



Children eligible for pupil premium funding 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. We refer to children eligible for pupil premium, as we acknowledge that all children in receipt may not be currently disadvantaged either financially or socially. The funding may also benefit children who we consider to be socially disadvantaged, whilst not being eligible.

It outlines our strategy for children eligible for pupil premium funding, how we intend to spend the funding in this academic year and the effect that last year's spending had within our school.

School overview

Detail	Data
School name	All Saints CofE Primary
Number of children in school	217
Proportion (%) of children eligible for pupil premium funding	34%
Academic year/years that our current pupil premium strategy plan covers (three year plans are recommended)	2021/2022 to be reviewed annually until 2024/5
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Andrew Mawdsley, Headteacher
Pupil premium lead	Tom Coleman, Deputy Headteacher
Governor lead	Natalie Hill, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	To be announced OCT 22
Recovery premium funding allocation this academic year	To be announced OCT 22
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	To be announced OCT 22
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	To be announced OCT 22

Part A: Children eligible for pupil premium strategy plan

Statement of intent

When making decisions about using funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of children, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the children
- We ensure that appropriate provision is made for children who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed
- In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged
- We recognise that not all children who are socially disadvantaged are registered or qualify for free school meals or indeed are eligible for funding.
- We reserve the right to allocate the funding to support any child or groups of children the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources may mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and School Context

All Saints Primary is a community Church of England (VC) school located in Coalville, North-West Leicestershire. We are currently home to 217 pupils, split across nine classes. Year groups are currently one class per year except for year three and year six whom have two classes per year. Studying the “Lower Super Output Areas” (LSOAs) which surround the school states that the area around our school is a national decile of 4 (decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings).

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged children nationally and within internal school data tracking.
- For all children eligible for pupil premium funding in school to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.
- To increase the number of children eligible for pupil premium funding achieving a greater depth score in reading, writing and maths at KS2, in line with national.
- To support and challenge parents to ensure children eligible for pupil premium funding attend in line with or better than all other children in school.
- To work collaboratively to ensure all children and in particular children EPP have support with childcare around school and in extended holiday periods.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' booster sessions to specific year groups - providing small group work with an experienced teacher/HLTA focussed on overcoming gaps in learning
- One to one support for some children
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support staff.
- Pay for some activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To allow the children to access opportunities to let their light shine across the wider curriculum.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote All Saints values and thus enhance learning.
- Collaborative working to support for families around school and in extended holidays.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged children and families require.

Challenges

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

Challenge number	Detail of challenge
1	Teaching: Teachers and support staff to continue to deliver a high impact provision for socially disadvantaged children and those eligible for pupil premium funding with targeted support led and continuously reviewed by the class teacher.
2	Writing: Teacher summative and formative assessments have indicated that writing standards have reduced during the pandemic. Grammatical and spelling errors are more frequent across the school. Leaders are putting measures in place to address this concern. (KS2 Writing EPP – 46% EXP compared to 81% Non-EPP EXP)
3	Reading: We have identified several children who are below the expected standard in reading. Parental engagement levels are inconsistent. (KS2 Reading EPP – 54% EXP compared to 81% Non-EPP EXP)
4	Maths: Teacher summative and formative assessments have indicated that standards in number and place value are strong however areas such as; shape, space, measure etc need accelerating due to narrowing of maths curriculum during the pandemic. Leaders are putting measures in place to address this concern. (KS2 Maths EPP – 46% EXP compared to 95% Non-EPP EXP)
5	Social and emotional needs: Our assessments, observations and discussions with children and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged children, including their attainment. Teacher referrals for support have markedly increased during the past two years. Many more children currently require additional support from our ELSA with social and emotional needs, with several children, all of whom are disadvantaged are receiving 1:1 and/or small group interventions. These needs are often increased following holiday periods, in particular Easter and Summer.
6	<p>Attendance: Our attendance data over the last five years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Leaders are closely monitoring this situation.</p> <p>A small % of disadvantaged pupils have been 'persistently absent' in recent years. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged children' progress. Leaders have put measures in place to address these issues.</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
Improved quality of writing outcome in all books.	Assessments and observations indicate significantly improved written skill among disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged children.	KS2 reading outcomes in 2024/25 for the children eligible for pupil premium are in line with or exceed the attainment of other children in school and are in line with or exceed national data for all children reaching the expected standard for reading, with improvements made year on year. Our KS1 data and Phonics screening data will also show that outcomes for children eligible for pupil premium funding have improved as above.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 for the children eligible for pupil premium are in line with or exceed the attainment of other children in school and are in line with or exceed national data for all children reaching the expected standard for maths, with improvements made year on year. Our KS1 data will also show that outcomes for children eligible for pupil premium funding have improved as above.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> ▪ qualitative data from children's voice, child and parent surveys and teacher observations ▪ a significant reduction in teacher referrals for ELSA support ▪ a significant increase in participation in enrichment activities, particularly among children eligible for pupil premium funding.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance and punctuality from 2024/25 demonstrated by: <ul style="list-style-type: none"> ▪ the overall absence rate for all pupils to be significantly reduced and the attendance gap between children eligible for pupil premium funding and their non-disadvantaged peers being eliminated ▪ the percentage of all children who are persistently absent to significantly reduce and the figure among children EPP being in line with or better than their peers.

