

All Saints' CE Infant Academy 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 Infant Academy
Number of pupils in school	281 + 42 nursery
Proportion (%) of pupil premium eligible pupils	59/281 = 21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 - 2024/25
Date this statement was published	31st December 2021
Date on which it will be reviewed	22nd July 2022
Statement authorised by	L Jackson Headteacher
Pupil premium lead	Z Newsham Deputy Headteacher
Governor / Trustee lead	R Tyler Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,490 (based on 42 children in Oct 2020)
Recovery premium funding allocation this academic year	£5,510
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	£62,000

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 good progress and achieve high attainment across all subject areas. Our Christian vision 'Building the bridge to success together' underpins everything we do in school. This, along with our school curriculum design recognises every child as a unique individual and celebrates differences within our community. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve and strive for personal excellence.

Quality first 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 disadvantage 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 targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our school is committed to supporting all pupils and our approach will be responsive to common challenges as well as individual needs. It is rooted in robust diagnostic assessment and not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help all pupils excel. To ensure they are effective we will: adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise the expectations of what they can achieve; ensure disadvantaged pupils are challenged in the work that they're set; and act early to intervene at the point where need is identified.

Challenges

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

Challenge number	Detail of challenge
1	<p>Language and Communication Deficit including a lack of vocabulary and poor articulation of sounds.</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
2	<p>Poor parental attitudes compromise the children's view of the importance of education. This also results in lower attendance and a reduced commitment to support learning at home.</p> <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils and the % of 'persistently absent' disadvantaged pupils has been higher than for non-disadvantaged pupils during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

3	<p>Challenging emotional needs leads to instability and inability to focus on learning. This is often as a result of unsettled home circumstances and recent bereavements.</p> <p>Approximately ⅓ of this pupil group have had involvement with Children’s Social Care within their time at All Saints’.</p> <p>Our assessments, including observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have increased during the pandemic with more disadvantaged pupils than non-disadvantaged pupils requiring additional support with social and emotional needs and receiving small group interventions.</p>
4	<p>Poor learning behaviours displayed including low confidence in all subjects, but especially maths which results in lower pupil attainment.</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and phonics.</p> <p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan 2024/25**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Challenge 1 - Children’s use of language and understanding of vocabulary is in line with other non-pupil premium children of similar age or ability regardless of background.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>KS1 outcomes for disadvantaged pupils will be at least in line with non-disadvantaged pupils nationally at EXS+.</p>
<p>Challenge 2 - Parents value school and education and as a result ensure their children attend regularly. Parents are well supported by school to facilitate learning at home and enable their children to flourish.</p>	<p>Attendance and punctuality for disadvantaged pupils will be in line with national figures year on year. Support in place from school and Trust Lead to target families with poor attendance.</p>
<p>Challenge 3 - School has an in-depth awareness of children’s individual backgrounds and are able to support both parents and children in challenging circumstances. Expertise from other external agencies is drawn upon to support families in times of need. All children feel secure and happy both in and out of school and present able to learn.</p>	<p>Families feel supported and have the tools and skills needed to support their children in their education. As a result, children display less emotional burden and are able to succeed.</p> <p>Disadvantaged pupils attain in line with non-disadvantaged children by the end of KS1.</p>
<p>Challenge 4 - All children have the confidence to overcome challenges and become more confident in their learning. This then enables them to become RICHER learners without fear of failure.</p>	<p>Children have positive attitudes towards learning and disadvantaged pupils attain in line with non-disadvantaged children at the end of KS1. Children display the RICHER values and have a love of learning.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year 2021/22** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £26,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit intervention HLTA/Teacher staff to work across EYFS and KS1.	EEF evidence (Teaching and Learning Toolkit)	Challenge 1 and 4
Development of the phonics curriculum - including staff training for T and TAs, purchase of a DfE validated Systematic Synthetic Phonics programme and monitoring and reviewing of the teaching and learning to secure stronger phonics teaching for all pupils.	EEF evidence (Phonics Toolkit strand) - 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	Challenge 1
Development of the PSHE curriculum - including purchasing of resources, staff training and monitoring/reviewing of the subject to improve the quality of social and emotional learning.	EEF evidence (Social and Emotional Learning) - There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers)	Challenge 3
Further review of the Curriculum to ensure high engagement - planning time, organising the purchase of resources to support themes, curriculum management release time to monitor and review the curriculum -organising and facilitating costs of visitors/online learning experiences for WOW days to launch half-termly themes.	EEF guidance (Effective Professional Development)	Challenge 1, 4 and 5

