



## All Saints CE Primary School & Nursery

# Pupil Premium Strategy Statement

*Nurture, Resilience and Achievement for All!*

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 (Sept 21)	218
Proportion (%) of pupil premium eligible pupils (Sept 21)	10%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Philip Asher
Pupil premium lead	Philip Asher
Governor / Trustee lead	Steve Hammond

## Funding overview

Detail – 2021-22	Amount
Pupil premium funding allocation this academic year	£34280
Recovery premium funding allocation this academic year	£3190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2000
<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	£39470

# Part A: Pupil premium strategy plan

## Statement of intent

### Nurture, Resilience and Achievement for all!

*"I have come that you might have life – life in all its fullness", John 10.10*

**Love**   **Kindness**   **Resilience**   **Understanding**

#### What are our aims/principals for making spending decisions for this money?

In line with our school aims and values, we want:

- To ensure that all children in receipt of Pupil Premium make accelerated progress so that any gap between their attainment and that of those not in receipt of Pupil Premium is diminishing rapidly.
- To ensure that all pupils have access to an enriched curriculum that provides experiences to enhance progress in academic, social and emotional development.
- To diminish the difference between the attendance of pupils in receipt of premium and non-pupil premium groups.
- To support the wellbeing of pupil premium children so they are better prepared for learning in school and ready to make progress (emotional and physical).

#### We prioritise the use of the Pupil Premium as follows:

- Pupil Premium pupils who are underachieving.
- Pupil Premium pupils who are achieving well and deserve to be extended and challenged.
- Pupil Premium pupils who are unable to participate in broader curriculum entitlements due to financial or social disadvantage.

## Challenges

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

Challenge number	Detail of challenge
1	Narrowing attainment gaps across core subject areas (Reading, Writing, Maths).
2	Under-developed oral language skills and vocabulary gaps among many disadvantaged pupils, impacting attainment and curriculum engagement.
3	Social Disadvantage, including parental engagement and support, impacting engagement of disadvantaged pupils with wider curriculum enrichment, clubs and lower aspirations.
4	Low self-esteem/anxieties & emotional wellbeing impacting engagement with school activities, attendance and behaviour for some pupils.

## 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
<i>To target the individual needs of pupils so they can access the whole curriculum and make accelerated progress.</i>	<p>Pastoral and academic intervention support addresses barriers to learning, enabling all pupils to make sustained progress from their starting points.</p> <p>Routine and targeted training for staff to assess and support pupil needs within the curriculum is in place.</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident in lessons, book scrutiny and ongoing formative assessment.</p> <p>Clear vocabulary progression built into teaching of English across the whole school, building on foundations in EYFS.</p>
All pupils will be able to access what school offers including curriculum enrichment experiences and wider clubs.	<p>High engagement with families. Pupils access the wider curriculum/enrichment opportunities. Attainment of disadvantaged pupils demonstrates individual pupil progress over time.</p> <p>Above average attendance for all pupils.</p>
Pupils will have a positive attitude to school and learning, demonstrating high levels of emotional resilience leading to positive behaviour choices and strong attendance.	<p>Above average attendance for all pupils. Good use of home learning programmes to build on learning completed in school (rehearse and consolidate).</p> <p>Nurture programmes and interventions used consistently, flexibly and regularly – alongside core teaching of emotional resilience through Zones of Regulation, Protective Behaviours and PSHE curriculum.</p> <p>Improved behaviour, increased participation in enrichment activities, and Pupil Voice demonstrate sustained high levels of wellbeing and pupils feeling safe, ready to learn.</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: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing development of consistent phonics teaching.	<p><b>Phonics</b> High impact for very low cost based on very extensive evidence</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: [Evidence icons]</p> <p>Impact (months): +5</p>	1,2
Review of English Curriculum, including implementation of Write Stuff through in house training, and consolidation of Reading overviews for all year groups, to define strategies, frequency, engagement opportunities and texts used.	<p><b>Reading comprehension strategies</b> Very high impact for very low cost based on extensive evidence</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: [Evidence icons]</p> <p>Impact (months): +6</p> <p><b>Mastery learning</b> High impact for very low cost based on limited evidence</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: [Evidence icons]</p> <p>Impact (months): +5</p>	1,2,3
Ongoing use of metacognitive strategies and development of explicit teaching to support pupil's learning and self-regulation (Learning Powers, Zones of Regulation)	<p><b>Metacognition and self-regulation</b> Very high impact for very low cost based on extensive evidence</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: [Evidence icons]</p> <p>Impact (months): +7</p>	1,2,4
Purchase of online resources to support mastery and over-learning of key concepts. (Mathletics, Spelling Shed)	<p><b>Mastery learning</b> High impact for very low cost based on limited evidence</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: [Evidence icons]</p> <p>Impact (months): +5</p>	1,3,4

