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 C.E.V.A Primary School
Number of pupils in school	372
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
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	£75000
Recovery premium funding allocation this academic year	£8500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8450
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	£91950

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	**Speech and Language & Vocabulary** 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. Our baseline assessments on entry to Reception demonstrate that 0% of our disadvantaged pupils arrived with age related expectations in speaking compared to 47% of others in 2020-21.
2	**Phonics** Assessment data demonstrates that some disadvantaged children attain less well in the Year 1 phonics check, impacting on their development as readers. 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.
3	**COVID** 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. (https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment)
4	**Social Emotional & Mental Health (SEMH)** 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. Within our school, 81 pupils are identified as needing additional support with social and emotional needs, with 32 currently receiving small group or 1:1 intervention. 28 families have identified themselves as needing food support during school holiday periods (19 are Pupil Premium), supported via The McCarthy Dixon Foundation. We also currently support 7 families on a weekly basis, via support from the Gospel Church.
5	**Attendance & Punctuality** Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better attendance and punctuality. Whole school attendance is good, but our analysis shows that the attendance gap for our disadvantaged pupils compared to non-disadvantaged pupils is 8.6% for the academic year 2020-21

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
Challenge 1: Speech and Language Improved oral Language for disadvantaged pupils.	Teacher assessment of pupils' oral language and vocabulary demonstrates a reduction in the attainment gap between disadvantaged pupils and their peers in school from 24% to no more than 5% (by the time they leave EYFS). This is within a context of high attainment for all. External school improvement support verifies these findings in pupils' day to day learning (LA, moderation).
Challenge 1: Vocabulary Improved vocabulary for disadvantaged pupils	Standardised vocabulary test scores (BVPS) reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers. Those children identified who are below age-related expectations on the EYFS baseline for language (8 children = 16.7% of cohort) to be targeted for small group interventions (Phonics, NELI, Talking Success) as appropriate. Vocabulary standardised age equivalent results to improve by at least 8 months when reassessed after 6 months (May 2022). Internal school moderation has verified these findings in pupils' day to day learning.
Challenge 2: Phonics All disadvantaged pupils leave All Saints as strong readers	KS1 phonics assessment scores continue to reflect our ambition that disadvantaged pupils achieve at least as well as their peers (In 2020-21 internal data shows that 75% of our disadvantaged children achieved age related expectations compared to 60% of others). All pupils in year groups 1 – 6 are assessed against national standard using the Suffolk Reading Assessment and inform next steps. Year 1 & 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.

Challenge 3: COVID All disadvantaged pupils to have made significant progress in closing gaps caused by lost learning and are 'secondary ready'. An additional TA in year 6 due to high numbers of SEND and Pupil Premium. 1:1 Tutoring for identified children to support catch up.	Identified children are more confident to contribute to class discussions and tackle new concepts in maths and English.
Challenge 4: Social Emotional & Mental Health (SEMH)	All pupils requiring SEMH support, to be able to access pastoral support in a timely manner. Where further referrals to outside agencies are required, these are completed with parental consultation.
Challenge 5: Attendance & Punctuality Improved attendance for disadvantaged children	Attendance for disadvantaged pupils is at least 95% each term (in line with non-disadvantaged pupils). In the 2020-2021 academic year it was 88%

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: £ *17,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
S&L: Train 2 TAs in 'Talking Success' so that all KS1 and EYFS years have a trained member of staff to target individuals and groups. *Progress tracked via Edukey.*	There is a strong evidence base that oral language interventions are inexpensive to implement with high impact: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2 See SDP F2
Vocabulary: Develop and widen vocabulary: ● Staff CPD explicitly teaching vocabulary: spoken (tier 1), vocab usually found in text (tier 2), subject specific vocab (tier 3). ● Subject leadership time to identify key vocabulary in planning progression maps	'Closing the vocabulary Gap' by Alex Quigley https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 See SDP C6
S&L, Vocabulary: Train 2 x class teachers, 1 x TA, HT & Inclusion Lead on the Nuffield Early Language Intervention (NELI) programme. Pilot approach for identified EYFS pupils. *Progress tracked via Edukey.*	https://educationendowmentfoundation.org.uk/public/files/Nuffield_Early_Language_Intervention.pdf	1 See SDP F1
Vocabulary: Develop and widen language skills of PP/EAL children – Inclusion Leader and year 4 class teacher to complete CPD on the 'Learning Village' and pilot with groups of Year 4 children. *Progress tracked via Edukey.*	https://www.learningvillage.net	1 See SDP C6