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: £5,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of bespoke phonics resources to support our delivery of Essential Letters and Sounds and professional development to ensure the best possible outcome for all children through consistent quality first delivery and support.</p> <p>Will fund teacher and support staff release time to attend professional development.</p> <p>SALT to screen all children on entry and develop SALT intervention within school.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>SALT and staff who have received professional development from the SALT, to work with a range of children who are developmentally behind in their language.</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery).</p> <p>Development and implementation of our new Maths Pathway.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Improve the quality of social and emotional (ELSA) learning.</p> <p>ELSA approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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>	4

Training a second ELSA and funding time for her to work closely with children to provide a greater level of support for our children.		
Improve attendance and punctuality of children eligible for pupil premium funding.	Working with LA advisors to encourage and challenge persistent absence in disadvantaged pupils.	5

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

Budgeted cost: **October 2022**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy a greater number of support staff in classrooms to support children eligible for pupil premium (EPP) funding and the wider disadvantaged as well as providing support for teacher-led interventions	Higher level of quality staff support, targeted at children EPP will lead to more progress in RWM. Strong evidence suggests that interventions led by teachers have a greater impact on children's attainment of skills. <u>Support assistants Toolkit strand Education Endowment Foundation EEF</u>	1,2,3,4
Additional phonics sessions targeted at children EPP who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on children, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	2
Develop and implement a tutoring programme to provide school-led tutoring for children whose education has been most impacted by the pandemic. A significant proportion of the children who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one-to-one: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	1,2,3

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

Budgeted cost: **Oct 2022**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and ELSA approaches with the aim of developing our school ethos and improving behaviour across school. Training for an additional ELSA.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. To include training and release time for staff to develop and implement new procedures and appointing attendance / support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Breakfast with a book	Children who are hungry do not perform as well	All
After school childcare at a reduced cost including holiday provision.	Ensure ongoing enrichment and support	All
Subsidised visits	Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum	All
Maths online resources – TTRS and MyMaths	Support for children with resources being made available for home learning	3
Free Extra-curricular clubs	Extra-curricular activities free to allow pupils from low income families to access wider opportunities	5,6
ICT resources	10 iPads purchased to boost device numbers to ensure all classes have access to iPads on a 1:2 basis	1,2,3,4
Reading books and quality texts	We purchased some high-level texts for our more able children to read with an adult in school. Non-fiction topic linked texts to promote learning of the topics	All

Total budgeted cost: Oct 22

Part B: Review of outcomes in the previous academic year 2020 - 21

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 2021/22 suggested that the performance of EPP children is slightly lower than in previous years in key areas of the curriculum. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, many 17 new children EPP joining our school mid-year and limited parental engagement. Our 'Journey of Discovery' curriculum has ensured that children's and parental engagement and outcomes have risen from previous years. Our new phonics resources that support essential letters and sounds and staff training ensured we had Phonics screening scores above National Average. Our KS2 data demonstrated the success of our recent improvements to the curriculum particularly in maths.

KS2 Expected Standard	EPP (National data %)	Non-EPP (National data %)
Reading	54% (63%)	81% (79%)
Writing	46% (56%)	81% (75%)
Maths	46% (56%)	95% (77%)

Our attendance figures have improved in this academic year, with absence figures in line with national and absence figures for children EPP in line with whole school and SEND.

Whole School Absence 5% Disadvantaged 5.7% Persistent Absence 8.6% SEND 5.8%

Rigorous and consistent application of our attendance policy has had a significant impact. We have worked extremely hard to collectively monitor attendance and punctuality. This approach has involved swift and targeted support for parents identified. The percentage of persistent absenteeism has reduced as a result of our interventions.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for children EPP and the wider disadvantaged. We used pupil premium funding to provide wellbeing support for all children, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. Many of the children EPP attended school during lockdowns to help with their, and their families' health and well-being.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

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

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

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