

All Saints' CE Junior 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 Junior Academy
Number of pupils in school	366
Proportion (%) of pupil premium eligible pupils	91/ 366 = 25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 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	£129,120 (based on 96 in Oct 2020)
Recovery premium funding allocation this academic year	£13,775
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£142,895

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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>Attainment is below the national average and children have a poor understanding of basic skills resulting in poor application of skills into all curriculum subjects.</p> <p>Internal and external (where available) assessments indicate that prior attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. 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 writing.</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 1/3 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 are displayed including low confidence in all subjects, especially maths which results in lower pupil attainment.</p> <p>Our assessments and observations indicate that the education and well-being 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.</p> <p>Internal and external (where available) assessments and observations show that confidence and resilience in all subjects, but especially maths attainment among disadvantaged pupils, is significantly below that of non-disadvantaged pupils.</p>
5	<p>Lack of capital culture limits experiences and inhibits access to and engagement with the curriculum resulting in lower aspirations and outcomes.</p> <p>Our observations and discussions with pupils and families have identified social and cultural inequalities for many pupils, notably due to a lack of enrichment opportunities during school closure and the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</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>Challenge 1 - There will be no discernible difference in the understanding or application of basic skills between pupils of similar age and/or ability, regardless of background.</p>	<p>KS2 reading, writing & maths outcomes for disadvantaged pupils will be in line with those of non-disadvantaged pupils nationally at EXS+.</p> <p>Interventions and subject lead teachers will give feedback saying that interventions have had a positive impact on the children’s learning and have helped in accelerating their progress and attainment.</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.</p> <p>Support will be 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>Sustained high levels of wellbeing / mental health from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations • A reduction in the number of wellbeing / mental health concerns raised by parents and staff. • Observations of children's engagement in learning <p>Disadvantaged pupils attain in line with non-disadvantaged children by the end of KS2.</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 KS2. Children display the RICHER values and have a love of learning.</p>
<p>Challenge 5 - Regardless of background, all pupils possess rich and varied sources of inspiration on which to draw upon to derive maximum benefit from all aspects of the curriculum.</p>	<p>Aspirations are raised and KS2 writing outcomes for disadvantaged pupils will be at least in line with non-disadvantaged pupils nationally at EXS+.</p> <p>KS2 reading outcomes for disadvantaged pupils will be at least in line with non-disadvantaged pupils nationally at GDS.</p> <p>Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum. A wide range of free (or very low cost) extra-curricular activities are available to all pupils.</p>

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: £68,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit intervention HLTA/Teacher to work across KS2.	EEF evidence (Teaching and Learning Toolkit)	Challenge 1 and 4
Development of the PSHE curriculum - including purchasing of resources,	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.	Challenge 3

staff training and monitoring/reviewing of the subject to improve the quality of social and emotional learning.	improved academic performance, attitudes, behaviour and relationships with peers)	
Further review of the Curriculum to ensure high engagement - planning time, purchase of resources to support themes, curriculum management release time to monitor and review 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: £58,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers, HLTAs and TAs provide interventions in KS2 to ensure identified gaps are addressed. Enhancement of teaching & learning provision to ensure structured interventions, small group tuition and one to one support.	EEF guidance (Teaching and Learning Toolkit) EEF guidance (Improving Literacy in KS2) 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 guidance (Improving Mathematics in KS2 and 3)	Challenge 1
Renewal of Lexia licences	EEF guidance (Improving Literacy in KS2) outlines the vital importance of language and literacy 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'	EEF guidance (Teaching and Learning Toolkit)	Challenge 4

as a result of low confidence and low prior attainment.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 parent's 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 a junior 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>	Challenge 2
Promotional campaigns to highlight the link between attendance, punctuality and achievement – use of website, social media, newsletters and displays. Rewards for good/improving attendance.	EEF evidence (Parental Engagement)	Challenge 2
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.	EEF guidance (Improving Literacy in KS2)	Challenge 1, 4 and 5
Contingency fund for acute issues.	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.	All

Total budgeted cost: £142,895

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.