

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 CE Primary School |
| Number of pupils in school | 412 |
| Proportion (%) of pupil premium eligible pupils | 20.15 |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2021-2022 |
| Date this statement was published | 15 th October 2021 |
| Date on which it will be reviewed | 11 th July 2022 |
| Statement authorised by | D. Roberts |
| Pupil premium lead | J. Davies |
| Governor / Trustee lead | R Khalil |

Funding Overview

| Detail | Amount |
|---|------------|
| Pupil premium funding allocation this academic year | £111945.00 |
| Recovery premium funding allocation this academic year | £12035.00 |
| 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 | £123980.00 |

Part A: Pupil Premium Strategy Plan

Statement of Intent

All Saints' Primary School is committed to ensuring that every child has access to a full curriculum, especially for our disadvantaged pupils. We ensure that any barriers to learning are minimised by closely monitoring attendance, parental engagement, progress and attainment.

We aim to:

- Use Pupil Premium funding to narrow the gap in attainment and progress between vulnerable pupils and those nationally.
- Offer equal opportunities for all Pupil Premium children, ensuring they have access to a well-mapped curriculum and non-curriculum learning opportunities.
- Directly support children and their families to aid the home/school learning opportunities, and support parents in home learning.
- Engage parents and families of Pupil Premium children through Teaching and Learning conferences, to support learning needs and improve attendance.
- Improve Pupil Premium children's attendance, so that it is in line with non-pupil premium cohorts, and exceeds Pupil Premium attendance nationally. Last year Pupil Premium attendance stood at 93.65% vs. 94.88% whole school.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>To narrow the gap between pupil premium children and non-pupil premium children, so that they make accelerated progress and achieve age related expectations.</p> <p>To increase the progress and attainment of pupil premium children following lockdown due to Covid-19.</p> <p>Pupil premium attainment is lower and progress is slower in some year groups than non-pupil premium cohorts of children.</p> <p>The impact of Covid-19 has meant that this gap has widened for a number of PP children.</p> <p>To ensure that class teachers use evidence-based interventions to identify misconceptions and plan bespoke lessons to address them.</p> |
| 2 | <p>To improve language and reading skills. This includes: speech and language difficulties, inferential reasoning skills and language and vocabulary knowledge.</p> |
| 3 | <p>To improve children's using of mathematical problem solving and reasoning and to ensure that pupils develop their fluency in all areas of the mathematics curriculum.</p> |
| 4 | <p>To ensure our wider curriculum offer enhances children's experiences and they are entitled the same extra-curricular opportunities as their peers.</p> |
| 5 | <p>To engage parents of pupil premium children to improve attendance, so that all pupil premium children have an attendance above 95%.</p> <p>To reduce rates of persistent absenteeism.</p> <p>Last year pupil premium attendance was 93.65%. Non-pupil premium attendance was 94.88%. This year pupil premium attendance is already lagging behind other cohorts of children.</p> |
| 6 | <p>To improve the well-being and social skills of pupil premium and disadvantaged children. These pupils can lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often self-motivation and confidence to improve.</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 |
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| <p>Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths.</p> <p>The gap is narrowed in the progress and attainment of PP and non-PP children.</p> | <p>Those pupils who have ‘fallen behind’ are supported and tracked closely to ensure they make accelerated progress and ‘catch-up’ or exceed prior attainment standards.</p> <p>Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders.</p> <p>Pupils have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic.</p> <p>Support staff and class teachers support learning effectively using AfL strategies to identify and address learning gaps and misconceptions.</p> <p>Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data.</p> <p>At least 78% of identified target children (7/9) to make accelerated progress to narrow the gap – this is to be monitored through performance management observation and data tracked termly.</p> <p>Tracking entry and exit intervention data shows accelerated progress.</p> |
| <p>The language deficit for student in receipt of pupil premium funding is diminished.</p> | <p>All pupils are exposed to enriched vocabulary experiences throughout the curriculum and through reading high quality texts.</p> <p>Targeted pupils receive additional speech and language therapy and intervention.</p> <p>Parents are engaged in the development of their child’s speech and language.</p> <p>Pupils read regularly at school and at home.</p> |

