

Pupil premium strategy statement

School Context

All Saints CEVA Primary School and Nursery Unit is a one-form entry primary school with a 26 place nursery, the nursery provision currently runs morning sessions only. The school is located in Wellingborough, Northamptonshire. We pride ourselves on the continual improvements we are making to our provision and to our standards. This includes developments to our Early Years provision and the outdoor learning space.

A significant proportion of children enter our nursery or Reception with little or no spoken English and low independence- around 40% each year.

12.3% of children are entitled to pupil premium, 35.5% have English as an Additional Language with a proportion of these households speaking very little or no English at home.

In some year groups, the gap between PP and non-PP remains, therefore, our Pupil Premium Strategy focuses around reducing this gap again.

This statement details our school's use of pupil premium funding for the academic year 2022 to 2023 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 CEVA Primary School and Nursery Unit
Number of pupils in school	211 (a further 12 in nursery)
Proportion (%) of pupil premium eligible pupils	12.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 The aims cover 3 years but we have focused on funding overview for one)
Date this statement was published	November 2022
Date on which it will be reviewed	Termly and July 2023 for 2022/2023 funding overview

Statement authorised by	
Pupil premium lead	Steph Pearle
Governor / Trustee lead	Claire Le-Maistre

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,010
Recovery premium funding allocation this academic year (£145per child x 26)	£3,770
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	£39,780

Part A: Pupil premium strategy plan

Statement of intent 2021 -2024

What are your ultimate objectives for your disadvantaged pupils?

- **For all disadvantaged pupils in school to meet or exceed expected progress rates in order to reach age related expectation at the end of year 6, therefore being ready for secondary school.**
- **To continue to narrow the gap between disadvantaged and non-disadvantaged pupils within the school over the next three years.**
- **To reduce the number of absences further through continued close monitoring and action in relation to overall attendance.**
- **To raise the expectations and aspirations of both these pupils and their families**

How does your current pupil premium strategy plan work towards achieving those objectives?

- **We provide specific staff with CPD for specified researched interventions to be run with targeted groups of children.**
- **We provide specific staff with CPD relating to positive discrimination to ensure equal opportunities for all.**
- **We have a wide range of 1-1 interventions and group interventions to support progress in key areas such as reading, writing and maths.**
- **We subsidise educational visits, clubs and residential for every year group.**
- **We have increased technology resources to support pupils to be able to access learning at home through Chromebook loans.**
- **We supplement funding of the family support officer to provide targeted interventions to enable the whole child to succeed academically, physically and mentally.**
- **We provide music tuition and specific resources so children have the opportunity to learn an instrument if they wish.**
- **We provide a range of after school and before school clubs for children from EYFS to KS2 through a range of subject areas to provide enrichment and engagement to support learning new skills.**

This is not an exhaustive list and will change according to the needs and support of the pupils as the academic year progresses.

What are the key principles of your strategy plan?

At All Saints CEVA Primary School and Nursery Unit, we recognise that supporting the well-being and mental health of our children is equally as important as raising attainment, therefore all our priorities are centred around meeting the needs of the whole child. It is vital for children to have high self-esteem and confidence before they are ready to learn. As a school we aim for all of our children to leave the school as confident individuals, successful learners and responsible citizens.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to Early Years Foundation Stage in all areas.
2	A high level of households without technology or other resources to support home learning effectively.
3	Some pupils have a weakness in spoken language skills and vocabulary acquisition as English is not spoken as the first language in 36% of pupil's homes. This is can also be especially problematic after holidays as many children hear no spoken English during these times.
4	Attendance - hence our access to pastoral support to help the whole child socially, mentally and physically so each child is ready to learn.
5	Parental engagement – some parents of children in receipt of PP funding have a reduced communication and engagement with the school.
6	Very low opportunities for enrichment outside of school such as clubs / family trips impacting on experience, cultural capital and vocabulary.

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. **(i.e. by end academic year 2024)**

Intended outcome	Success criteria
Progress in Reading	Achieve above national average progress scores in KS2 Reading
Progress in Writing	Achieve above national average progress scores in KS2 Writing
Progress in Maths	Achieve above national average progress scores in KS2 Maths
Phonics	Achieve above national average expected standard in PSC (Phonics Screening Check)
Attendance	Ensure attendance of disadvantaged pupils is above 96.5%

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: £5,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD development Cost £4,500	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET, and will also place specific focus on Early Career Teachers and new Support Staffing.	1, 3
Staff CPD for writing-funding of the Talk for Writing programme for continuation of training for all teachers and teaching assistants and resources. £1,310	Writing continues to be an area where disadvantaged pupils are not attaining in line with their non-disadvantaged peers across multiple cohorts. EEF concluded that a trial into Talk for Writing showed that 'the teachers were enthusiastic about implementing Talk for Writing within a whole school approach and felt that it provided a consistent approach to teaching writing.'	1, 3, 6

