# \\svmstorage-01\userdrives$\daviesje\Documents\Documents current\Letterhead and logos\Logos\School logo.jpgAll Saints Upton CE Primary School Pupil Premium strategy statement 2023-24

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 201 |
| Proportion (%) of pupil premium eligible pupils | 51% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | Year 2 of 3 years  2022/2023 to 2024/2025 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | Jeanette Davies Headteacher |
| Pupil premium lead | Mrs A Lawson  Deputy Head |
| Governor / Trustee lead | Mrs T Dean  Governor |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £152,730 |
| Recovery premium funding allocation this academic year | £15,225 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £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* | £167,955 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At All Saints Upton we have high aspirations for all of our children and believe that all should be provided with the opportunity to reach their full potential despite any challenges that they may be facing.  The focus of our Pupil Premium Strategy is to provide the learning opportunities and targeted support necessary for each child to flourish and progress. Although the pupil premium grant is allocated according to specific criteria, we reserve the right to allocate funding to support any of our children requiring it, as we recognise that we serve an area of socio-economic deprivation and children outside of the criteria may also be at significant disadvantage, including vulnerable children and those open to Social Care.  We ensure that quality first teaching is our primary approach to closing the disadvantage attainment gap of all children, regardless of their starting points. We use early identification strategies to target those children, disadvantaged and others, who require additional support and choose intervention programmes based on current research to focus on those areas.  Incorporated within our strategy is a recognition of the need for emotional as well as educational support. Many of our children have emotional or social barriers that can hinder their access to a rich and deep curriculum.  To ensure our approaches are effective we will:   * Ensure we provide a level of challenge for all children including disadvantaged * Act early to intervene when need is identified * Create a culture where all staff take responsibility for high expectations of disadvantaged pupils’ outcomes and achievements |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Many children enter school with speech and language difficulties and this is confirmed by low baseline assessments, WELLCOMM assessments and referrals to speech and language. |
| 2 | Generally poor literacy levels resulting from limited life experiences. A significant number of children enter school each year with development skills and life experiences below the expected level for their age. Disadvantaged pupils generally have greater difficulties with phonics than their peers. |
| 3 | Low aspirations and perception of learning capability resulting in low self-confidence. This is particularly prevalent in maths where attainment of disadvantaged pupils is significantly below that of non-disadvantaged pupils. |
| 4 | Effective engagement of parents in children’s learning is low, especially amongst disadvantaged children. |
| 5 | High proportion of SEND children amongst the disadvantaged children in the school |
| 6 | Attendance is below national average, and lower amongst children receiving Pupil Premium |
| 7 | Some Pupil premium children have complex family/living situations leading to vulnerability |
| 8 | Many Pupil premium children have social and emotional needs which hamper their progress and attainment. |
| 9 | Poor health and fitness often resulting in poor attendance. The children in our school, especially the disadvantaged do not have the funding or ability to access to a wide range of out of school sports activities e.g. swimming, dance |

## 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.

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| Intended outcome | Success criteria |
| The percentage of Pupil premium children reaching expected in all core subjects including mathematics will increase and children will make good progress from their starting points | Progress and attainment will be assessed (using standardised scores from NFER and White Rose tests and teacher assessment) from Y1 onwards and tracked on Insight Tracker termly.  Evidence will show a reduction in the attainment gap between PP and non-PP children. Data compared on Insight tracker termly  Dec 2022 - around 20% gap in all areas.  Children receiving catch-up intervention/tuition will show accelerated progress.  Results in national tests will produce a year on year increase for all children and the % of PP children achieving RWM combined will increase. |
| To improve oral language skills and vocabulary across the school | This will be reflected in increased scores in reading and writing in the NFER data catches for Year 1 upwards.  Wellcomm scores will show an increase in language skills in EYFS and KS1. |
| To improve reading attainment in disadvantaged pupils and others by the delivery of daily high quality phonics | The percentage gap between disadvantaged and non- disadvantaged children in Phonics is reduced.  Phonics results at end of Y1 and Y2 will increase from 2022 levels and match National  PP children will make at least expected progress through the RWI groups ( assessed half termly)  Lowest 20% of readers will have increased intervention time and progress will improve |
| To improve and sustain emotional health and well-being outcomes for disadvantaged children and others. | A reduction in numbers of children having to access Nurture or in-class emotional support.  Positive feedback from parents, children and Staff.  Number of children accessing enrichment activities will increase so that the number graduating from the Children’s University is sustained or increased.  All PP children will have access to extra- curricular activities throughout the year |
| The attendance gap between disadvantaged and non-disadvantaged pupils is reduced. | The percentage of children eligible for PP who have persistent absence or poor punctuality reduces significantly facilitating their opportunity to learn. |

