



Jesus says, "All things are possible if you believe." Mark 9:23

All Saints Church School Pupil Premium Strategy Statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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. Our funding allocation will focus on three core areas:

- Teaching
- Targeted academic support
- Wider strategies

Our approaches will be monitored and reviewed to analyse impact on outcomes for disadvantaged pupils.

School overview

Total number of pupils in school	211
Proportion of disadvantaged pupils	14% (29 pupils)
Proportion of disadvantaged pupils who have SEND	6 children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Publish date	October 2022
Review date	July 2023
Statement authorised by	LGC- Mrs. S. Foy (Chair)
Pupil Premium lead	Mr A. Wood
Governor lead	Mrs M. Coombes

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 38,340
Recovery premium funding allocation this academic year	£ Calculated as % of final spending
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	£38,340
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Part A: Pupil Premium Strategy Plan

Statement of Intent – Over 3 Years

All staff and governors are fully committed to meeting the needs of each and every child irrespective of their background. We have high aspirations and ambitions for all our children. At All Saints we fully accept responsibility for meeting the needs of socially disadvantaged children within our caring Christian community. All of our children are valued and respected and we constantly seek to ‘help children achieve their best on their learning journey’.

Our key objective in using the Pupil Premium grant is to narrow the gap between children who are in receipt of Pupil Premium and those who are not. Through our quality first teaching and targeted interventions, all staff are working towards eliminating barriers to learning for children who are in receipt of Pupil Premium. The challenges that face these children are many and varied and at All Saints we focus on the individual needs and aspirations of each child. We ascertain the family circumstances in order that we can support children with, for example, poor punctuality and attendance, lack of support with reading or homework in general, or specific issues with regards to behaviour, poor attitudes to learning or involvement in extra-curricular activities.

Background information

The Pupil Premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM), children looked after and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period. At All Saints we will be using the indicator of those eligible for Pupil Premium as well as identified vulnerable groups as our target children to ‘close the gap’ regarding attainment.

Challenges

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

Challenge	Detail of challenge
1.	Low-self a steam- PSHE lessons and ELSA support to build confidence.
2.	Attendance for PP children to be monitored regularly to ensure children are in school on time, so they are exposed to high class first quality teaching for the longest time possible
3.	Covid-19- Lockdowns and limited access to technology for pupils of families on lower income support
4.	Oral Literacy for Early Years

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.

Challenge	Intended outcome	Success criteria
1	Children who feel confident, happy to learn to enable them to be successful in the classroom.	ELSA support, Enter and Exit questionnaire (for parents/teachers and children from support provided form ELSA sessions.
2	Increased attendance in school by offering support to our PP families	Sustained good to outstanding attendance for PP children. Measured/Monitored by KS/JR
3	Children to be on track for prior attainment. First class quality teaching and recovery plans.	Increased percentage of PP children achieving targets and over time increased number of PP children achieving GD. Formative and Summative Assessment
4	Improve communication, oral language and vocabulary for disadvantaged pupils.	Teacher assessment of pupils' oral language demonstrates a reduction in the attainment gap between disadvantaged pupils and their peers in school. This is within a context of high attainment for all.

Activity in this academic year 2022-2023

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: £ 28,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality first teaching across the school as EEF evidence indicates this has the biggest impact of child's learning</p> <p>1.1 CPD CPD for Teachers. CPD for Teaching Assistants.</p>	<p>Teaching will be judged as good or better to aid success with outcomes. Teachers are confident in subject knowledge, up to date with current pedagogical skills and focused on quality first delivery.</p> <p>To ensure staff delivering learning are trained effectively with the necessary pedagogical skills and content knowledge to enable quality first teaching.</p> <p>Teachers and Teaching assistants to be given CPD on intervention programmes.</p> <p>SENdCo course to identify interventions for children in school and then train staff as required.</p> <p>Termly PPMs to discuss children who are not on track with prior attainment</p> <p>The Research Schools Network states that evidence shows teacher CPD can have a strong impact on pupil outcomes and that these gains have been shown to be even greater for children from disadvantaged backgrounds (William 2016 and Timperley et al).</p>	<p>3</p>
<p>Curriculum Development</p>	<p>To continue to further develop our school curriculum to enhance the opportunities provided to children.</p> <p>To give PP greater opportunities to access GD work and to increase their aspirations.</p>	<p>3</p>