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

Budgeted cost: £14,600 + recovery funding £3,770 = Total £18,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language therapist Cost £1,700	Weak Language and Communication skills are evident, particularly in EYFS. Some children do not have the breadth of vocabulary to allow them to make the appropriate progress throughout their time in nursery or reception. Some children's progress is hindered by the difficulties they face in forming speech sounds accurately.	1, 3
1 to 1 tutoring interventions. Total cost = £1000	As part of our recovery plan, we have implemented a block of 1:1 tutoring sessions in maths using the recommended NTP company 'Third Space Learning'. These sessions run from 8.30am until 9.30am, ensuring that children involved are not missing out on any core lessons. EEF evidence 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on	1,3

	<p>average. Results from studies is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.</p>	
<p>Small group tutoring after school on core subject areas across years 3-5. = part funded cost across the year £3770 using recovery funding, an additional £1000 from PP budget.</p> <p>Total = 4,770</p>	<p>Teachers to run small group tutor sessions after school as recommended by the government. Teachers will work with focus pupils during this time with gaps in Maths and English taken from internal assessments. This will support accelerating progress in academic areas.</p> <p>EEF evidence 'Evidence indicates that small group tuition can be effective, delivering approximately four additional months' progress on average. Results from studies is that this has the greatest impact when it is targeted to pupils' specific needs, using diagnostic assessment to assess the best way to target support. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.'</p>	1, 3
<p>Interventions and Teaching and Learning Support</p> <p>Total = £5,000</p>	<p>Each of our year groups has at least one teaching assistant in the class at all times. On top of this, we also benefit from having two HLTAs available to support in classes, one based in EYFS and KS1, the other across KS2. This allows the numbers within each group during core subjects to be smaller which has a positive impact on pupil well-being and academic progress. The school makes sure the Pupil Premium children are prioritised and have access to small group targeted support over the course of a half term.</p> <p>EEF evidence 'As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.'</p>	1,3

	EEF Evidence 'There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches. Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status. Smaller class sizes may also provide more opportunities for teachers to develop new skills and approaches.'	
<p>Educational materials pupils have access to in and outside school to support progress.</p> <p>Times Table RockStars £100 Spelling Shed £300 MyMaths £300 Total = £700</p>	<p>We want our pupils to be able to continue to support their learning at home through ensuring applications are available for Maths and English. All these platforms are used within school so the pupils are familiar with them already.</p> <p>EEF Evidence 'Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching.'</p>	2
<p>Increased collection of reading material for each year group and additional diversity texts to support accelerated progress and engagement with reading.</p> <p>Pupils to have these books at home and school.</p> <p>Total Resourcing £700</p>	<p>Reading and oracy is one of the school's priority areas. Increasing the reading material to incorporate books that show a representation of pupil heritage is vital in ensuring an inclusive curriculum.</p> <p>Pupil Voice questionnaires carried out in September 2022 showed that Pupil Premium children have interests in particular authors or book genres. These can be added into the classrooms to raise levels of engagement with reading material at school.</p>	1, 2, 3
<p>Early morning 1:1 provision 8.30 to 9am</p> <p>£4,500 for academic year</p>	<p>Early morning English and maths provision for specifically targeted children across years 1-6 who have been identified as needing additional support and developing confidence in reading / fluency.</p> <p>EEF evidence 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Results from studies is</p>	1, 3

	<i>consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.</i>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to have a nominated member of staff to monitor attendance which has had a positive impact over last two years.</p> <p>Funding towards the attendance lead to support monitoring of attendance- £500</p>	<p>Figures for disadvantaged and non-disadvantaged pupils are now good with no significant difference between the contextual groups. We would like to maintain our consistent approach so our strict measures with the increased monitoring should continue. Reports are prepared monthly by the attendance lead and are discussed in meetings with the DSL, PP lead and Family Support Officer. These are also monitored by governors.</p>	4
<p>50% subsidised trips for all pupils</p> <p>Stimulating extended learning experiences help develop imagination and language development.</p> <p>£1,000 budget for year- to be reviewed if necessary.</p>	<p>As a school we feel it is vital to continue to support our school community with the cost of school trips to ensure that pupils benefit from community cultural capital enrichment activities such as school trips. The large majority of our households have very little opportunity to have family days out and go beyond their immediate surroundings of Wellingborough.</p>	1, 2, 6
<p>Ensure children identified have access to professional counselling services if needed.</p>	<p>Prior to and even more so during the Covid pandemic, we have seen an increase in the number of families (parents and pupils) needing specific support. Our Family Support Officer provides a range of interventions for families and pupils to ensure we are meeting the needs of the whole child. These interventions are tracked continuously and are fluid in their approach.</p>	4
<p>Pastoral Support – Supporting families and pupils of Pupil Premium and other vulnerable pupils.</p> <p>Family support officer = £6,000.</p>	<p><i>EEF Evidence 'Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the</i></p>	4