Phonics: CPD for all staff on new phonics strategy, Jolly Phonics. KS2 staff use screening tool before intervention, EYFS, KS1 to implement with whole class provision. *Progress tracked via Edukey.*	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2 See SDP F5, B2
Phonics: Introduction and training for class teacher and TAs in Jolly Phonics Intervention Pack. Individuals & group interventions implemented as needed. *Progress tracked via Edukey.*		

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

Budgeted cost: £*54,300*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vocabulary: BVPS screening for children below in EYFS baseline and individual children as identified through observation and teacher assessment.	Standardised results enable identification of children with poor vocabulary and ensuring appropriate support is put in place – see S&L provision.	1 See SDP F3, B3
S&L, Vocabulary: Nuffield Early Language Intervention (NELI) programme in Year EYFS	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2 See SDP B3
Vocabulary: Ensuring disadvantaged pupils who are also EAL have an opportunity to make rapid progress. Learning Village intervention programme to be piloted in year 4.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://www.learningvillage.net	1 See SDP C6
Phonics: Use of screening tool and pilot intervention group in Year 4, moving to year 3 in 2022/23 in the Jolly Phonics intervention pack.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2 See SDP C17
Fresh Start: Small phonics intervention groups in Year 5 (moving to Year 4 in 2022/23) for children who need a different approach or have joined school at non-standard transition points with poor phonics knowledge.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start	1, 2 See SDP C17

COVID Catch-up: 1:1 tutoring for identified individual children, including additional out of school provision for specific children (Seeds of Change & Liberty Learning)	https://theseedsofchange.co.uk 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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3 See SDP C13, C14i
COVID Catch-up: Pilot group of Year 6 pupils to receive pre-teaching of vocabulary and revise concepts prior to following weeks learning in Maths and English (Small group and in class support once a week)		1, 3 See SDP C13
COVID Catch-Up: Additional TA support in Year 6 where there is a high proportion of PP children (23.4%) and a number of pupils with SEMH needs exacerbated by the pandemic.	There is evidence that teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3, 4 See SDP C14ii
COVID Catch-up: Additional ELSA support for individuals and telephone support for parents.	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): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://forestschoolassociation.org/what-is-forest-school/ https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	3
SEMH: ELSA support for identified children (4 children every 6 weeks, 1:1)		3, 4, 5
SEMH: Forest School Intervention for identified groups of children (Year 4 previously) to support greater enjoyment in learning more generally.		4, 5 See SDP E1

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

Budgeted cost: £*20,650*

Activity	Evidence that supports this approach	Challenge number(s) addressed
COVID Catch-up: Computer, iPads, dongle, Wi-Fi vouchers to further supplement Government provision.	A number of children are unable to access home learning due to school closures or identified difficulties with technology at home, sharing computers/tablets.	3 See SDP D5
SEMH*:* School closures flagged up ongoing poverty/food shortages. Links for families with a local charity (McCarthy Dixon Foundation) and church group (Gospel Hall)	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.	3, 4, 5
SEMH: Increase in identification of families needing Early Help (EHA) support.	Increased SEMH support for children and parents during school closures via telephone identified the need for further support for families going through difficulties.	4, 5
SEMH: A resource bundle given to all PP children, including uniform, iPad/tablet, access to a sports club, peri music tuition, financial support for trips and transport when necessary.	Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	4, 5 See SDP D5
SEMH: 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.	Information from school survey highlighted key experiences that most children had not experienced. https://www.nationaltrust.org.uk/50-things-to-do	4, 5 See SDP C15, E4
SEMH: Sensory Room targeted support for children struggling with wellbeing or SEND need.	Meeting the needs of all children with a calm area has enabled them to re-engage and return to access their learning more quickly.	4, 5

Attendance: Breakfast club targeted to improve attendance and punctuality.	https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme	4, 5 See SDP D1
Attendance: '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
Attendance: 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 D2
Attendance: 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
Attendance: 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 D2
Attendance: Earlier school opening times to allow parent flexibility with drop offs.	Trialled during 2020-21 as part of COVID risk assessments - Parental feedback has shown the earlier start for EYFS to be successful	5

Total budgeted cost: £91,950

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.

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.

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 https://www.jollylearning.co.uk
NELI	Elklan https://www.elklan.co.uk/NELI/
BVPS	GL Assessment

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.