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

Budgeted cost: £ 25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group and 1:1 tuition for targeted groups/pupils.</p>	<p><b>Small group tuition</b> Moderate impact for low cost based on moderate evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> <p><b>One to one tuition</b> High impact for moderate cost based on moderate evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p>	<p>1,2,3,4</p>
<p>Targeted intervention groups linked to identified needs and next steps learning, including those related to Oral Skills and Vocabulary development in younger children (NELI).</p>	<p><b>Teaching Assistant Interventions</b> Moderate impact for moderate cost based on moderate evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> <p><b>Oral language interventions</b> Very high impact for very low cost based on extensive evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p>	<p>1,2</p>

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

Budgeted cost: £ 11000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of Wellbeing Room to support nurture, behaviour interventions and social emotional learning (Yoga Mindfulness, Zones of Regulation, Therapeutic counselling &amp; resources).</p>	<p><b>Behaviour interventions</b> Moderate impact for low cost based on limited evidence</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: [Evidence icons]</p> <p>Impact (months): +4</p> <p><b>Social and emotional learning</b> Moderate impact for very low cost based on very limited evidence</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: [Evidence icons]</p> <p>Impact (months): +4</p>	<p>1,2,3,4</p>
<p>Breakfast Club Access – free access for disadvantaged pupils</p>	<p>DfE Guidance regarding the Breakfast Club programme demonstrates the importance of food at the start of the day for readiness to learn, concentration and improved wellbeing &amp; behaviour. <a href="https://www.gov.uk/government/publications/breakfast-clubs-programme-2021-2023">Breakfast clubs programme 2021-2023 - GOV.UK (www.gov.uk)</a></p>	<p>1,3,4</p>
<p>Educational Visits subsidised participation (50% of parental contribution)</p>	<p>OfSTED – Learning Outside The Classroom Report, October 2008: “When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils’ personal, social and emotional development.”</p>	<p>1,2,3,4</p>
<p>Wider Opportunities for learning within the curriculum (Forest School, Music Lessons, Sports Clubs, After School Clubs).</p>	<p>Participation in these wider opportunities serves to enhance aspiration and broader life experiences that disadvantaged children may not have access to. Costs to school calculated at provision for disadvantaged pupils all participating in Forest School, and subsidised rates of 50% for other activities where other subsidies are not available (such as through HMS).</p> <p>Research to support Forest School is available here: <a href="https://forestschoolltraining.co.uk">Research on Forest School (forestschoolltraining.co.uk)</a></p>	<p>2,3,4</p>

**Total budgeted cost: £ 38000**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. The outcomes reported are those of our internal assessment systems only and are not externally validated or moderated for that academic year.*

The following table shows progress scores for the academic year 2020-2021. They are measured within the year (from Autumn to Summer) because no substantive quality data is available from the end of the Summer Term 2020.

Yr Gp	# PPG Cohort	In Year (Aut 20 – Sum 21)						From End of Previous Phase/KS					
		Disadvantaged Pupils			Other Pupils			Disadvantaged Pupils			Other Pupils		
		R	W	M	R	W	M	R	W	M	R	W	M
Y1	5	3.5	3.8	3.8	2.9	3	2.6	Data is the same as 'In Year'					
Y2	2	2	1.5	2	2	1.7	1.9	1	-2	1	-2.5	-3.4	-1.3
Y3	3	2.7	2.0	1.0	1.8	1.8	1.6	Data is the same as 'In Year'					
Y4	4	1	1	2	0.8	0.2	2.2	-5	-3	-2	-5.3	-4.7	-2
Y5	3	1.7	2.3	2.3	1.8	2.3	1.9	-2	-0.5	-2	-2.5	-2.7	-2.9
Y6	7	2.1	1.7	1.7	2.4	1.9	2.2	-3.5	-4.5	-4	-1.9	-4.1	-2.1

#### Reception Data:

PPG: Prime: 2.7 steps All AoL: 2.7 steps

Others: Prime: 3.6 steps All AoL: 3.5 steps

#### Phonics Data:

Y1 Deferred to Autumn 2020 (Cohort in Y2 when check taken):

All Pupils: 88% (Cohort size, 18)

PPG Pupils: 50% (Cohort size, 2)

#### Attendance:

PPG: 95%

Others: 97.2%

Attendance for PPG pupils is in line with the previous year.

#### Therapeutic and Nurture Support

All therapeutic sessions continued for pupils accessing this support, including through the Spring Term Lockdown (pupils were offered and accepted a place in school during lockdowns). Using the assessment provided by the therapist, pupils' wellbeing scores improved across their sessions, rising from an average of 28/40 to 40/40.

### Wider Opportunities

All music lessons and most clubs restarted during the Autumn and Summer Terms. Two educational visits took place over the year, and the re-arranged outdoor and adventurous week (in lieu of our normal Residential Trip for Y5). All PPG pupils in the year groups involved attended these visits/events.

Forest School lessons (provided by an in house teacher) continued for EYFS and KS1 groups. Due to bubble restrictions in place, it was not possible to hold them for KS2 pupils.

## 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*

<b>Programme</b>	<b>Provider</b>
Mathletics	3P Learning
Spelling Shed	Education Shed
Zones of Regulation	Social Thinking Inc.