	<p>academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Three broad categories of SEL interventions can be identified: universal programmes which generally take place in the classroom; more specialised programmes which are targeted at students with particular social or emotional needs; and school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning.</p> <p>How effective is it?</p> <p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.'</p>	
<p>1 after school/before school club fully funded per child.</p> <p>Music tuition for 1 instrument fully funded per child.</p> <p>£2,000 budget for year- to be reviewed if necessary.</p>	<p>We recognise the importance of enrichment and pupils learning new skills which they may not be able to do outside school due to added pressures of family life, social-economic contributory factors. Many of our families do not have the consumable and economic resources to provide these. We feel it is vital that the school provides every opportunity for all children to have the opportunity to access a before or after school club as well as having the opportunity to play a musical instrument.</p>	<p>2, 6</p>
<p>Cost of uniform for vulnerable families, including contribution towards school shoes.</p> <p>£1100</p>	<p>We want to ensure pupils are attending school and have readiness to learn, therefore we promote a sense of well-being and belonging to the school community through quality uniform provision.</p>	<p>5</p>

<p>Well-being and support at lunchtimes through the opportunity to join a nature group, board game group, PE group or arts and crafts group.</p> <p>£1000 towards the cost of staffing and resources.</p> <p>Total= £1000.</p>	<p>During lunchtimes we have a range of different areas indoor and outdoors for our pupils to access and can complete a range of different activities to support their enrichment and well being during unstructured times.</p> <p>Creating a therapeutic environment supports pupils to be calmer and self-regulate which in turns supports their well being.</p> <p>EEF Evidence 'Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories: approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning'</p>	<p>4, 6</p>
<p>Further extracurricular opportunities including arts, culture and trips. Budget £2,000</p> <p>Development of a Forest School outdoor learning area and curriculum. Budget £2,000</p> <p>Total = £4,000</p>	<p>Following on from a pupil survey carried out in September 2022, a large proportion of Pupil Premium pupils identified aspects of the Arts as their area of interest, as well as spending time outdoors. These interests could be captured to aid in the progress made in other core subject areas, where the gap between disadvantaged and non-disadvantaged appears the greatest.</p> <p>EEF Evidence 'Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	<p>1, 3, 4, 6</p>

Total budgeted cost: £36,010 pupil premium funding allocation + recovery funding £3,770.

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 2021-2022 academic year.

Aim	Outcome
For all disadvantaged pupils in school to meet or exceed expected progress rates in order to reach age related expectation at the end of year 6, therefore being ready for secondary school.	There has been some good progress in terms of disadvantaged pupils outperforming non-disadvantaged pupils. However, in classes where there are larger numbers of disadvantaged pupils, this is not always the case. Therefore, this target has not wholly been met, although partially achieved in some classes. More focus needs to be paid to classes with larger numbers of disadvantaged pupils.
To continue to narrow the gap between disadvantaged and non-disadvantaged pupils within the school over the next three years.	The gap between disadvantaged and non-disadvantaged has been narrowed the greatest in classes with the smaller proportion of disadvantaged pupils. Writing and Maths are the core areas where the gaps between disadvantaged and non-disadvantaged pupils remain the greatest. Reading and SPAG are areas of strength.
To reduce the number of absences further through continued close monitoring and action in relation to overall attendance.	Monthly meetings carried out by the Safeguarding team and the Attendance Lead continue to closely monitor all disadvantaged pupils. There are clear steps in place to contact and support families in raising attendance. The whole school target for attendance is 96%. 62% of disadvantaged pupils met this target, as such this needs to continue to be an area of focus, especially with our younger pupils, and those identified this academic year (2021/22).
To raise the expectations and aspirations of both these pupils and their families	All teaching staff use positive discrimination to engage all disadvantaged pupils. Targeted interventions are used to support pupils academically, while the Pastoral Lead provides social and emotional support to pupils. The Pastoral Lead also creates a strong link between the school and families. The issue remains, particularly for our more able (regarding Maths, Reading and Writing) disadvantaged pupils, in identifying means of raising their long term aspirations, whilst providing opportunities to broaden their interest and exposure to new experiences.

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

The school also has a provision map in place which tracks the access PP children have to enrichment activities, after school clubs, interventions, external agency support and/or pastoral support. We track whether children's parents have engaged with workshops or come to celebrate their child's learning during open afternoons in class. This is a visual tool which supports staff knowing next steps or supporting parents to become more involved so teachers can focus communication with these parents about future events. This, together with the support provided for children and families through our Family Support Officer is supporting the children in a more holistic way.

This contextual group is also raised regularly in pupil progress meetings and staff meetings. Leaders are very effective at looking at new ways and methods to support pupils and families where issues may arise to ensure all pupils are supported with their readiness to learn. Pupil premium case studies enable leaders to investigate individuals in more detail and help build a picture of barriers to learning that we strive to support children to overcome.