## 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: £ 103,607

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Supplementing Teaching Assistant salary so all classes have a TA to enable supported learning, providing a breakdown of learning objectives and prompt verbal feedback. | EEF toolkit suggests that regular intervention/support from TAs with developing oral language by discussing work and learning objectives, and immediate verbal feedback can impact positively on children’s progress.  In addition, the reduced pupil/adult ratio, lowers disruption in class and promotes a good working environment | 1, 2, 3 & 5 |
| To ensure sufficient staffing for children to access small high quality RWI groups delivered by trained teachers and TAs.  Continue to access the RWI Hub to allow refresher training and training of new staff in the delivery of RWI | EEF toolkit shows that well delivered phonics can have an excellent impact on children’s early reading and literacy skills and a positive impact on the accuracy of word reading.  Prior to the pandemic, children had shown a rapid increase in phonics using RWI such that school was in line with the national average. | 1, 2, 3 & 5 |
| Develop and embed the mastery approach to learning through releasing teachers to work with the NW Maths Hub.  Continue to invest in White Rose pupil materials to provide continuity of approach throughout the school. | Maths Guidance Key Stage 1 and 2.  Mastery approach has been shown to be very successful *in the long term* and is widely used nationally. | 3 & 5 |
| Staff CPD on quality first teaching and retrieval to develop teaching and aid learning | Rosenshine’s principles in action  Great teaching toolkit evidence review | 1,2 & 3 |
| Funding of Insight Tracker and Smartdata to ensure children can be tracked more efficiently and progress and attainment data analysed. | Evidence from standardised tests provides reliable data for choosing which children receive additional support through interventions and in class support.  Insight Tracker allows for more interrogation of the data, while Smartdata provides question level analysis. | 2, 3 & 5 |
| To enhance the children’s understanding of the curriculum by providing them with enrichment opportunities, including guitar and rhythm stick lessons and sports coaches.  To provide subsidy for swimming lessons and school trips to reduce impact on disadvantaged families | DFE Guidance for a Broad and Balanced Curriculum for recovery  Our curriculum identifies that some of our children have limited life experiences and we aim to provide a broad curriculum which enriches their learning.  All PP pupils are provided with the opportunity to learn to play a musical instrument in KS1 and KS2 beyond the requirements of the curriculum and engage with the Arts to enrich their cultural capital. | 3, 4, 7 & 8 |
| SENDCo to receive support through the SEND SLA to ensure best provision is given to SEND children.  TAs receive CPD in support strategies to enable SEND children to access their learning. | EEF Toolkit – Individualised Instruction  Providing support at the individual level allows for all pupils to progress  EEF Toolkit – Individualised Instruction  Providing support at the individual level allows for all pupils to progress | 3,4 & 5  3,4 & 5 |
| Whole school curriculum schemes for English, maths, music, French, geography, Art and DT | Our aim is to use our expenditure to ensure fidelity in opportunities, skills and knowledge across the curriculum | 1,2,3 |
| Purchase of further resources to support RWI (A DfE validated Systematic Synthetic Phonics programme) and speech and language resources ( Chatty Learning) | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils- EEF Toolkit Strand Phonics | 1,2 & 5 |
| Introduction of orienteering course to develop wider curriculum opportunities | EEF Toolkit - Allow children to have opportunities to access outdoor learning | 9 |