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

Budgeted cost: £22,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA additional support to deliver NELI in groups of three or four children or provide cover for other planning and delivering the intervention.	The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. EEF evidence (Oral Language Interventions) - Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.	Challenge 1
Level 3 TA Language Specialist in EY to promote language development and support other staff in the promotion of language development.	EEF guidance (Preparing for Literacy) outlines the vital importance of language development to attainment & progress. Raising opportunities for talk and language development in school, through targeting vocabulary development, has been shown to help overcome such barriers where this is not happening in the home.	Challenge 1
TA/T interventions in Y1 - delivery of speech and language intervention, phonics and early reading intervention.	EEF guidance (Improving Literacy in KS1) outlines the vital importance of language development to attainment & progress. Raising opportunities for talk and language development in school, through targeting vocabulary development, has been shown to help overcome such barriers where this is not happening in the home. EEF evidence (Phonics Toolkit Strand) - Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.	Challenge 1
Friendship Groups led by TAs in Y2 to develop communication skills.	EEF guidance (Improving Literacy in KS1) outlines the vital importance of language development to attainment & progress. Raising opportunities for talk and language development in school, through targeting vocabulary development, has been shown to help overcome such barriers where this is not happening in the home.	Challenge 1
Delivery of sessions by trained ELSA to support emotional development and promote positive mental health and wellbeing. Bespoke sessions for individual children.	Emotional literacy is a process concerned with developing pupils' skills in recognising, understanding, expressing and managing their own and others' emotions. EEF research (Primary SEL) has shown that this is considered to be essential for pupils' academic achievement, mental health and relationships.	Challenge 3
Intervention led by T/TA to support children in 'catching-up' as a result of low confidence and low prior attainment.	EEF evidence (Teaching and Learning Toolkit)	Challenge 4
Delivery of Maths - first class at number - intervention and purchase of resources to support mathematical teaching.	EEF evidence (Improving maths in EY and KS1)	Challenge 4

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

Budgeted cost: £12,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Audit of current reading books and library books to evaluate language and vocabulary sophistication, and research into new titles. Purchase of new books during the academic year 2021-22 to boost high quality language and vocabulary coverage.</p>	<p>EEF guidance (Improving Literacy in KS1)</p>	<p>Challenge 1</p>
<p>Use of Safeguarding and Well-being Officer in school to:</p> <ul style="list-style-type: none"> -build relationships with parents, share advice and offer support in parenting and school involvement - advise on financial and family support systems available and in place to ensure children have the basic necessities for school e.g. Uniform/Clothing/ Foodbank/Christmas Presents etc. -target specific parents where attendance and/or punctuality issues arise, and send personal invites to parents' events -communicate between LA and Trust Lead for support and advice -Provide 'soft' opportunities for parental involvement in school life, such as stay & play, coffee mornings etc. Promote key school policies & initiatives at these events 	<p>The links between regular attendance at school and academic attainment are causal and heavily researched. Our context as an infant school means that pupils are reliant on parents to get to school on time and to attend regularly. Therefore, increasing parental engagement in education is a logical approach within our context.</p> <p>The DfE Guidance (Improving School Attendance) - has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>EEF evidence (Parental Engagement)</p>	<p>Challenge 2</p>
<p>Promotional campaigns to highlight the link between attendance, punctuality and achievement – use of website, social media, newsletters and displays.</p> <p>Rewards for good and improving attendance.</p>	<p>EEF evidence (Parental Engagement)</p>	<p>Challenge 2</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, 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>	<p>All</p>

Total budgeted cost: £62,000

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.

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 but particularly in writing and maths. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by the use of online resources.

Overall attendance in 2020/21 was lower than in the preceding year. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers as was persistent absence. These gaps in attendance and PA remain a concern, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

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?	We hired an Emotional Literacy Support Assistant dedicated to the emotional wellbeing and academic achievement of service children. They helped pupils develop a toolkit of strategies to enable them to manage their circumstances and provided opportunities for them to talk with other service children. Opportunities were also provided for them to capture experiences and to stay connected to their deployed parent.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers and parents observed improvements in wellbeing amongst our service children.

Further information (optional)

In planning our new pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, observations, book scrutiny and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged 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 framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.