

Pupil premium strategy statement

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	250
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022/2023, 2023/2024, 2024/2025
Date this statement was published	07/09/23
Date on which it will be reviewed	06/09/24
Statement authorised by	James Dean
Pupil premium lead	James Dean
Governor / Trustee lead	Team at IAB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£181,875
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£18,125
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£200,000 N/A

Part A: Pupil premium strategy plan

Statement of intent

- At All Saints National Academy, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.
- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed both academically, socially and morally.
- Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at All Saints National Academy, we are determined to provide the support and guidance they need to help them overcome these barriers.
- In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
2	Pupils and their families have social & emotional difficulties, including medical and mental health issues.
3	Pupils have limited experiences beyond their home life and immediate community.
4	High percentage of persistent absenteeism of PP/disadvantaged children.

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>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have ‘fallen behind’ make accelerated progress and ‘catch up’ or exceed prior attainment standards.</p> <p>To ensure fallen behind children receive targeted high-quality intervention monitored by intervention leader.</p>	<p>End of summer 2023 and 2024 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer.</p> <p>End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress.</p> <p>Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children’s learning and has helped in accelerating their progress</p>
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>Family support worker/SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning.</p> <p>Identified children are invited to breakfast club, after school club and Nuture sessions with support staff.</p> <p>Vulnerable disadvantaged children are also allocated a PP mentor (support staff and SLT), who will meet with them regularly and provide support/alleviate barriers.</p> <p>Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.</p>
<p>Pupils have a breadth of experiences that enable them to contextualize their learning.</p>	<p>Chris Quigley, White Rose, Cold and Hot Writes, and pre and post assessments provide a challenging curriculum that personalises learning and provides children with an exciting and varied learning opportunities. Pupil questionnaires will show that children enjoy school and are enthused to learn</p>

<p>The Academy will deliver an engaging, broad and varied curriculum.</p>	<p>more. We will have instilled a love of learning in all children</p> <p>Teachers and support staff will plan a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable. Each year group will spend allocated funding on providing WOW days and events which excite and enthuse children to learn across all subjects.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</p>
<p>All disadvantaged pupils will meet national expectations for attendance/persistent absence.</p>	<p>Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%).</p> <p>Monitoring of attendance by Head of School, family support worker, EWO, and assistant principals will demonstrate an increase in PP pupils' attendance and a decrease in persistent absence.</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: £11,716

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Exec. P to work with Head of School to run a whole school coaching programme for teachers and teaching assistants.</p> <p>Exec. P to work with Head of School – working with subject leaders to improve/enhance the teaching and learning within every subject.</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit</p>	1
<p>Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.</p> <p>Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.</p>	<p>Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catchup – see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</p> <p>Provision of high quality resources, both physical and virtual, to ensure that children are accessing rich learning opportunities to aid in progress.</p> <p>Resources to include the following: White Rose Maths Flash Academy EAL Programme High/Low Reading Books High quality non-fiction texts Step into Reading (Guided Reading Scheme) Switch on Reading (intervention Programme)</p>	1 and 4

	Experience Boxes (Wolverhampton Library Services) Little Wandle phonics Fifteen Minute Maths for EYFS / KS1 Better Reading Partners	
Funding to provide CPD for teaching and support staff in relation to high quality intervention ideas / resources / guidance from independent Educational Psychologist for all children but focusing heavily on PP.	https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability	1, 2 and 4

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

Budgeted cost: £151,284

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding to hire three full time experienced TAs (Key Stage 1, Key Stage 2 and Year 6) to work across whole academy. TAs will work with existing teachers to team teach and work independently with groups for maths and English. Teachers will also provide interventions to ensure all children have achieved learning objectives from the school day.	https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1 and 4
Provide targeted, structured interventions to children across whole	Provision of QFT, opportunities for exposure to mastery and effective challenge for children identified as needing to catch-up – see www.	1

<p>school using catch up funding and Pupil premium funding. Interventions to be monitored and evaluated by SMT.</p> <p>Interventions to be carried out by experienced teachers, via the National Tutoring Programme, 3 x intervention teachers, and Teaching Assistants within the academy.</p>	<p>Gov.uk/publications/the-pupil-premium-howschoolsare-spending-the-funding-successfully.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEND leader to support families with high need SEND and Pupil Premium children.</p>	<p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</p> <p>https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning</p>	<p>2 and 4</p>
<p>Family support worker/SENCo and Head of School to identify and support families and children and work to alleviate barriers to learning</p> <p>Vulnerable children to be highlighted and supported</p>	<p>https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement</p>	<p>2 and 4</p>

<p>through positive play, Nuture sessions and 1:1 provision</p> <p>All vulnerable PP children to be allocated a PP Mentor who will support them in alleviating barriers to learning by meeting regularly throughout the year.</p> <p>All PP children are provided with a £50 uniform voucher to alleviate any potential financial barrier to children attending school.</p>	<p>Links with local uniform supplier (Clive Mark Schoolwear / SmartKit)</p>	
<p>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. This will be achieved through funding for each year group to plan enriching experiences and activities, breakfast club and after school club funding for pupil premium children. (Including educational visits).</p>	<p>Provision of a range of initiatives to extend children's experiences see www.gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully. Education Endowment Trust Toolkit.</p> <p>Provide children with opportunities for them to engage with STEM activities. Focus on design/technology (STEM vehicles to be purchased x 3).</p>	<p>3 and 4</p>