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

### Budgeted cost: £ 28,894

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Third Space learning accessed from the NTP to support PP/PP+ children with maths recovery | Recent studies have found that digital technology allows for individualised tasks and immediate feedback. | 2 & 3 |
| Small group tuition for children who require further phonics support led by qualified teacher one afternoon per week. | Quality first teaching. EEF toolkit shows that well delivered phonics can have an excellent impact on children’s early reading and literacy skills and a positive impact on the accuracy of word reading. | 1 & 2 |
| Numberstacks materials to facilitate maths interventions for recovery of key concepts. | Some children require concrete experiences to reinforce learning objectives and maximise learning potential. | 3,5,6 & 8 |
| Purchase of Wellcomm online assessment tool for primary to improve listening skills for pupils with low spoken language skills, and to continue the interventions which started in Reception  Colourful Semantics used for social communication for children with low language skills and limited vocabulary | EEF Toolkit – Oral Language Interventions  Explicit discussion of content or processes of learning benefit comprehension and reading skills | 1, 2 & 4 |
| Renew Lexia licence to support targeted children with developing reading skills which parents can access at home.  KS2 TAs to deliver Freshstart Intervention for PP/PP+ children below the expected level. | EEF Toolkit – Reading Comprehension Strategies  Recent studies have found that digital technology allows for individualised tasks and immediate feedback. | 1, 2, 3, 4 & 5 |
| Renew SeeSaw subscription for homework, remote learning and Home/school communication so that Parents are involved with home learning. | EEF Toolkit – Homework | 1, 2, 3, 4 & 5 |

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

Budgeted cost: £ 35,454

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide nurture support for children including PP/PP+ with social and emotional difficulties. | EEF Toolkit – Social & Emotional Learning | 7 & 8 |
| Provide designated time for SENDCo /FSW to monitor attendance and engage with parents to lower poor attendance rates and persistent absence.  Embedding principles of good practice set out in the DfE’s Improving School Attendance advice. | DFE Guidance on Improving School Attendance  Effective family engagement can significantly contribute to increasing the %age of parents who positively engage with school. | 6 |
| Work with the Children’s University to provide aspirational purpose to enrichment activities. | EEF Toolkit – Aspiration interventions  Being in the highest quintile for socio-economic disadvantage, we recognise that a large proportion of our children may have low aspirations coupled with a lack of opportunity. Belonging to the Children’s University allows them to access facilities at Liverpool Hope university, including participating in Graduation Ceremonies. The increase in numbers graduating from our school each year shows what an important role this is playing. | 3, 4 & 7 |
| Organise visit from Life Caravan to support children’s understanding of choices and social/ emotional issues | EEF toolkit- Aspiration interventions | 3, 5, 7& 8 |
| Enhanced hours for Education Welfare Officer | Evidence and our school data shows that PP children have lower attendance than other children. Therefore implementing a rigorous attendance process provides children with the opportunity to access the full school curriculum. | 3,4,5,6, and 9 |
| Cultural capital and wellbeing opportunities e.g. Rock Kidz, storyteller, pantomime, poet visit and workshops. Enable children to participate in Arts projects through HPAN. | The children in our school have limited opportunities to engage in cultural events e.g. theatre so subsidising these activities provides enhanced opportunity. | 1,3,8 & 9 |
| Contingency fund for dealing with unexpected issues | Based on our experiences and those of similar schools to ours, we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified. | All |

