <p>Senior mental Health Lead training for Deputy Head Teacher to further enhance</p>	<p>Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to</p>	<p>See SDP B2, C2</p>

school provision for staff, pupils and families.	learn. Schools and colleges that have taken this approach often report improved attendance, attention, behaviour and attainment. <a href="https://www.gov.uk/guidance/senior-mental-health-lead-training#overview">https://www.gov.uk/guidance/senior-mental-health-lead-training#overview</a>	
<b>Attendance:</b> Breakfast club targeted to improve attendance and punctuality.	<a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</a>  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</a>	4, 5  See SDP C2
<b>Attendance:</b> 'Meet and Greet' targeted at individual children struggling to come to school, to support prevention of school refusal.	Those children struggling have been able to be supported and attendance has improved.	4, 5  See SDP C2
<b>Attendance:</b> Home visits completed by HT/DHT for non-attendance, also supports identification of other family needs where other support can be put in place.	Home visits have identified children/families with wider needs and further support has been offered (breakfast club/food parcels/uniform). Evidence shows attendance has improved following home visits.	4, 5  See SDP C2
<b>Attendance:</b> Provision of transport (taxi/bus fares) for targeted pupils and families to support attendance	Evidence shows improved attendance for those who are not otherwise easily able to get to school.	4, 5  See SDP C2
<b>Attendance:</b> Early intervention in EYFS via letter, meetings and offering support to encourage strong patterns of attendance from the start of school.	Although not statutory, research shows that attendance patterns early on are reflected throughout their time at school. Supportive meetings with parents, to identify patterns and share ideas for improvement has led to better attendance.	5  See SDP C2
<b>Attendance:</b> School start time for EYFS to be the same as the rest of the school from September 2022.	Trialled during 2020-21 as part of COVID risk assessments - Parental feedback had shown the earlier start for EYFS to be successful.  Evidence from parent feedback in 2021-22 indicated that the early start was no longer seen positively. Therefore for 2022-23 we have reverted back to the same time as the rest of the school (8:40am)	5  See SDP C2

**Total budgeted cost: £104,262**

## 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.

**2020/21:** As evidenced in schools across the country, school closure was detrimental to our disadvantaged pupils, as they were not able to benefit from our Pupil Premium funded improvements to teaching and targeted interventions to the degree we had intended. However, due to specific targeted encouragement PP attendance during the second lockdown was higher than in the first, resulting in several children making very good progress.

The impact of school closure was further mitigated by our desire to maintain a high-quality curriculum, including during periods of partial closure, or 'bubble closures'. We achieved this by ensuring our online learning programme (accessible via Google Classroom) was of a high standard, which included resources provided by the Oak National Academy. We also ensured access by providing additional technology (laptops/iPads/wifi) and providing tuition on how to access the materials and use the platform if understanding was a barrier.

Other resources were diverted to support acute and unplanned need arising from the pandemic. Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19 related issues. This impact was particularly acute for disadvantaged children. We used Pupil Premium funding to provide wellbeing support for all pupils, and targeted interventions where required, including offering telephone ELSA support for children and their parents. We are continuing to build on this approach with the activities detailed in the current plan.

#### **2021/22: Review of intended outcomes**

**Challenge 1: Speech & Language: Improved oral language for disadvantaged pupils.** In 2021-2022 internal data shows that 63% of our disadvantaged pupils achieved the age-related expectations compared to 67% of others. The attainment gap was therefore 4% and met our target of a gap of no more than 5%. National pass rate 62%

**Challenge 1: Vocabulary: Improved vocabulary for disadvantaged children.** 4 out of 8 children improved (50%). 1 child was unable to access interventions due to significant SEND needs who left the school, 3 identified as EAL and needing alternative

interventions (Learning Village) following slow progress. 2 children improved by 13 months.

**Challenge 2: Phonics: All disadvantaged pupils leaving All Saints as strong readers.** In 2021-22 63% of our disadvantaged pupils achieved age related expectations, compared to 67% of others. Those children who have not passed in the Summer term receive targeted Phonics intervention in Year 2 in order to aim for an 85% pass rate at the end of Key Stage 1.

**Challenge 3: COVID** 12 PP children received tuition. 8 of these received tuition from teachers at school, in pairs or individually – 50% met targets. 5 children received 1:1 tuition from the National Tutoring Programme (NTP), online – 50% met targets, including 1 child who had online tutoring and teacher tutoring. 1 child has continued to receive support from year 5 in to year 6 from the NTP as this method has been supportive for the child and their family and had an impact on their learning due to gained confidence.

**Challenge 4: SEMH** Identification of children in need of support has been enhanced by the opening of the Soothe Booth. Children continue to use other means, including the Worry Box, to share when they need support. Outside agencies have been commissioned when a need has been identified, including the school nurse service. 2 children have been identified as needing further specialist support from Kids Aid.