Targeted Academic Support (for example tutoring, one to one support, structured interventions)

Budgeted Cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Children to be exposed to a rich and varied vocabulary within lessons and in the classroom environment so that they are able to develop their own vocabulary</i></p>	<p><i>'Language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment.'</i></p>	<p>4</p>
<p><i>Targeted intervention groups for pre-post teaching</i></p>	<p><i>EEF research reports Small group tuition +4 months Feedback +8 months Reading Comprehension +6 months Oral Language Intervention +5 months Phonics +4 months</i></p> <p><i>The EEF reports high quality teaching should reduce the need for extra support, but it is likely that some children will require high quality, structured, targeted interventions to make progress. Children requiring such intervention will be identified through the SENDCo's review of provision.</i></p>	<p>3</p>

Wider Strategies (for example, related to behaviour, attendance, well-being)

Budgeted Cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Office staff to monitor attendance of pupil premium children in comparison to non-PP children-</i></p>	<p><i>If any individual attendance concerns arise PP lead meets with parents to discuss. Breakfast club to be subsidised for PP children who have lower the average</i></p>	<p>2</p>

	<i>attendance to ensure children are in school regularly and on time</i>	
<i>Provide funding support for PP children to attend breakfast club.</i>	<i>When attendance becomes a problem, to support families by offering breakfast club funding to ensure children are in school at the correct time, fed and ready to learn.</i>	<i>1/2</i>
<i>Curriculum Opportunities-</i> <ul style="list-style-type: none"> <i>• Trips</i> <i>• Additional learning opportunities</i> <i>• Dandelions Club</i> 	<i>To support families by supporting them with attendance on school trips</i> <i>To provide children with an environment where they feel comfortable to share feelings whilst family members are away on active service.</i> <i>Children to lead Red, White and Blue day assembly and activities to promote awareness of our Nation's Armed Forces.</i>	<i>1/2</i>
<i>Curriculum Opportunities- Forest School hours.</i>	<i>EEF research reports Outdoor adventure learning +4 months Metacognition and self regulation +7 months With the significant length of the Spring 2020 lockdown, developing children's metacognitive knowledge of how they learn and developing self regulated learners who are aware of their strengths and weaknesses, will improve motivation and engagement (EEF). Activities in Forest School will support this, and Forest School lessons will be provided to all learners as a whole school approach.</i>	<i>1/3</i>
<i>Parental Engagement Increased communication with parents through class assemblies, showcase etc.</i>	<i>EEF research states Parental engagement +3 months</i> <i>With parents unable to have been in the school during previous months due to Covid-19, provide parents the opportunity to come</i>	<i>1/2</i>

	<i>into the classroom to explore children's books, learning etc.</i>	
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Total budgeted cost: £ 20,000

Part B: Review of outcomes in the previous academic year 2021-2022

Pupil premium strategy outcomes (Teacher Assessed)

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

In identifying priorities, school leaders will take account of a wide range of information about the learning of disadvantaged pupils in informing them about the barriers to future attainment and progress.

Progress was very strong in all areas for our pupils, particularly when compared with the Baths & Wells MAT – particularly in writing for our PP children.

All Saints Attainment and Progress Summary



July 2022 Data Drop

Year groups and pupils as at July 22

Years 1 to 6 by SEN and PP	Relative Learning Attainment (Months+/-)	All Saints			
		No.	Ma	Rd	Wr
All pupils		182	-0.2	0.0	-0.9
Not SEN/PP		141	0.4	0.8	0.1
SEN only		14	-4.9	-7.4	-11.6
PP only		23	0.2	0.5	0.3
Both PP & SEN		4	-4.0	-5.0	-7.0

