# 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 National Academy |
| Number of pupils in school  | 275 |
| Proportion (%) of pupil premium eligible pupils | 53% |
| Academic year/years that our current pupil premium strategy plan covers  | 2021-2022 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | October 2022 |
| Statement authorised by | Sarah Cockshott/ Michelle Skidmore |
| Pupil premium lead | Gemma Meers  |
| Governor / Trustee lead | Hilary Hastings  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £209,820.00 |
| Recovery premium funding allocation this academic year | £22,620 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £232,440.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| The ultimate objective is to close the attainment gap between our disadvantaged pupils and their peers, especially in phonics, reading and writing. In order to achieve this, we must identify the barriers to learning and the challenges that our disadvantaged pupils face and put in place provision and support to enable all pupils, irrespective of their background, to make good progress and gain a good level of attainment. We expect that all disadvantaged pupils will play a full and successful part in the academic curriculum and wider school community and can participate in and receive the same opportunities as their peers. As part of this, it is essential that we work closely with families to ensure that attendance of all pupils is good so that they are able to gain access to the full school curriculum offer and that their progress and attainment are not hindered by their attendance.We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, family support worker or are young carers as well as those who have Special Educational Needs and Disabilities (SEND). It is vital that all children receive Quality First Teaching (QFT) and through this, that disadvantaged pupils receive focused and targeted provision to close the attainment gap. To achieve these objectives, the Academy will focus the grant expenditure based on the EEF recommendation of adopting a ‘tiered approach’ to ensure that we improve teaching to promote consistent QFT for all pupils, provide targeted intervention to groups and individuals of identified pupils requiring additional support and enable disadvantaged pupils to gain wider experiences and opportunities beyond the academic curriculum. Within this approach, we will identify, through data analysis and staff, pupil and parent feedback the needs and challenges faced by our disadvantaged pupils and will plan approaches which are evidence-based to complement the identified issues. We will adopt a whole school approach whereby all staff take responsibility for the outcomes of disadvantaged pupils by implementing the trident approach through our ‘Raising Achievement of Disadvantaged Youngsters (RADY) project to intervene early through robust data analysis in order to raise awareness, raise expectations and raise aspirations for our pupil premium pupils. Our strategy is also integral to the wider school plans for educational recovery, particularly as a result of the impact due to COVID, in its targeted support through the recovery grant for pupils whose education has been worst affected, including non-disadvantaged pupils.  |

## 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 | Baseline data, assessments and observations identify a gap in pupils’ speech, language and communication skills which will, in turn, impact on their attainment in Literacy skills.  |
| 2 | Assessments identify that disadvantaged pupils have lower attainment levels in phonics and that a lower percentage of disadvantaged pupils achieve the pass mark for the Year 1 screening check compared to their peers. Due to COVID, internal assessments show that the 2020/2021 cohort show a significant gap in attainment with 36% of disadvantaged pupils meeting the pass mark compared to 77% of non-disadvantaged pupils. |
| 3 | Assessments, especially through the RADY project, show a disparity between the attainment of disadvantaged pupils and their peers in all core subjects but more significantly in reading and writing.  |
| 4 | Data shows that there is a higher proportion of pupil premium pupils who are deemed vulnerable (requiring support from social workers or early help) than their peers. 67% of caseload - those on CP, CIN and EH support) are PP and 90% of pupils being ‘monitored’ are PP. This shows that our disadvantaged pupils and their families require more support in gaining support and access to early help and additional support from both the Academy and external agencies.  |
| 5 | There is a higher proportion of disadvantaged pupils with SEND compared to non-disadvantaged pupils. 16% of PP pupils have SEND and 60% of SEND pupils are pupil premium.  |
| 6 | Attendance is significantly below national average. There has been an ongoing gap in the attendance among disadvantaged pupils and their peers. The gap has and is closing however attendance remains significantly below national standards and will impact on attainment and progress due to the amount of learning time missed. In the academic year 2020-2021, the attendance of disadvantaged pupils was 86.48% and was 2.84% lower than non-disadvantaged pupils.  |
| 7 | High levels of deprivation, 65% of pupils in the lowest 0-10 deprivation and 17% in the lowest 10-20 deprivation, mean that many of our pupil premium pupils have very limited life experiences and opportunities and has potential to result in low aspirations. This is evident through pupil and parent feedback also. |