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| | <p>They have access to high quality books for individual and guided reading.</p> <p>Consistent implementation of excellent practice and high expectations across school for reading. Developed further by the implementation of the Accelerated Reader scheme.</p> <p>Increase % of PP pupils working at ARE or above across the school in phonics and reading.</p> <p>Revised reading planning to encompass higher order texts in all reading lessons – using Flesch Kincade.</p> |
| <p>All pupils are given equal opportunity to develop their mathematical reasoning skills</p> | <p>Daily exposure to mathematical reasoning tasks through Maths No Problem. Teachers and support staff ensure that concrete apparatus used on a daily basis to help children order their thinking.</p> <p>Support for families who need homework help through TLC meetings with PPG manager</p> <p>Key foundational number skills to be embedded to allow children to progress to higher order skills more quickly. Gap analysis completed from latest PIXL data.</p> <p>Mathletics subscription to be extended to support maths concepts in and out of school.</p> |
| <p>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning</p> <p>Pupils love learning and have access to an engaging, broad and varied curriculum,</p> <p>All children have access to appropriate technology at home.</p> | <p>Our school curriculum will provide pupils with an exciting, varied curriculum.</p> <p>Curriculum development work is on-going to enhance learning opportunities across all subject areas.</p> <p>Teachers and support staff will plan a range of visits and experiences to inspire and enhance learning taking place in and out of school.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.</p> |

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| | <p>Children will be given opportunities to complete additional home learning, e.g. Mathletics, TT Rockstars etc. during the school day if they do not have specific device access at home.</p> <p>All children in KS2 have access to Purple Mash at home and at school.</p> <p>Children are given regular opportunities to change their home reading and school library book. Books to be allocated in line with Accelerated Reader/Oxford Reading Tree to ensure reading is pitched at a suitably challenging level.</p> <p>Devices are given out to students who are isolating at home due to Covid 19 to allow full participation.</p> <p>Teachers ensure 'live lessons' and home learning is provided to isolating students in line with statutory requirements.</p> |
| <p>All disadvantaged pupils will meet national expectations for attendance and persistent absence.</p> | <p>Disadvantaged pupils will aim to match or exceed national averages for non-disadvantaged pupils (96%+).</p> <p>Weekly monitoring and accountability discussions with under attending children's parents will take place led by the Head teacher and Attendance officer.</p> <p>PPG Manager to liaise with families who are under attending to eradicate persistent absence through TLC.</p> |
| <p>All pupils will have good self-organisation skills, resilience and determination. They will be able to work independently with confidence.</p> | <p>Teachers teach and model behaviours set out in the school's ethos and values. Children demonstrate these behaviours throughout the school day and in their lives outside of school.</p> <p>Monitoring tasks, such as learning walks and discussions with children show that they have appropriate aged self-organisation and are being encouraged to be independent by staff.</p> <p>Pupils show that they are resilient and able to learn from mistakes. Support staff are used effectively to challenge and guide</p> |

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| | children without creating an over reliance of adult support. |
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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: £ 55914.20

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Purchase and embed the use of Accelerated Reader (AR) and purchase new books which are AR compatible. | Evidence based approach to improving reading outcomes for all Ks2 children, to improve enjoyment of reading and improve the level of texts read by children at home. | 1, 2 |
| Third literacy teacher employed to support Year 4 literacy in the mornings. | Smaller group sizes in year 4 to distribute effective wave 1 teaching more consistently | 1, 2 |
| Third teacher employed to support the teaching of reading in Year 6 in the mornings. | Smaller group sizes in year 6 to distribute effective wave 1 teaching more consistently. End of year outcomes from Year 5 showed pupil premium children were below non-pupil premium children. 41% of Pupil Premium children were below age related expectations in Year 5 in reading. | 1, 2, 3, 4 |
| CPD to be offered for all Subject leaders to develop a rich and accessible curriculum for all children. | All subject leaders to access training to deliver a wide and balanced curriculum. | 1, 2, 3, 4 |
| CPD provided through the Peterborough Learning Partnership and The National College | All subject leaders and governors to access training covering all aspects of school life. | 1, 2, 3, 4 |
| Provide staff with 'The Write Stuff' writing CPD and writing development programme | All staff to be familiar with a writing framework, to develop children's writing, spelling, punctuation and grammar skills. | 1, 2 |
| Y3 and Y4 teachers and TAs to attend CPD for 'Pirate adventures' and 'Dragon hunters' | Key staff to be familiar with the rationale and learning intention of the interventions. | 1, 2, 4 |

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| intervention programmes. | | |
| TLR 2 for PPG lead | Designated PPG lead teacher to proactively promote and improve outcomes for Pupil Premium children. | |

