

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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' Church of England Federation of Academies - Infant School
Number of pupils in school [FS2-Y2]	268 (360 capacity)
Proportion (%) of pupil premium eligible pupils [FS2-Y2]	18% (48 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	L. Jackson
Pupil premium lead	Z Newsham/C Smith
Governor / Trustee lead	C Harrison

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,852
Recovery premium funding allocation this academic year	£7,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£88,102

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals (FSM), those looked after by the local authority and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment.

It is for schools to decide how the Pupil Premium is spent since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

### **At All Saints' Church of England Infant Academy:**

Our intention is that all pupils, irrespective of their background or the barriers they may face, make good progress and achieve high attainment across all subject areas. We recognise our duty to equip children with the necessary skills and attitudes to succeed in the next stage of their school journey and in later life. 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.

### **Principles**

- The focus of our pupil premium strategy is to support disadvantaged pupils to achieve and strive for personal excellence. This is a whole-school approach and staff take a proactive approach to ensure progress is made through deep-thinking questioning and regular assessment for learning.
- Quality first teaching and learning is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- We take a long-term view of pupil-premium spend (3 years) as we believe this is more effective in terms of developing pedagogy, practice and development.
- We recognise that not all disadvantaged pupils will require support to meet their age-related expectations. Therefore, it is paramount that we identify and challenge disadvantaged pupils who are reaching high levels of attainment to enable them to progress further and reach their full potential.

### **Aims**

- To narrow and ultimately eliminate the attainment gap between disadvantaged and non-disadvantaged pupils within the school.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach age-related expectations at the end of Year 6 and leave Primary school well-prepared for their next stage of education.

## Challenges

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

Challenge number	Detail of challenge
1	<p><u>RWM combined at the end of year 1 in 2023 was 12% lower for children eligible for PP to those non-PP - GLD at the end of FS2 was 6% lower for children eligible for PP to those non-PP</u></p> <p>Despite significantly narrowing the gap over the past two years, there is still a slight difference in attainment in some year groups for those pupils identified as pupil premium. We have found that our Year 1 and FS2 combined score for reading, writing and maths/GLD is marginally lower for children eligible for PP than to those non-PP. In some cases, children have a lack of fluency of basic skills resulting in poor application of skills into all curriculum subjects.</p> <p>Our assessments and observations indicate that the education and well being of many of our disadvantaged pupils have been impacted by the pandemic and related socio-economic challenges to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in some knowledge gaps leading to pupils falling behind age-related expectations, especially in writing and maths.</p> <p>In reading we have found that our Y1 results are slightly below national results for children eligible for PP. Fluency in reading, including basic phonics application, vocabulary recognition and comprehension act as a barrier to understanding across the wider curriculum.</p> <p>We recognise the importance of children leaving our school as competent, fluent readers. A key school development priority for this year is to raise the attainment of reading, which will enable children to confidently apply these skills across the curriculum.</p> <p>In maths we have found that our Y1 results are 11% below non-pupil premium children. The main barriers relate to children’s fundamental understanding of basic maths skills including exposure to maths in the real world which impacts on their ability to recall basic calculations.</p>
2	<p><u>In some cases, parents own views and experiences of school compromise the children’s perceptions and this impacts on pupil attendance.</u></p> <p>This also results in lower attendance and a reduced commitment to value learning at home. 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. Despite showing improvements, our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. The attendance of non-PP eligible children at the end of July 2023 was 94.9% to 93.2% for PP eligible children.</p>
3	<p><u>Challenging emotional needs leads to instability and inability to focus on learning.</u></p> <p>This is often as a result of unsettled home circumstances and in some cases trauma. Approximately one quarter of this pupil group have had involvement with Children’s Social Care within their time at All Saints’. We have noted a significant increase in the number of known domestic abuse incidents, which have been reported through ‘Operation Encompass’ and have impacted many children.</p>