## 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 |
| Improve speech, language and communication skills. | Assessments and observations through WellComm and Talk Boost indicate significantly improved speech, language and communication skills. This should also have be evident in assessment of literacy skills through whole school monitoring of book trawls, learning walks and pupil progress meetings. The percentage gap of pupil premium vs non-pupil premium pupils meeting age related standards of speech, language and communication skills (green) will close. |
| Improve reading attainment for pupil premium children.  | EYFS data to show an improvement in disadvantaged pupils achieving expected levels of attainment in word reading from baseline to end of year outcomes. KS1 phonics screening outcomes show an increase in percentage of pupil premium pupils achieving the required pass mark.The percentage gap of pupil premium vs non-pupil premium pupils achieving the pass mark for the screening will close.KS1 and KS2 reading assessments show an increase in outcomes for disadvantaged pupils.  |
| To reduce and sustain the number of pupil premium pupils requiring additional support from social workers and the early help process.  | Number of disadvantaged pupils receiving support through Child Protection, Child In Need or Early Help plans are reduced as a result of sustainable support implemented. The percentage gap of pupil premium vs non-pupil premium pupils requiring additional support from social workers and family support workers will narrow. |
| To provide targeted provision for all pupils with SEND, particularly our disadvantaged pupils.  | All SEND pupils to have identified targets to support progress and attainment.Provision map shows effective use of evidence-based interventions across the school (e.g. Rapid interventions).Monitoring including learning walks, book trawls and pupil progress meetings identify ‘good’ quality first teaching across the school which meet the needs of all learners, especially those who are SEND and pupil premium.  |
| To achieve and sustain improved attendance for all pupils, particularly those who are disadvantaged.  | The attendance gap between disadvantaged pupils and their non-disadvantaged peers will be reduced.Attendance will be in line with national average of 90.7%. |
| To raise pupil aspirations by increasing life experiences and opportunities for all pupils, particularly for those who are disadvantaged.  | Pupils will receive at least 1 term of weekly swimming lessons during their school life and the attendance of pupil premium children is in line with non-pupil premium children. Pupils will have the opportunity to attend at least one residential visit during their school life and the attendance of pupil premium children is in line with non-pupil premium children.Pupils will have the opportunity to experience one educational visit/experience per term and the attendance of pupil premium children is in line with non-pupil premium children.Disadvantaged pupils with additional roles and responsibilities in school (including school council, worship team, safeguarding squad) is in line with non-disadvantaged pupils. All pupils will receive specialist music teaching weekly to access a high quality music curriculum and work towards achieving a certificate of qualification at the end of each academic year. |

## 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: £85, 310.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide smaller class sizes across UKS2.We will fund an additional teacher to enable single year group classes across UKS2 and reduce class sizes.£50,610.00 | Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller. It enables teachers to have higher quality interactions with pupils and provide them with higher quality and quantity of feedback. [Reducing class size | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size) | 3, 5, 7 |
| Recruit key specialist teachers to provide pupils with a high quality Music curriculum taught by specialist teachers.Fund 50% of ‘Rock-It’ Music Tuition sessions.£9972.00 | To ensure all children benefit from a stimulating arts education. Learning to play a musical instrument is associated with improved wider educational outcomes for children, from their early years through to secondary school. [Arts\_Education\_Review.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Arts_Education_Review.pdf)[Arts participation | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation) | 7 |
| Provide teaching staff with bespoke, high quality SEND provision training to ensure Quality First Teaching which enables all pupils to achieve and succeed. We will fund 25% of the support received from Northern Star Inclusion Advice Team £625 | Pupils with Special Educational Needs and Disability (SEND) have the greatest need for Quality First Teaching (QFT). The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals (60% for All Saints National Academy), hence the importance of developing the teaching strategies suggested in the EEF report to enable staff to respond to the needs of their SEND pupils (flexible grouping, cognitive and metacognitive strategies and explicit instruction).Please refer to recommendation 3 in EEf report:[Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send#recommendation-1) | 1, 2, 3, **5** |
| Enhancements of our curriculum planning and teaching to ensure QFT teaching for all.We will fund teacher release time to embed key elements of guidance in school and to access CPD through the Trust, Diocese, Local Authority English Hub and other training providers and disseminate to other practitioners accordingly£24,103.00 (100% Sukhi cover supervisor – possibly indirectly).  | Supporting QFT is pivotal in improving children’s outcomes. Research tells us that high quality teaching can narrow the disadvantage gap and the EEF report identifies key aspects to ensuring that continuous professional development (CPD) is designed, built and embedded to the needs of the school. [Effective Professional Development | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development) | 1, 2, 3, 4, 5 |

