

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 of E First School
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	8.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	13/12/21
Date on which it will be reviewed	1/10/21
Statement authorised by	Elizabeth Allbutt Headteacher
Pupil premium lead	Elizabeth Allbutt Headteacher
Governor / Trustee lead	Sue Walley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£21000

Part A: Pupil premium strategy plan

Statement of intent

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. Therefore the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were partly but not fully realised.

COMPARISON:

WHOLE YEAR ATTAINMENT AND PROGRESS

Pupil Premium Attainment Comparison 212 pupils in Reception, Year 1, Year 2, Year 3 or Year 4						
Pupil Count	2020/21 Sum Reading Main Assessment - At or above ARE	2020/21 Sum Writing Main Assessment - At or above ARE	2020/21 Sum Maths Main Assessment - At or above ARE	Reading progress from 2020/21 Entry to 2020/21 Sum Main Assessment (% at/better than expected)	Writing progress from 2020/21 Entry to 2020/21 Sum Main Assessment (% at/better than expected)	Maths progress from 2020/21 Entry to 2020/21 Sum Main Assessment (% at/better than expected)
Pupil Premium: 19 (9%)	25%	6%	25%	63%	50%	69%
Not Pupil Premium: 193 (91%)	49%	26%	44%	89%	77%	88%

SUMMER TERM ATTAINMENT AND PROGRESS

Pupil Premium Attainment Comparison 168 pupils in Year 1, Year 2, Year 3 or Year 4						
Pupil Count	2020/21 Sum Reading Main Assessment - At or above ARE	2020/21 Sum Writing Main Assessment - At or above ARE	2020/21 Sum Maths Main Assessment - At or above ARE	Reading progress from 2020/21 Spr to 2020/21 Sum Main Assessment (% at/better than expected)	Writing progress from 2020/21 Spr to 2020/21 Sum Main Assessment (% at/better than expected)	Maths progress from 2020/21 Spr to 2020/21 Sum Main Assessment (% at/better than expected)
Pupil Premium: 16 (10%)	25%	6%	25%	56%	69%	81%
Not Pupil Premium: 152 (90%)	49%	26%	44%	59%	76%	83%

- Pupil Premium data shows that over the whole year pupil premium children's progress is less than non-pupil premium children. This is a change from pupil premium data pre-COVID.
- Pupil premium children's attainment is lower than non-pupil premium children. This is similar to the previous year.
- Pupil premium children's progress is less than non-pupil premium children. This has changed from previous years, where progress was similar. However, pupil premium children's progress over the summer term is similar to non-pupil premium children's progress.

Analysing the data for each child, the children who have not made expected progress in general are the children who did not engage with remote learning, despite provision of tablets, wifi and regular contact. These children must continue to be a focus next year.

Our assessment of the reasons for these outcomes points mainly to the impact of Covid-19.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. Analysis of why did indicate that engagement of learning was less in this group, as was parental support. Access to remote learning was mitigated by the loaned technology, however, engagement remained less than in non-PP groups.

Therefore, our intent for this year is to redcue the attainment gap between pupil premium and non-pupil premium children.

Challenges

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

Challenge number	Detail of challenge
1	Communication and language development – poor speech and communication skills
2	Involvement of parents supporting remote learning, homework, reading and spelling.
3	Previous disengagement with remote learning, lowering starting points.
4	Social Interaction opportunities for vulnerable children outside school
5	On entry attainment – below national expectations
6	Wellbeing – self esteem, equal access to extra opportunities

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
Close attainment gap between pupil premium children and non-pupil premium children.	% gap for chn achieving ARE or above in reading, writing and maths is reduced
Writing – Close progress gap between pupil premium children and non-pupil premium children.	% gap for chn achieving at least expected attainment progress in writing is reduced
Reading and writing – continue to reduce attainment and progress gap of PP and non-PP children at similar levels	% gap for chn achieving at least expected progress in reading and writing is reduced
Maths – continue to maintain accelerated progress of PP children to reduce the attainment gap.	% chn achieving at least expected progress in maths is maintained so PP progress continues to be in line with or is better than non-PP
Speech and Language Development – maintain speech and communication skills of EYFS PP children .	EYFS progress data for S+L strand shows good progress for EYFS children, above expected progress.

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: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	2,3,5

Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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:	2,3,5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£11,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tuition on assessed areas of need to accelerate progress in maths.	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Evidence indicates that one to one tuition can be effective. Short, regular sessions over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.	2,3,5
1:1 tuition and small group tuition on assessed areas of need to accelerate progress in writing.	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Evidence indicates that one to one tuition can be effective. Short, regular sessions over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.	2,3,5

1:1 tuition and small group tuition on assessed areas of need to accelerate progress in reading.	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Evidence indicates that one to one tuition can be effective. Short, regular sessions over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.	2,3,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual Social, Emotional Learning Interventions	<p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p> <p>Although SEL interventions almost always improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment.</p> <p>Improvements appear more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff.</p>	4,6
Individual Opportunities to engage in wider social activities and cultural activities	On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and	4

