

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 |
| Number of pupils in school | 310 (R-Y6) |
| Proportion (%) of pupil premium eligible pupils | 31% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2020-2023 |
| Date this statement was published | Autumn '22 |
| Date on which it will be reviewed | Autumn '23 |
| Statement authorised by | FGB |
| Pupil premium lead | Angela Filsell & Hannah Clarke |
| Governor / Trustee lead | Allison Scandrett |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £131,726 |
| Recovery premium funding allocation this academic year | £ |
| 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 | £131,726 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make progress in learning and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our strategy is also integral to wider school plans for education recovery, notably in its responsive intervention support and its targeted support to ensure emotional regulation and stability in readiness for academic learning including addressing an increase in mental health and wellbeing concerns as a result of the pandemic but also wider increasing pressures in the world around us. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- 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 | <p>School self-review indicates that leaders need to ensure rigor and a robust approach to developing, monitoring and supporting:</p> <ul style="list-style-type: none"> • The embedding of a 'consistently' rigorous approach to the teaching of Phonics when pupils are learning to read. • The continuation of improvements in writing in order to close the gap in relation to reading and mathematics. Pupils have increasingly weak oral language skills, many do not speak in full grammatically correct sentences and this is a significant barrier to their written English, as well as their ability to express their mathematical thinking and so develop their reasoning skills. This can lead to PP pupils attaining below non PP pupils for RWM combined. |
| 2 | <p>Some Pupil Premium pupils are hesitant or do not have the opportunity to take up additional educational/extracurricular opportunities in order to enhance learning, self-esteem and wellbeing. Gaps in experiences that are supportive of pupil's learning and wider development and a lack of enrichment opportunities have created challenges that particularly affect disadvantaged pupils, including their attainment.</p> |
| 3 | <p>Some PP pupils have Social and Emotional difficulties- impedes their academic progress. Our assessments observations and discussions with stakeholders indicate that pupil's emotional regulation and stability in readiness for academic learning has been adversely affected by the pandemic. Referrals to the inclusion team for support have increased and there is a need to bolster support in this area to continue to provide effective early help at the point of need. This includes mental health and wellbeing support.</p> |
| 4 | <p>Attendance of pupils requires on-going monitoring to ensure that children are in school whenever possible, accessing all learning opportunities. (No current attendance concerns) The school has close links with the Education Welfare Officer (EWO). Family circumstances and contextual factors affecting attendance, learning, behaviour and social emotional wellbeing.</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 |
|---|---|
| <p>The attainment gap between PP and non PP pupils across the school to be less than the national gap.</p> <p>Improved reading, writing skills & maths amongst all pupils including disadvantaged pupils.</p> | <p>Pupils eligible for PP make rapid progress so that all pupils eligible for PP meet age related expectations.</p> <p>Assessments and observations indicate significantly improved early writing skills ensuring the foundations of writing are embedded at an early age. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Writing outcomes in Reception, Key Stage 1 and Key Stage 2 are in excess of the national average.</p> |
| <p>Children from vulnerable families will access the full range of opportunities available to them. This will impact positively on their progress. All children eligible for PP will be able to access the full range of clubs and trips available at All Saints'.</p> | <p>Pupils eligible for PP make rapid progress so that all pupils eligible for PP meet age related expectations.</p> |
| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Children from vulnerable families will be ready to learn. Teachers will report greater levels/scores of 'well-being and involvement' in the classroom.</p> <p>Continual support for families who have social and emotional difficulties in the form of regular Early Help meetings.</p> | <p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys and teacher observations and results of wellbeing and attitude surveys. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Evidence of effective systems in place for the early identification of issues connected to mental health and wellbeing. • ELSA (progress against initial scoring) • Written TAMHS report • Learning mentor (verbal feedback & scoring) • SEAL (verbal feedback) |

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| | <ul style="list-style-type: none"> • Pupils are emotionally healthy and understand how to maintain positive wellbeing. • Increased positive engagement in learning and with families. |
| Maintain attendance rates for PP pupils to be broadly in line with non PP pupils. Half-termly monitoring including attendance officer and EWO at Network meetings. | Reduced absence rate. |

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: £ £25,524.84

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Oral Rehearsal in-house school initiative Focused support for next steps in embedding implementation of the approach e.g. exemplar planning; monitoring; mentoring; progress of skills check; observations) | Our English approach supports embedding language patterns and structure orally so that children are familiar with these before attempting to write. PP pupils who are language deprived particularly benefit from this approach. | 1 |
| Teaching for mastery in maths Embedding of mastery approach with focused support for maths teaching in all year groups. Further development CPD. | Following end of year question level analysis, key areas including place value have been identified as in need of improvement to impact on the overall attainment on maths fluency and reasoning. Engagement with Wandsworth Maths Hub | 1 |
| Investment in relevant professional development for staff, including new to school and early career teachers. This includes Phonics training, Early Career Teaching | EEF Teaching and Learning Toolkit – +3 Individualised Instruction +5 Phonics Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Effective Professional Development EEF (www.educationendowmentfoundation.org.uk) | 1,3 |

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| with the LA, National College Training and training by the LA & SDBE. | | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ £126,781.88