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

Budgeted cost: £113,680.50

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide small group and 1:1 intervention to develop speech, language and communication skills through evidence based interventions including WellComm and Talk Boost as well as implementing targets provided by Speech and Language Therapist. Teaching Assistant salary funded to enable interventions to be completed. *£9653.50 (50% Penny)**I Can subscription £250 (50% of subscription)* | Teaching Assistants providing targeted interventions can provide a large positive impact on learners progress and attainment. Providing small group and 1:1 intervention can improve progress and attainment [Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) | **1,** 2, 3, 5 |
| Provide small group and 1:1 teaching and intervention for phonics to increase attainment and progress in English (specifically reading) and Phonics Screening results. This will be delivered in collaboration with our Local Authority English Hub. Using DfE validated Phonics programme (Floppy’s Phonics), staff will utilise and adopt the training and resources through this programme and support from the English hub to provide small group teaching and 1:1 intervention for identified pupils as well as bottom 20% readers across the key stages. *£9653.50 (50% Penny EYFS)**£10407 (50% Jenny KS1)**10068.50 (50% Janette LKS2)**£8204 (50% of Mandy UKS2)*Total: £38,333.00 | Structured phonics intervention EEF research supports a robust and systematic approach to phonics and interventions to enhance and embed what has been taught in class and to fill any missing gaps has a high impact. Research suggests that phonics is particularly beneficial for younger learners, as they begin to read, with an average impact of an additional 5 months progress, however it has also been shown to have a positive impact on older learners also. EEF research shows that teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches).[Phonics | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics)Teaching Assistants providing targeted interventions can provide a large positive impact on learners progress and attainment. Providing small group and 1:1 intervention can improve progress and attainment [Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) | **2**, 3, 5 |
| Provide small group and 1:1 intervention for pupils with SEND in order to improve attainment and progress in reading, writing and maths. Teaching Assistants to utilise training e.g. from Rapid Interventions, NSIAT and internal CPD to adopt carefully selected intervention programmes such as Rapid Reading, Maths, and Writing, Fresh Start and Precision Teaching to support pupils with SEND who have been identified as needing additional, intensive support. *£10407 (50% Jenny KS1)**10068.50 (50% Janette LKS2)**£8204 (50% of Mandy UKS2)**£12,570.00 (100% Garynor)**Total: £41, 249.50* | Complementing QFT with small group and 1:1 interventions, which have been carefully selected and used for pupils who have been robustly identified through assessment can be a powerful tool. Interventions must be timely, frequent (at least 3 times per week) and be consistently reviewed to identify impact. Please see recommendation 4 in the EEf research:[Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send#recommendation-1) | 2, 3, **5** |
| Identifying disadvantaged SEND pupils for intensive intervention. We will fund 50% of subscription to Edukey to support staff in completing the relevant and necessary processes to support the graduated approach and to identify pupils needs through the APDR process. (£950)We will fund 25% of the support received from Northern Star Inclusion Advice Team to fund Individual Caseload work by a specialist SEND practitioner to provide individual advice and recommendations to support 1:1 and small group SEND interventions by completing robust and specialist forms of assessment for individuals who have the most significant of needs. £625 | Within the 2nd and 4th recommendations, the EEF research clearly identifies the need to identify pupils carefully for intensive intervention through a robust assessment and identification process and to use interventions and strategies which are evidence based and proven to be effective. It explains that schools need to use the graduated approach of Assess, Plan, Do, Review (APDR) to better understand the needs of individual pupils and to use regular and purposeful assessment as well as involving specialist professionals. Please see recommendations 2 and 4 in the EEf research:[Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send#recommendation-1) | 2, 3, **5** |
| Provide a blend of tuition, reduced teaching groups and intervention for pupils whose education has been most impacted by the pandemic (COVID-19). A significant proportion of the pupils who receive additional tutoring will be disadvantaged,, including those who are high attainers. We will fund an additional teacher to work within identified year groups to provide tuition or intervention in addition to what the class teacher will be providing.£22,620.00 | Targeted tuition by a teacher for specific needs and to fill missing gaps can be an effective strategy in supporting low attaining pupils or those falling behind academically, both in a 1:1 or small group situation. [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)[Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#:~:text=Relevant%20EEF%20studies%20Local%20evidence%20Technical%20Appendix%20What,usually%20in%20a%20separate%20classroom%20or%20working%20area.) | 1, 2, 3, 5 |