	<p>attainment itself (four months' additional progress on average).</p> <p>Although SEL interventions almost always improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment.</p> <p>Improvements appear more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff.</p>	
<p>Contingency Fund for Acute issues.</p> <p>e.g. Individual support for PP children to allow access to curriculum, learning and improve well being.</p>	<p>Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	6

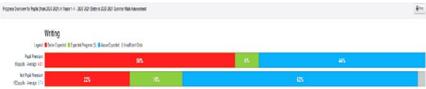
Total budgeted cost: £ 21000

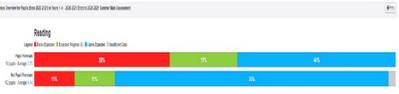
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

<p>Maths – Close attainment and progress gap between pupil premium children and non-pupil premium children.</p>	<p>1:1 / small group tuition on assessed areas of need to accelerate progress in maths.</p>	<p>SUCCESS CRITERIA</p>  <ul style="list-style-type: none"> • PP group have expected progress better than non PP group. • The gap between attainment of PP and non-PP children reduces. <p>This year, 69% of pupil premium children have made expected or better progress. 88% of non pupil premium children have made expected or better progress.</p> <p>Analysis of progress shows that the children who have not made expected progress did not engage with remote learning.</p>	<p>The strategy has been effective when the children have been in school, and will continue this year. Although the cost has been significant the impact on progress has been high. This needs to continue as a gap still remains.</p> <p>NB –Analysis of data shows the main difference is due to engagement during periods of lockdown. This will need to be a focus should remote learning continue this year.</p>	<p>£5500</p>
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<p>Writing – Close attainment and progress gap between pupil premium children and non-pupil premium children.</p>	<p>1:1 tuition and small group tuition on assessed areas of need to accelerate progress in writing.</p>	<p>SUCCESS CRITERIA</p>  <ul style="list-style-type: none"> • PP group have expected progress in line better than non PP group. • The gap between attainment of PP and non-PP children reduces. <p>This year, 50% of pupil premium children have made expected or better progress. 78% of non pupil premium children have made expected or better progress.</p> <p>Analysis of progress shows that the children who have not made expected progress did not engage with remote learning.</p> <p>Progress during the summer term (when in school) showed improved progress with 69% of pupil premium children making expected or better progress, similar to non PP children.</p>	<p>Progress of PP children is below progress of non-PP children over the whole year, and in line when the children were in school.</p> <p>There is still a gap, however the strategy has been effective in writing when the children have been in school and will continue this year. The cost has been significant, but the impact has been good.</p> <p>NB –Analysis of data shows the main difference is due to engagement during periods of lockdown. This will need to be a focus should remote learning continue this year.</p>	<p>£5000</p>
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<p>Reading – Close attainment and progress gap between pupil premium children and non-pupil premium children.</p>	<p>1:1 tuition and small group tuition on assessed areas of need to accelerate progress in reading.</p>	<p>SUCCESS CRITERIA</p>  <p>63% of pupil premium children have made expected or better progress compared to 87% of non-pupil premium children over the whole year.</p> <p>Again, analysis of progress shows that the children who have not made expected progress did not engage with remote learning.</p> <p>Progress during the summer term (when in school) showed improved progress with 94% of pupil premium children making expected or better progress, compared to 88% of non PP children</p> <ul style="list-style-type: none"> PP group have expected progress in similar (slightly below) to non PP group. The gap between attainment of 	<p>The strategy has been effective when the children have been in school, and will continue this year. Although the cost has been significant the impact on progress has been high. This needs to continue as a gap still remains.</p> <p>NB –Analysis of data shows the main difference is due to engagement during periods of lockdown. This will need to be a focus should remote learning continue this year.</p>	<p>£5000</p>
<p>Language and Communication – Improve speech and language development of children, particularly identified PP children.</p>	<p>1:1 and small group support.</p>	<p>Success Criteria: EYFS progress data for S+L strand shows good progress for EYFS children, expected or above expected progress</p> 	<p>This will be a whole class focus next year.</p>	<p>£500</p>
<p>Increase social interaction opportunities for children who have few opportunities outside school, including access to trips and</p>		<p>Summary: All PP children had subsidised or free access to school trips, up until March lockdown.</p>	<p>The strategy will continue next year.</p>	<p>£1000</p>

Increase social and musical opportunities for children who are unable to access these	1:1 tuition and small group tuition.	Summary: 3 children have had Individual piano and/or guitar lessons for the last year.	The strategy will continue next year.	£1000
i. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and	Cost
All children including PP children are able to start school with appropriate uniform.	Individual support for PP children to provide uniform.	All new PP children have used the uniform service. Within school we have had instances of non-attendance through lack of appropriate clothing, and further instances of children from vulnerable families being emotionally affected by their lack of suitable uniform. This year we have had no instances of non-attendance or uniform having an impact on the well	Approach will continue.	£500

How does the school share progress information with all parents?

This report, available on the school website, contains information on pupil premium, including:

- How and why interventions have been identified.
- Cohorts and numbers of children the interventions are impacting on
- What impact the intervention is having
- A breakdown of how money is spent
- The impact on progress and attainment.