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Development of the provision map to plan Maths/ English boosters starting in late September for pupils on cusp of attaining the expected standard | Data analysis is used to identify pupils who are on the cusp of attaining at the expected standard | 1 |
| Learning support in specific year groups where coexistence of PP/SEN/EAL is high or where pp pupils may not make expected progress. | Children with complex difficulties require very specific and specialist support which will enable the child's individual needs to be addressed. | 1 |
| ELKLAN, Black Cat, Attention Bucket & targeted listening activities provision for pupils identified with Speech and Language difficulties. | High quality intervention sessions support children with speech, language and communication needs. Pupil's ability to use active listening impacts on confidence and engagement in learning. Individual pupils are supported make progress towards their SALT targets and vocab learning linked to curriculum topics. | 1 |
| CPD for TAs to enhance targeted interventions for pupils and their understanding of pupils needs with social, emotional and mental health. | Attachment and Trauma & Early help for mental health – training for support staff to understand social and emotional mental health needs affecting learning and behaviour within interventions and the classroom. Support staff to be up-skilled with better understanding and strategies in order to support provision for pupils. | 3/4 |
| First places in lunchtime Times table Rock Stars groups offered to pp children who do not get | The maths groups provide additional time to practice key skills in a supportive environment for children and enables these skills being practiced regularly. | 2/3 |

| | | |
|--|---|-------|
| additional times table practice at home. | | |
| Re-invigorate playground resources | A rich and engaging playground develops children's physical and social skills. | 2/3 |
| Enhancing the curriculum offer: funding for Educational visit, extracurricular clubs, clubs, swimming, residential activities. | All children enabled to access learning opportunities outside of the classroom gives them the opportunity to develop their skills and talents in all areas of learning. Rich and engaging extracurricular activities enhance children's physical and social skills. | 2 |
| Direct work for pupils, staff and families in swift and appropriate support for identified needs including 1:1 face to face support, telephone consultations. | Work to ensure that PP families and all staff are supported and signposted by skilled and staff. | 2/3/4 |
| Jigsaw4U Home school links worker. Social and emotional support for those children identified as being vulnerable or at risk from falling behind due to emotional needs. | Children vulnerable due to social/emotional needs or circumstances need to be supported alongside their families to overcome difficulties and achieve at least as well as expected. 'Star' measures on entry/exit of targeted work (Jigsaw4U) these have shown increase in self-esteem and positive self-image. | 2/3/4 |
| ELSA (Emotional Literacy Support Assistant) increased capacity to five members of staff to offer more support across the whole school. | Early intervention with those children who find it difficult to express and communicate feelings and emotions will prevent them becoming more vulnerable and so not making expected progress in learning. Entry/Exit data gathered through questionnaires to inform class teachers/parents with feed | 2/3 |
| TAMHS offers support around emotional well-being and mental health for young people in school. | Children vulnerable due to social/emotional needs or circumstances need to be supported alongside their families to overcome difficulties and achieve at least as well as expected. Where families require support to get diagnoses of specific condition impacting on children's learning | 2/3/4 |

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

Budgeted cost: £13,374.02

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Analyse attendance data for PP children, identify persistent absenteeism as well as borderline satisfactory attendance. Monitor and follow up quickly on absences. First day response provision. Early involvement of EWO, TAF meetings. | Attainment and progress cannot be improved if children are not at school. The NfER briefing for school leaders identifies addressing attendance as a key step. | 4 |
| All children are properly equipped for school. | Lack of uniform and equipment can alienate PP children. | 4 |

Total budgeted cost: £165,680.74

Total Funding = £142,000

Use of School Budget = £23,680

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 2021 to 2022 academic year.

In-house Data undertaken during the 2020 to 2021 academic year. PP Age-related outcomes Autumn to Summer:

| | Reading | Writing | Maths |
|-----------|------------|------------|------------|
| Reception | 67% to 64% | 52% to 68% | 78% to 77% |
| Year 1 | 50% to 59% | 38% to 41% | 62% to 59% |
| Year 2 | 21% to 47% | 29% to 27% | 36% to 47% |
| Year 3 | 53% to 61% | 46% to 46% | 46% to 54% |
| Year 4 | 50% to 63% | 60% to 45% | 60% to 54% |
| Year 5 | 59% to 59% | 59% to 47% | 59% to 53% |
| Year 6 | 50% to 65% | 40% to 45% | 35% to 60% |

National Average results for KS2 results show that in reading, attainment remained stable for disadvantaged pupils at 62%. In writing, attainment fell from 68% to 55% for disadvantaged pupils. In maths, attainment fell from 67% to 56% for disadvantaged pupils. Therefore, we are above the NA for KS2 disadvantaged pupils in reading and maths.

Attendance in relation to the national figure is positive considering the challenges posed by the world-wide pandemic. There does however need to be an impetus on ensuring attendance and persistence absence returns to pre-Covid levels as there is a gap between disadvantaged pupils and non-disadvantaged pupils in school.

Our assessment of the reasons for these outcomes points primarily to developments in teaching, intervention and early help support which have been effective in addressing barriers to pupil success and ensuring catch up where required post pandemic:

- Improvements were made in the quality of the curriculum, teaching pedagogy and assessment approaches so that all pupils have a challenging and knowledge rich learning experience.
- Continued role of the safeguarding and SEN team has ensured a more robust approach to providing early help at the point of need. This has ensured barriers to learning have been quickly removed.
- Investment in professional development such as early career pathways for teachers in the early stages of their development is contributing to staff retention and enabling teachers to have the skills and tools needed to make a difference. Providing staff time and opportunity to self-reflect in order to enable self-improvement, learning from their own experiences and research has developed a strong teacher profile.

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 |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

Further information (optional)

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, monitoring and discussions conversations with stakeholders in order to identify the challenges faced by pupils. 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 process in place for the duration of our approach and will adjust our plan over time to secure better outcomes for pupils.