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

Budgeted cost: £33,449.50

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Partially fund (25%) the Safeguarding (and attendance) Officer Role to support children and their families in receiving support at school and home through referring to external agencies as well as to offer in-house support as required.£9230.00 | Keeping Children Safe in Education (KCSIE) 2021 details how schools have a duty to safeguard and promote the welfare of children and how this will enable all children to have the best outcomes.[Keeping children safe in education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) | 4, 7 |
| Targeted attendance support to review and update attendance policy, work with parents to identify and address barriers to attendance and implement rewards and sanctions based on attendance data. Fund attendance Officer from VIP Education £4,000.00Attendance rewards£1,000.00 | Implementing training for staff and embedding principles of good practice set out in the DfE’s advice can significantly reduce levels of absence and persistent absence.[Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) | 6 |
| Partially fund (25%) the (Safeguarding and) attendance Officer Role to support children and their families in receiving universal and targeted support to improve attendance £9,230.00 | As above. Poor attendance can also be a potential sign of Safeguarding issues and can also prevent school staff from having the time with pupils in order to identify concerns. It is important that attendance is monitored closely to safeguard children.[School attendance and safeguarding | The Safeguarding Company](https://www.thesafeguardingcompany.com/resources/blog/attendance/)[Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) |  |
| Ensure Pupils can access full taught and extra curriculum. ASNA bank credit for all pupil premium pupils of £30 per pupil to enable pupils to fund or part fund educational visits and experiences provided in the Academy at a cost. £4650.00 | EEF’s toolkit reports +2months benefit from both arts and sports participation. [Arts participation | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation) | 3, 7 |
| Providing whole school, small group and individual provision through the Thrive Approach to improve behaviour and support children’s social, emotional and mental health (SEMH) and engagement in learning. We will fund access to the Thrive Online resources to adopt practices developed from previous training.The Thrive Approach draws on insights from neuroscience, attachment theory and child development to provide a way of working with children and young people that supports optimal social and emotional development. In addition, the Approach can equip staff to work in a targeted way with children and young people who may have struggled with difficult life events to help them re-engage with life and learning.£850.00 | Recommendation 1 from the EEF report (see below) states the importance of an inclusive school with a positive and supporting environment for all pupils to remove barriers to learning and participation. [Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send#recommendation-1) | 5 and 7 |
| Provide pupils with a primary careers curriculum, supported by The Careers Enterprise Company (CEC) and Black Country Skills Factory, to raise aspirations; broaden horizons; increase cultural capital and improve social mobility. Pupils will be able to access a range of events across KS2, exploring each sector of employment, and engaging with real employers and employees: sharing their various routes into their chosen careers, challenging stereotypes and opening up children’s understanding of the world of work and the opportunities that will exist for them. It covers apprenticeships; on the job learning and fast-track routes; as well as graduate opportunities: taking a look back at how technology in each sector has changed in the last 10 years and specifically what technologies and jobs in each sector will be available to our children when they are ready to seek employment in 2030 and beyond£2000 Through Ryders Hayes Primary Careers Hub | Part of the RADY project identifies the need for career advice and experience to be implemented from the age of 5 in order to promote aspirations for pupils. ‘Raising aspirations’ is part of the ‘Trident Approach’ which the Academy has adopted within the RADY project. This programme enables pupils to gain understanding, experience and be educated in various career options.In addition, due to the high levels of deprivation at All Saints National Academy, parents have low aspirations for their children.[Raising Aspiration: Primary Fund findings | The Careers and Enterprise Company](https://www.careersandenterprise.co.uk/news/raising-aspiration-through-primary-career-related-learning-primary-fund-findings) | 7 |
| Contingency fund for acute issues£2489.50 | Based on historical experiences, we have identified a need to set a small amount of funding aside to respond to needs that have not yet been identified.  | (All) |

**Total budgeted cost: £232,440.00**

# 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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| *Please note: Due to COVID-19, performance measures have not been published for schools nationally during 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.* Due to COVID, internal assessments have been used to support the impact of our pupil premium activity.WellComm (EYFS): In 2020/2021, Attendance:Phonics:End of Year data |

## 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*

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| Programme | Provider |
| RAPID interventions (reading, writing and maths) | Pearson  |
| Times Table rock stars | Maths circle |
| Accelerated Reader | Renaissance  |
| MyOn | Renaissance  |
| Trackit Lights | Trackit Lights |
| Oxford Owl Ebooks | Oxford University Press |

# Further information (optional)

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| Our Pupil Premium pupils will benefit from additional activity within the academy, for instance, they have been able to access RAPID reading, writing and maths interventions and access to additional Speech and Language Therapy as a result of the SEND budget covering the costs. We will be utilising the DfE grant to train a senior mental health lead which will enable us to understand our pupil’s and staff’s needs and address well-being.Training provided by St Chads Academy Trust, the Diocese and other agencies such as the English Hub will support in improving Quality First Teaching for all pupils. For instance, the English hub has provided ‘Transforming the schools reading culture’ training for the English lead and also provided staff who teach phonics training and coaching. Several members of staff have undertaken the NPQ programmes and their projects are aiming to improve subject specific and whole school initiatives, which in turn will have a positive impact on all pupils.The sports coach offers a range of after school clubs which are well attended by both pupil premium and non-pupil premium pupils to provide them with extra curricular activities.  |