<p>STEM Club to be launched.</p> <p>Work to EYFS area to provide an outdoor learning environment that is inviting and conducive to continuous provision.</p>	<p>Kapla workshops for whole academy.</p> <p>Canopy works to be completed to EYFS area.</p> <p>Outdoor resources.</p> <p>New trim trail.</p> <p>Story telling chairs/area.</p>	
<p>Head of School to ensure that parents are made aware of expected attendance levels when they fall below 90%.</p> <p>Partnership working with EWO re pupils <90% increased rewards for improving and good attendance</p> <p>Family support worker to hold attendance workshops with families and to complete home visits to tackle PA.</p> <p>Academy to hold 96 – 99% club per term with</p>	<p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see www.gov.uk/publications/the-pupilpremium-how-schools-are-spendingthe-funding-successfully.</p>	4

<p>winner taking part in themed activities. Eg: Christmas baking, Easter arts and crafts etc.</p> <p>Academy to hold 100% club per term with winners taking part in reward days eg: animal man, visit to Snowdome, Mcdonalds lunch etc</p>		
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Total budgeted cost: £200,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<u>DATA OVERVIEW</u>				
YEAR 6				
Academic Year 22-23				
	Reading	Mathematics	SPaG	Writing
EXS+	42%	44%	44%	45%
(Whole Cohort)				
Of which GDS	9%	9%	18%	0%
Combined: 34%				
Combined (exemptions – removal of NTC + incomplete KS2):				

YEAR 6				
Academic Year 21-22				
	Reading	Mathematics	SPaG	Writing
EXS+ (Whole Cohort)	46%	29%	29%	36%
Of which GDS	0%	0%	7%	0%
EXS+ (exemptions – removal of NTC + incomplete KS2)	None removed	None removed	None removed	None removed
Of which GDS (exemptions – removal of NTC + incomplete KS2)	None removed	None removed	None removed	None removed
Combined: 17%				
Combined (exemptions – removal of NTC + incomplete KS2)				

EYFS

Academic Year 21-22

Academic Year 22-23

30.7% GLD (1 CHD OUT OF 39)

61% GLD (17 CHD OUT OF 28)

**WE LOST 2 CHILDREN AND GAINED
2 CHILDREN BUT NOT OF EQUAL
ABILITY.**

PHONICS

Academic Year 21-22	Academic Year 22-23
<p><u>YEAR 1 (33 CHD NONE DISAPPLIED)</u></p> <p>13 CHD @ 32 OR ABOVE = 13/33 = 39%</p>	<p><u>YEAR 1 (42 CHD NONE DISAPPLIED)</u></p> <p>23 CHD @ 32 OR ABOVE = 23/42 = 55%</p> <p><u>YEAR 1 (35 CHD WITH 7 DISAPPLIED OWING TO NTC OR COMPLEX SEND)</u></p> <p>23 CHD @ 32 OR ABOVE = 23/35 = 66%</p>
	<p><u>YEAR 2 (RETAKE)</u></p> <p>19 CHD NEED TO RETAKE.</p> <p>6 CHD @ 32 OR ABOVE = 6/19 = 32%</p> <p><u>YEAR 2 (19 CHD WITH 8 DISAPPLIED OWING TO NTC OR COMPLEX SEND)</u></p> <p>6 CHD @ 32 OR ABOVE = 6/11 = 55%</p>

KS1 (Academic Year 22-23)

WITH ALL 32 CHILDREN (NONE DISAPPLIED)

READING	WRITING	MATHS
15/32 = 47% (OF WHICH 3 GDS = 9%)	16/32 = 50% (NO GDS)	18/32 = 56% (OF WHICH 2 GDS = 6%)

WITH 30 CHILDREN (2 X CHILDREN DISAPPLIED)

15/30 = 50% (OF WHICH 3 GDS = 10%)	16/30 = 53% (NO GDS)	18/30 = 60% (OF WHICH 2 GDS = 7%)
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KS1 (Academic Year 21-22)

WITH ALL 27 CHILDREN (NONE DISAPPLIED)

READING	WRITING	MATHS
15/27 = 44% (0% GDS)	10/27 = 37% (0% GDS)	12/27 = 44% (0% GDS)

MULTIPLICATION CHECK

Academic Year 21-22	Academic Year 22-23
CHILDREN ACHIEVING 25 = 11/42 = 26%	CHILDREN ACHIEVING 25 = 4/45 = 9%
CHILDREN ACHIEVING 21 AND ABOVE = 20/42 = 48%	3 CHD DISAPPLIED = 4/42 = 10%
	CHILDREN ACHIEVING 21 AND ABOVE = 17/45 = 38%
	3 CHD DISAPPLIED = 17/42 = 41%
	CHILDREN ACHIEVING 17 (AVERAGE SCORE LAST YEAR) AND ABOVE = 24/45 = 53%
	3 CHD DISAPPLIED = 57%

- **Summative assessments used: NTS Assessments**

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	
N/A	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

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