	Our assessments, including observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to the current financial situation and a lack of enrichment opportunities outside of the school environment. These challenges particularly affect disadvantaged pupils, including their attainment. Our in-school assessments show that this is most evident amongst our disadvantaged pupils which is also reflected in national studies and data.
4	<p><u>Lack of capital culture limits experiences and inhibits access to and engagement with the curriculum.</u></p> <p>This results 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. These challenges particularly affect disadvantaged pupils, including their attainment. The impact of the current financial climate in our country has notably affected families in our school community. We anticipate that this will affect a greater proportion of families, including disadvantaged children.</p>

*\*We understand as an academy trust that these barriers are not the same for all children, nor should we generalise. Therefore, we ask our staff to identify the barriers to learning for every individual child. A no excuses culture exists in every school.*

## 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
1. RWM combined at the end of year 1 in 2023 was 12% lower for children eligible for PP to those non-PP - GLD at the end of FS2 was 6% lower for children eligible for PP to those non-PP	<ul style="list-style-type: none"> <li>Children make progress from their starting points for all disadvantaged pupils.</li> <li>KS1 reading, writing &amp; maths outcomes for disadvantaged pupils will be narrowed by 8% with those of non disadvantaged pupils nationally at EXS+.</li> <li>68% of disadvantaged pupils reach the expected reading standard at the end of KS1.</li> <li>Children who did not pass the PSC are well supported to meet the standard by the end of Autumn Term 2 in Year 2. Little Wandle daily catch-up sessions delivered consistently to support this.</li> <li>Offer additional intervention to disadvantaged children to target their academic and emotional needs.</li> </ul>
2. In some cases, parents' own views and experiences of school compromise the children's perceptions and this impacts on pupil attendance.	<ul style="list-style-type: none"> <li>Attendance and punctuality for disadvantaged pupils will be inline with national figures year on year. Support will be in place from school and Trust Lead to offer support and hold families with poor attendance to account.</li> </ul>

	<ul style="list-style-type: none"> <li>● Attendance policy and procedures are followed with EWO support if required</li> <li>● Parents value school and education and as a result ensure their children attend regularly. Parents are well supported by school to engage with delivered workshops, enabling them to support their child's learning at home.</li> </ul>
<p>3. A range of emotional needs leads to instability and inability to focus on learning.</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Sustained high levels of wellbeing / mental health demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations</li> <li>• A reduction in the number of wellbeing / mental health concerns raised by parents and staff.</li> <li>• Observations of children's engagement in learning</li> </ul> </li> <li>● Disadvantaged pupils significantly close the gap so that they attain inline with non-disadvantaged children by the end of KS1.</li> <li>● Tailored support is swiftly put into place to ensure that the children's emotional needs are met, equipping them with the skills necessary to manage their feelings.</li> </ul>
<p>4. Lack of capital culture limits experiences and inhibits access to and engagement with the curriculum.</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● All school visits are accessible to all pupils.</li> </ul>

## 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: £40,102

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reallocation of Y2 teaching team to offer direct support and targeted intervention during the afternoon sessions.	EEF evidence (Teaching and Learning Toolkit)	Challenge 1 and 4
Further 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, 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 and 4
Parent learning opportunities are planned throughout the year to engage all parents and equip them with the skills to support their child's learning at home.	EEF guidance (Effective Professional Development)	Challenge 1, 2 and 3
Additional WEB team support is trauma informed trained and supports specific children in school whilst providing training and support to other staff.	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 1 and 3