Years 1 to 6 by SEN and PP	Relative Learning Attainment (Months+/-)	BWMAT			
		No.	Ma	Rd	Wr
All pupils		6549	-2.5	-2.5	-4.1
Not SEN/PP		4394	-0.3	-0.1	-1.3
SEN only		723	-8.4	-9.0	-12.0
PP only		969	-2.9	-3.0	-4.4
Both PP & SEN		463	-12.9	-13.7	-17.2

Relative Progress (Additional months progress)	All Saints			
	No.	Ma	Rd	Wr
All pupils	165	0.9	0.8	0.3
Not SEN/PP	129	1.1	1.0	0.7
SEN only	13	-0.9	-0.9	-5.4
PP only	20	0.8	1.0	0.8
Both PP & SEN	3	1.3	1.3	0.0

Relative Learning Progress (addn months+/-)	BWMAT			
	No.	Ma	Rd	Wr
All pupils	5642	-0.2	-0.2	-1.0
Not SEN/PP	3856	0.8	0.8	0.2
SEN only	646	-2.9	-2.7	-4.7
PP only	782	-0.7	-0.5	-1.2
Both PP & SEN	358	-4.6	-5.4	-6.9

Year 1 phonics data analysis 2022

31 children in class. All 31 children attempted the screener (unofficially as these children will complete it officially in year 2 Autumn term). 87% of the cohort passed.

Pass mark 32 in 2022

36 – 40 23 children

32 – 35 4 children

31 and below 6 children

Therefore, 32 and above 27 children **87% pass**

Review of expenditure 2021 - 2022		
1. Teaching		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<p><i>High quality first teaching across the school as EEF evidence indicates this has the biggest impact of child's learning</i></p> <p><i>Targeted academic support- PP children's books to be marked first</i></p>	<p><i>Despite another lockdown during the academic year children continued to be provided with high quality lessons online. Teachers sequence lesson planning provided children the opportunity to build on prior knowledge.</i></p> <p><u>All Saints SLT - Year 2 Scanned Work - All Documents (sharepoint.com)</u></p> <p><i>Good quality feedback with pupils ena-</i></p>	<p>£10,000</p>
2. Targeted Academic Support		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<p><i>Interventions • Teaching Assistants and HLTAs across cohorts providing pre and post teaching</i></p> <p><i>ELSA</i></p>	<p><i>Interventions enabled children to narrow the gap. Lockdown provided school with a challenge in providing targeted 1:1 sessions/group interventions.</i></p> <p><i>ELSA was hugely beneficial for PP children and Non PP children who had emotional difficulties during home- learning. ELSA was able to support through meetings and give strategies to support once teachers had made their weekly phone calls home.</i></p>	<p>£8,000</p>
3. Wider Strategies		
Outcomes and Impact Include impact on pupils	Lessons learned (and whether you will continue with this ap-	Cost

not eligible for PP, if appropriate	proach)	
<p>HD offering Forest and STEAM with specific children.</p> <p>TA's used in the afternoon for specific intervention groups</p> <p>Service club 'Dandelions'</p>	<p>HD was unable to provide as many sessions as planned due to Covid-19 restrictions. We will look to restart this next year. TA's have targeted interventions during afternoons went well, however next year they must be much more measurable than this year (JF to work with us all on this)</p> <p>Although Dandelions were unable to meet as often as planned this year it still provided children an opportunity to meet and share challenging times. This is to continue next year, KK to support NB next year.</p>	£2,000

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
Making the difference for disadvantaged pupils	The Research School Network (West Somerset Research School - Wells)
PP Network Meeting	BWMAT

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?	Service club 'Dandelions'
What was the impact of that spending on service pupil premium eligible pupils?	Although Dandelions were unable to meet as often as planned this year it still provided children an opportunity

	<p><i>to meet and share challenging times. This is to continue next year, KK to support NB next year.</i></p> <p><i>Dandelions celebrated Armed forces day and lead whole school assembly to raise awareness.</i></p>
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Further information

This coming year, the school is investing funds in specialist teaching to help support catch up for pupils in Year 6 and Year 1. With the lowest 20% in Year 1 receiving some twice weekly 1:1 sessions with Miss. Daily for approximately 10 minutes a session so that gaps can be plugged and narrowed.