# 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

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| Detail | Data |
| School name | All Saints Upton CE Primary |
| Number of pupils in school  | 203 |
| Proportion (%) of pupil premium eligible pupils | 48% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** |  |
| Date this statement was published | 17th November 2021 |
| Date on which it will be reviewed |  |
| Statement authorised by | Mrs E Boyden |
| Pupil premium lead | Mrs A Lawson |
| Governor / Trustee lead | Mrs T Dean |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £138,535 |
| Recovery premium funding allocation this academic year | £14,790  |
| 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 | £153,325 |

# 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 recognise 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 educational recovery for those children worst affected by the pandemic. This includes providing emotional and social development intervention to support that recovery.  |

## 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 | Some children enter school with Speech and language issues. |
| 2 | Generally poor literacy levels resulting from limited life experiences. A significant number of children enter school each year with language skills below the expected level for their age. |
| 3 | Low aspirations and perception of learning capability resulting in low self-confidence. |
| 4 | Effective engagement of parents in children’s learning is low, especially amongst disadvantaged children. |
| 5 | High proportion of SEND |
| 6 | High %age of persistent absence amongst children receiving PP |
| 7 | Some PP children are vulnerable due to complex family/living situations |
| 8 | The academic and emotional impact of Covid-19 on disadvantaged children. |
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## 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 |
| 1. The percentage of Pupil premium children reaching expected will increase and children will make expected progress or better than expected.
 | Progress and attainment will be assessed using standardised scores from NFER tests throughout the year and tracked on Insight Tracker.Evidence will show a reduction in the attainment gap between PP and non-PP children. (At baseline around 20% gap in all areas)Children receiving catch-up intervention/tuition will show accelerated progress. |
| 1. To improve language skills across the school
 | This will be reflected in increased scores in reading and writing in the NFER data catches for Year 1 upwards.Wellcome scores will show an increase in language skills in EYFS.Improvements evident in book scrutinies and observations.Classroom environments will demonstrate a commitment to increasing depth and understanding of language and enriched vocabulary. |
| 1. 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. |
| 1. To improve emotional health and well-being outcomes for disadvantaged children and others, particularly in response to lockdowns
 | A reduction in numbers of children having to access ELSA, Nurture or in-class emotional support.Boxall tracking reveals a decline in numbers of children flagging up for negative emotional issues.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. |
| 1. 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: £ *[insert amount]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Ensure all classes have a TA to enable supported learning for core subjects by 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, talking through problems and learning objectives, and immediate verbal feedback can impact positively on children’s progress.In addition, the reduced pupil/adult ratio, lowers low level 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.Purchase additional phonetically decodeable books to support early reading.Purchase 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 | 1, 2, 3 & 5 |
| Embed meta-cognition activities in all classrooms to support children in being able to self-regulate their learning and reasoning to enhance their progress in the long term.. | EEF toolkit – Meta Cognition and Self-regulationThese give pupils a repertoire of strategies and skills to choose from to enable them to complete tasks. | 1 & 2 |
| Develop and embed the mastery approach to learning through releasing teachers to work with the NW Maths Hub.Invest in White Rose pupil materials to provide continuity of approach throughout the school. | Maths Guidance Key Stage 1 and 2. | 3 & 5 |
| Purchase Insight Tracker 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. | 2, 3 & 5 |
| To enhance the children’s understanding of the curriculum by providing them with enrichment opportunities, including guitar lessons provided by the Accent Music Hub, sports coaches, Chemistry with Cabbages.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 | 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 InstructionProviding support at the individual level allows for all pupils to progress | 3 & 5 |

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

Budgeted cost: £ *[insert amount]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional teacher appointed to allow DHT time to provide catch-up maths using Recovery Premium.Purchase Numberstacks materials to facilitate maths interventions for recovery of key concepts.Third Space learning accessed from the NTP to support PP/PP+ children with maths recovery | DFE Ready to Progress GuidanceRecent studies have found that digital technology allows for individualised tasks and immediate feedback. | 3,5,6 & 8 |
| Purchase of Wellcome to improve listening, narrative and vocabulary skills for pupils with relatively low spoken language skills on entry to Reception.Talkabout intervention and Colourful Semantics used to develop social communication for children with low language skills and limited vocabulary | EEF Toolkit – Oral Language InterventionsExplicit 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 StrategiesRecent 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 – HomeworkDFE Guidance for Schools – Corona Virus (Oct 21) | 1, 2, 3, 4 & 5 |
|  Employ school –led Tutor to provide small group tuition in line with guidance (School led Grant to be subsidised by remaining Recovery premium). | EEF Toolkit – Small group Tuition | 1, 2, 3, 4 & 5 |

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

Budgeted cost: £ *[insert amount]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Renew Boxall Subscription to track social and emotional development and identify interventions. | EEF Toolkit – Social & Emotional Learning | 7 &8 |
| Provide ELSA support for children including PP/PP+ with social and emotional difficulties, including as a result of the pandemic. | 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. | DFE Guidance on Improving School Attendance | 6 |
| Enrol with the Children’s University to provide aspirational purpose to enrichment activities.Enable children to participate in Arts projects through HPAN. | EEF Toolkit – Aspiration intrventions | 3, 4 & 7 |
| INSET training on descalation strategies and behaviour management techniques for all staff. | EEF Toolkit – Behaviour Interventions | 4 & 7 |
| Contingency fund for dealing with unexpected issues |  |  |

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

# 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.

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| NFER tests were used to provide internal assessment data during 2020/2021. This showed that although children were showing signs of recovery during the Autumn Term, the second lockdown had a significant impact on our intended academic outcomes for the year, especially on disadvantaged pupils, as was seen Nationally, resulting in a percentage gap of around 20% across all subjects. The school committed to maintaining a broad balanced curriculum throughout and good use was made of resources such as those provided by the Oak National Academy and White Rose Mathematics in supporting Remote Learning and allowing staff to prioritise the recovery of key concepts.Although intended spending was not always possible due to restrictions, staff were creative in diverting funding to ensure that provision for disadvantaged children was as comprehensive as possible, for example accessing online Theatre productions, Reading events etc, and providing activities so that 80 children were still able to accrue enough credits to graduate from The Children’s University despite the lockdowns.Observations, feedback from parents and an increase in referrals demonstrated that Covid related issues had had a great impact on the emotional and mental health of the children and their families and again, disadvantaged children had suffered more. The Pupil premium money invested in removing emotional/wellbeing barriers which we were able to implement resulted in pupils and their families feeling supported, evidenced by the excellent behaviour of the children on returning to school. |

## Externally provided programmes

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| Programme | Provider |
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## Service pupil premium funding (optional)

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

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

# Further information (optional)

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| Our Pupil premium strategy is planned based on the research and guidance provided by the Pupil Premium:Funding and Accountability for Schools (Gov.uk), EEF – Effective Pupil Premium, Understanding Progress in the 2020/2021 Academic year (DfE), School Funding and Pupil Premium 2021 (Sutton Trust)*.* |