**Challenge 5: Attendance & Punctuality** Disadvantaged attendance has been increasing year on year. In 2019-20 it was 85%; 2020-21 = 90.6%; 2021-22 = 92.3%. The gap between disadvantaged and non-disadvantaged attendance in 2021-22 was 3.09%. A significant improvement from a gap of 8.27% for the academic year 2019-20 and 5.99% for 2020-21.

#### **2022- 23: Review of intended outcomes:**

**Challenge 1: Speech & Language: Improved oral language for disadvantaged pupils.** In 2021/22 the target was met. In 2022-2023 the target was not met. Internal data shows that 67% of our disadvantaged pupils achieved the age-related expectations compared to 77% of others. The attainment gap was therefore 10%, this was higher than our target of a gap of no more than 5%. As a result we changed from a NELI approach to targeted speech and language interventions, using Talking Success, with more trained staff.

**Challenge 1: Vocabulary: Improved vocabulary for disadvantaged children.** Target partially met. 6 out of 7 children improved (86%). 2 identified as EAL and needing alternative interventions (Learning Village) to further support progress. 1 child (not EAL) also accessing the Learning Village to provide additional support.

**Challenge 2: Phonics: All disadvantaged pupils leaving All Saints as strong readers.**

In 2022-23 target not met in phonics, but exceeded in Reading at the end of KS2 compared to National data. Internal phonics data shows that 60% of our disadvantaged pupils achieved age related expectations, compared to 74% of others. Those children who have not passed in the Summer term receive targeted Phonics intervention in Year 2 in order to aim for an 85% pass rate at the end of Key Stage 1. In addition, the phonics subject lead has provided further training for TAs delivering phonics interventions.

**Challenge 3: COVID:** Target met. The vast majority, 11 (7 PP) children received tuition from teachers at school, in small groups – 86% of PP children met targets and gained in confidence.

**Challenge 4: SEMH** An increasing provision. Children continue to use a wide variety of methods to share that they need support, including the Worry Box. Outside agencies have been commissioned when a need has been identified, including the school nurse service. An Educational Psychologist has been used to provide specialist support for 2 children with complex needs. Increase in number of families requesting support with cost of living either via the school food larder or via the McCarthy Dixon Charity has enabled us to identify families in need.

A survey completed in November 2023, showed that 77% of the disadvantaged pupils felt happy in school (a further 19% felt they were 'sometimes' happy) and 91% felt safe in school (a further 3% felt they were 'sometimes' safe). This survey will be repeated to gauge any improvements in disadvantaged wellbeing.

**Challenge 5: Attendance & Punctuality** An improved picture. Disadvantaged attendance has been increasing year on year. In 2019-20 it was 85%; 2020-21 = 90.6%; 2021-22 = 92.3%; 2022-23 = 92.4%.

The gap between disadvantaged and non-disadvantaged attendance in 2022-23 has remained stable at 3.29% (2021-22 was 3.09%). A significant improvement from a gap of 8.27% for the academic year 2019-20 and 5.99% for 2020-21.



## 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
Jolly Phonics	Jolly Learning <a href="https://www.jollylearning.co.uk">https://www.jollylearning.co.uk</a>
Progress In Reading Assessments (PIRA)	Rising Stars Assessment
BVPS	GL Assessment
Learning Village	Learning Village <a href="https://www.learningvillage.net">https://www.learningvillage.net</a>

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

## Further information (optional)

In planning our new pupil premium strategy we evaluated why some of the activities undertaken in previous year had not had the degree of impact that we had expected. We also commissioned a 'Pupil Premium Review' to get an external perspective.

We attended local authority training and share good practice among our network of schools (School to School project S2S).

We looked at a number of reports, studies and research papers about effective use of Pupil Premium, the impact of disadvantaged on education outcomes and how to address educational disadvantage. As a result, we have widened our links with charitable organisations to further support our families.

The pandemic has also given us deeper insights and understanding of family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents and guardians as a result. We have provided technology and sought donated hardware in addition to the Government equipment to ensure all our Pupil Premium families benefited if needed.

In addition to the Pupil Premium activities identified above we have put in place stronger expectations around areas of effective feedback, particularly in terms of targeted verbal feedback, given the impact this has shown to have on pupil progress.

(The Education Endowment Foundation (EEF) toolkit:

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>)

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three year approach. Monitoring and evaluating our provisions using 'Edukey' will help us to make adjustments and improvements in a timely manner, to secure better outcomes for our pupils over time.

**2022/23 Update:** In addition to above, we are mindful that the energy/cost of living crisis could exacerbate financial difficulties for all our families, including those in receipt of Pupil Premium. Therefore, we will be proactive in working with parents to identify other avenues of support when needed.