**Total budgeted cost: £ 167,995**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| |  |  | | --- | --- | | Year Group | Disadvantaged pupils (23/24) | | R | 8 (30% of class) | | 1 | 16 (64% of class) | | 2 | 13 (43% of class) | | 3 | 18 (60% of class) | | 4 | 22 (71% of class) | | 5 | 17 (61% of class) | | 6 | 16 (53% of class) |   ***Outcome 1***  ***The percentage of Pupil premium children reaching expected in all core subjects including mathematics will increase and children will make good progress from their starting points***  We have analysed the performance of our school’s disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics and multiplication check results and our own internal assessments. Although results of PP children are still below those of non PP, this gap has decreased especially in reading. The average KS2 results for all children in the cohort were above national for reading, writing and maths.  KS2 SATs   |  |  |  |  | | --- | --- | --- | --- | |  | PP | Non PP | Difference | | Reading | 81% | 82% | 1% | | Writing | 70% | 81% | 11% | | Maths | 76% | 90% | 14% | | RWM combined | 62% | 73% | 11% |   KS1 Results ( Caveat: High proportion of SEND in this cohort who are all pupil premium)   |  |  |  |  | | --- | --- | --- | --- | |  | PP | Non PP | Difference | | Reading | 47% | 60% | 13% | | Writing | 40% | 60% | 20% | | Maths | 47% | 73% | 26% | | RWM combined | 33% | 53% | 20% |   Internal data*-*  *Disadvantaged children who achieved expected or working towards the expected range.*   |  |  |  |  | | --- | --- | --- | --- | | *Year group* | *Maths* | *Reading* | *Writing* | | *Y1* | *66%* | *58%* | *58%* | | *Y3* | *90%* | *82%)* | *62%* | | *Y4* | *91%* | *58%* | *21%* | | *Y5* | *100%* | *87%* | *38%* |   ***Outcome 2***  ***To improve oral language skills and vocabulary across the school***  Wellcomm assessments and interventions are now embedded across Reception and Year 1, with plans in place for Year 2 and SEND children in KS2. External Wellcomm assessors have praised our implementation and are working closely with us to continue to develop progress. Ofsted report (September 2023) commented on the progress that many children, including the disadvantaged made from their low starting points.  ***Outcome 3***  ***To improve reading attainment in disadvantaged pupils and others by the delivery of daily high quality phonics***  Phonics scores increased from 50% to 68% at the end of Year 1, with 79% passing phonics screening check by the end of Year 2. Ofsted commented on the significant progress made by children and the staff’s considerable expertise. All children have access to small groups, which is possible due to PP funding. Fresh start and fast track interventions, and regular reading with the lowest 20% of readers by creating an intervention timetable has ensured those pupils who need it have regular high quality interventions.  ***Outcome 4***  ***To improve and sustain emotional health and well-being outcomes for disadvantaged children and others.***  All PP children from Y1 onwards have had access to extra-curricular clubs during the past academic year. Registers are kept to ensure these children are a high priority. Participation has increased, and amount of clubs on offer has expanded. Rock Kidz workshops and other external providers, as well as funding for non-class based FSW and nurture TA have provided opportunities for all children and their families have had access to support where required. Pupil and staff questionnaires and Ofsted report demonstrate that ‘the school provides high quality pastoral support for its pupils, including the most vulnerable’.  ***Outcome 5***  ***The attendance gap between disadvantaged and non-disadvantaged pupils is reduced.***  Attendance to date this academic year   |  |  |  |  |  | | --- | --- | --- | --- | --- | | ***Absence*** | ***Pupils*** | ***% attendance*** | ***% sessions missed*** | ***% of whole school*** | | ***School*** | ***201*** | ***94%*** | ***6.0%*** |  | | ***PP*** | ***96*** | ***93.3%*** | ***6.7%*** | ***47.8%*** | | ***Non PP*** | ***105*** | ***94.6%*** | ***5.4%*** | ***52.2%*** | | ***Boys PP*** | ***54*** | ***92.2%*** | ***7.8%*** | ***56.3%*** | | ***Girls PP*** | ***42*** | ***94.6%*** | ***5.4%*** | ***43.8%*** | | ***SEND*** | ***44*** | ***94.5%*** | ***5.5%*** | ***21.9%*** | | ***SEND PP*** | ***23*** | ***93.9%*** | ***6.1%*** | ***52.3%*** | | ***SEND NON PP*** | ***21*** | ***95.1%*** | ***4.9%*** | ***47.7%*** |   Although there is still a gap between PP and non PP, this is less than 2% in all areas. Of the persistently absent children in school (45 pupils), 24 of these are PP as opposed to 21 who are non PP. Increased EWO hours have ensured a rigorous attendance policy is implemented. Ofsted inspectors felt no need to mention attendance in our report as they stated that we were doing all we could to improve attendance for all.   |  |  | | --- | --- | | Programme | Provider | | Third Space Tuition | Third Space | | Lexia Reading Recovery | Lexia | | Wellcomm | GL Assessment |  Externally provided programmes |

# Further information

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| **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 retrieval and researching effective teaching practice. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. * Utilising a DfE grant to implement the training received by a senior mental health lead. This will help to develop our understanding of our pupils’ needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. * 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. |