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

Budgeted cost: £ 43329.43

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| TA's employed in afternoons to lead group interventions, planned by class teachers. | End of year outcomes from 2020-2021 showed low levels of attainment at Summer 2 data point across KS2 | 1, 2, 3, 4 |
| Additional teacher in Year 5 for two afternoons a week to lead school led interventions and tutoring. | End of year outcomes from Year 4 showed pupil premium children were below non-pupil premium children. 82% of year 5 pupil premium children were behind age related expectations in writing at the end of year 4 and 41% were behind in reading. | 1, 2, 3, 4 |
| Additional full time Literacy specialist teacher in Year 4, to deliver specific interventions in the afternoons. | End of year outcomes from 2020-2021 showed low levels of attainment at Summer 2 data point. 56% of Pupil Premium children in this year group were below age related expectations at the end of Year 3 for reading. | 1, 2, 3, 4 |
| Teaching assistants trained to deliver targeted intervention support, using recover premium funding. | Year 1, 2, 3 and 6 teaching assistants to be trained to lead interventions. Overall, with Covid last year; 53% of pupil premium children were below age related expectations in reading, against 40% of non-Pupil Premium children. | 1, 2, 3, 4 |
| Year 3 children to engage in 'Pirate Adventures' Writing intervention to be led by a TA. | 80% of 10 PP pupils were below age related attainment expectations in writing at the end of year 2. | 1, 2, 4 |
| Year 4 children to engage in 'Dragon Hunters' Writing intervention to be led by a TA. | 100% of 9 PP pupils were below age related attainment expectations in writing at the end of year 3. | 1, 2, 4 |

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

Budgeted cost: **£13789.30**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Pupil Premium manager, Head Teacher and Attendance officer to engage parents of Pupil Premium children to improve attendance. | Currently 26% of PPG learners have <95% attendance (Autumn 1 2021) | 5 |
| Pupil Premium teacher / Parent conferences | Pupil Premium manager to arrange regular meetings to support parents of Pupil Premium children who regularly under attend the school, to support and give advice on how to improve attendance. 6 afternoons per term PPG manager release. | 5 |
| Lunch/breakfast | Identified vulnerable pupils to be offered out of hours' school club provision as required. Learners are in school ready to start the day. | 5, 6 |
| Trips | All educational visits to be paid for Pupil Premium children using PP funding. | 4 |
| Music lessons | Pupil Premium children to be offered free music lessons as part of pupil premium funding. | 4, 6 |
| TA led social skills / games club | Disadvantaged pupils to be offered a play club, where they can learn social skills through structured play activities x2 lunchtimes a week. | 4, 6 |
| Lunchtime activities 1 hour/day | Each lunchtime a member of staff to arrange sports events to be provided for 2 year groups, to engage children in team activities, and develop social skills, and increase enjoyment of lunchtimes. | 4, 6 |

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| | Sports coach involvement – activities Games club activities | |
| Transport costs | Transport costs for Pupil Premium children to be paid by the school, to allow the children to have easy access to the wider curriculum. (Educational visits and sporting events) | 5 |
| Provide play therapy for vulnerable pupils. | x1/week session for identified children. Sports coach led Friday activity | 6 |
| Provide equipment to develop a technology coding club, using LEGO, which will focus on social skill and teamwork development | Weekly session of identified children Led by class teacher | 4,5,6 |

Total budgeted cost: £113032.93

Plus Software on Externally provided programmes £10947.07

Grand Total £123980.00

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.

Although KS2 results were not published nationally for the last academic year due to COVID-19 lockdowns; in-school assessments showed that 53% of 17 PP pupils achieved combined age related attainment expectations, with 6% achieving Greater Depth combined. This is down from the previous year of 62% of PP children who achieved national age related expectations and 12.5 % who achieved greater depth combined.

As the phonics assessment did not take place last year, the Year 1 children will undertake a phonics assessment in the Autumn term in Year 2. A phonics catch-up programme is in place.

Persistent absenteeism for PPG children stood at 48% from March 2021- July 2021 (number of pupils with attendance below 90%)

Participation of PP children attending school during January-March 2021 Lockdown was 23%. The percentage of disadvantaged pupils who received a device during January-March 2021 Lockdown was 41%. Therefore, 64% of PP children either attended school or were provided with a device to access home learning.

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 |
|------------------|------------------|
| Maths No Problem | Maths No Problem |
| Mathletics | 3P Learning |
| Spelling Shed | Education Shed |
| TTRockstars | Maths Circle Ltd |
| PiXL | The PiXL Club |
| Total | £10947.07 |