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>● An in-depth intervention plan to ultimately close the gap between non-disadvantaged and disadvantaged pupils.</li> <li>● Rapid catch up delivery in phonics to support early reading and writing</li> <li>● Basic skills support in maths to demonstrate effective methods of calculation for parents to engage with homework and further learning activities.</li> <li>● Regular 6 weekly assessments in place for all children including Disadvantaged and SEN children to carefully measure the impact of interventions and support</li> </ul>	<p>EEF guidance (Teaching and Learning Toolkit)</p> <p>EEF guidance (Effective AfL to support T&amp;L)</p>	<p>Challenge 1</p>
<p>Teachers, HLTAs and TAs provide interventions to ensure identified gaps are addressed.</p> <p>Enhancement of teaching &amp; learning provision to ensure structured interventions, small group tuition and one to one support.</p>	<p>EEF guidance (Teaching and Learning Toolkit)</p> <p>EEF guidance (Improving Literacy in KS2) outlines the vital importance of language development to attainment &amp; 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.</p> <p>EEF guidance (Improving Mathematics in KS2 and 3)</p>	<p>Challenge 1</p>
<p>Delivery of sessions by trained ELSA to support emotional development and promote positive mental health and wellbeing. Bespoke sessions for individual children.</p>	<p>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.</p>	<p>Challenge 3</p>
<p>Intervention led by T/TA to support children in 'catching-up' as a result of low confidence and low prior attainment.</p>	<p>EEF guidance (Teaching and Learning Toolkit)</p>	<p>Challenge 4</p>

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

Budgeted cost: £20,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance campaign and competition to encourage classes to work together to boost the average attendance for all pupils.</p> <p>In line with this, the importance of attendance and punctuality is highlighted to all stakeholders to build a united approach to improving attendance.</p> <p>Rewards will include: trophies, child-led rewards (bounce house party etc)</p> <p>Parent questionnaires to build a strong relationship with parents who do not engage with the school as much as others.</p> <p>Extra curricular clubs run at lunchtime to enable children to experience a range of activities</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>Parents will feel like their voice is heard and can make a difference to the school moving forward. To introduce the actions and next steps, the school leadership will host a 'Parent/ Carer Coffee Morning' to present our findings and next steps, whilst providing the opportunity for dialogue between staff and parents.</p>	<p>2. Parental attitudes compromise the children's view of the importance of education.</p>
<p>Use of Safeguarding and Wellbeing Officer in school to:</p> <ul style="list-style-type: none"> <li>-build relationships with parents, share advice and offer support in parenting and school involvement</li> <li>- 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.</li> <li>-communicate between LA and Trust Lead for support and advice</li> <li>-Provide 'soft' opportunities for parental involvement in school life, such as stay &amp; play, coffee mornings etc.</li> </ul> <p>Promote key school policies &amp; initiatives at these events</p>	<p>EEF guidance (Improving Literacy in KS2)</p> <p>Public Health England's review: <i>Local action on health inequalities: Building children and young people's resilience in schools</i></p>	<p>3. Challenging emotional needs leads to instability and inability to focus on learning.</p>
<p>Defined cultural capital experiences of children throughout their journey at All Saints' Church of England Federation of Academies to help the children reflect on their experiences and apply</p>	<p>Effective T&amp;L</p>	<p>4. Lack of capital culture limits experiences and inhibits access to and engagement with the curriculum.</p>



<p>the valuable skills learned in their next step of education.</p> <p>Building on the work in the previous academic year, we will look to increase visits to our local library and invite authors into school to continue the promotion of reading for pleasure in our school.</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: £90,287**

## 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 2022 to 2023 academic year.

Our internal assessments during 2022/23 demonstrate that the performance of disadvantaged pupils shows an improving picture throughout the school. Year 2 disadvantaged pupils outperformed non-disadvantaged pupils and the gaps in Fs2 and Y1 were marginal and significantly reduced. We are delighted that our quality first teaching, astute use of AfL and whol school experience are impacting positively on children's outcomes. Maintaining a high quality curriculum and implementing a range of strategies to support pupils' academic abilities and wellbeing have resulted in raised outcomes throughout the school.

Overall attendance in 2022/23 shows a pleasing improvement to previous years. Implemented strategies are having an impact on raising attendance throughout all year groups. PP children's attendance is still below non-PP and these gaps in attendance and PA remain a concern, which is why attendance is a focus of our current plan.

We are aware that many children in receipt of PP funding have experienced significant trauma or dealt with specific social challenges over the past year. We have 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.
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## Further information (optional)

<p>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.</p> <p>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.</p> <p>We used the <a href="#">EEF's implementation guidance</a> 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.</p> <p>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.</p>
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## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*