

## 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, even throughout lockdown and the difficulties we faced during the past eighteen months due to COVID and a flood which caused significant damage to the school building and grounds.

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

12.4% of children are entitled to pupil premium, 36.66% 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 children increased during COVID despite the support we offered. Our Pupil Premium strategy focuses around reducing this gap again.

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

Detail	Data
School name	All Saints CEVA Primary School and Nursery Unit
Number of pupils in school	210 (a further 15 in nursery)
Proportion (%) of pupil premium eligible pupils	12.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 <b><i>The aims cover 3 years but we have focused on funding overview for one</i></b>
Date this statement was published	November 2021
Date on which it will be reviewed	<b>Termly and July 2022 for 2022/2023 funding overview</b>

Statement authorised by	
Pupil premium lead	Alice Corr
Governor / Trustee lead	Claire Le-Maistre

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34, 970
Recovery premium funding allocation this academic year (£145per child x 26)	£3770
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	£38, 740

## 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 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 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	Parents 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 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. **(ie 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
Attendance	Ensure attendance of disadvantaged pupils is above 95%

## 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: £3,700

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 staffing should continue. Reports are prepared regularly 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>Staff CPD development</p> <p>Cost £3,000</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.</p>	1, 3
<p>Speech and language therapist</p> <p>Cost £1700</p>	<p>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.</p>	1, 3

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

Budgeted cost: £22,200 + recovery funding £3,770 = Total £25, 470

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD for writing-funding of the Talk for Writing programme for all teachers and teaching assistants and resources= £6500</p>	<p>Writing continues to be an area where disadvantaged pupils are not attaining in line with their non-disadvantaged peers across multiple cohorts.</p> <p>EEF concluded that a trial into Talk for Writing showed that <b>'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.'</b></p>	1, 3, 6

<p>1 to 1 tutoring interventions.</p> <p>Using recovery funding Total cost = £1000</p>	<p>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.</p> <p><b>EEF evidence 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on 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.'</b></p>	<p>1,3</p>
<p>Small group tutoring after school on core subject areas across years 3-5. = part funded cost across the year £2770 using recovery funding, an additional £2500 from PP budget.</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><b>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.'</b></p>	<p>1, 3</p>
<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, 2 year groups benefit from having an HLTA present in their class part time alongside the class teachers. 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</p>	<p>1,3</p>

	<p>support over the course of a half term.</p> <p><b>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.'</b></p> <p><b>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.'</b></p>	
<p>Educational materials pupils have access to in and outside school to support progress.</p> <p>Times Table RockStars £100</p> <p>Spelling Shed £300</p> <p>MyMaths £300</p> <p>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><b>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.'</b></p>	2
<p>Early language intervention for disadvantaged pupils (using the programme NELI) who need additional support in this area- funding for to deliver the interventions.</p> <p>Total = £2500</p>	<p>EEF evidence for NELI</p> <p>After the trial period- <b>'Staff in participating schools reported that the programme had a positive impact on children's language skills and confidence. They thought that the factors which contributed to this included the small-group format, the activities covered, and the focus on narrative and vocabulary work'</b></p> <p><b>'Children receiving the 30-week version (beginning in Nursery, and continuing in early Reception) made</b></p>	1,2,3

	<b>about four months of additional progress in language skills compared to children receiving standard provision. The impact of the 20-week version (delivered solely in Reception) was smaller. These impacts on language skills were still seen 6 months after the intervention'</b>	
<p>Reading bundle increased collection of reading material for each year group and additional diversity texts to support accelerated progress, engagement with reading.</p> <p>Pupils to have these books at home and school.</p> <p>Total Resourcing £500</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>	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><b>EEF evidence 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on 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.'</b></p>	1, 3

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

Budgeted cost: £9,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>50% subsidised trips for all pupils</p> <p>Stimulating extended learning experiences help</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</p>	1, 2, 6

<p>develop imagination and language development.</p> <p>£1,000 budget for year- to be reviewed if necessary.</p>	<p>households have very little opportunity to have family days out and go beyond their immediate surroundings of Wellingborough.</p>	
<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><b>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 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.</b></p> <p><b>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.</b></p> <p><b>How effective is it?</b></p> <p><b>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.'</b></p>	4
<p>1 after school/before school club fully funded per child.</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</p>	2, 6

<p>Music tuition for 1 instrument fully funded per child.</p> <p>£1,000 budget for year- to be reviewed if necessary.</p>	<p>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>Cost of uniform for vulnerable families.</p> <p>£570</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>	5
<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><b><i>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'</i></b></p>	4, 6

**Total budgeted cost: £34, 970 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 2020 to 2021 academic year.

Aim	Outcome
<p>Improve disadvantaged children's reading and writing attainment at the end of KS2 so that they achieve in line with their non-disadvantaged counterparts.</p>	<p>Disadvantaged children outperformed their non-disadvantaged peers at the end of KS2 in reading and also exceeded the FFT target for the cohort.</p> <p>In writing, the gap between disadvantaged children's attainment and the FFT target for the cohort had reduced throughout the academic year, however the gap did not fully close. Likewise the gap between disadvantaged children and their non-disadvantaged peers did not fully close.</p>
<p>Improve attainment for all disadvantaged pupils across the school so that children have the basic foundation of skills in reading, writing and maths to achieve ARE at the end of KS2.</p>	<p>Disadvantaged children outperformed their non-disadvantaged peers at the end of KS2 in reading and also exceeded the FFT target for the cohort.</p> <p>In writing and maths, the gap between disadvantaged children's attainment and the FFT target for the cohort had reduced throughout the academic year, however the gap did not fully close. Likewise the gap between disadvantaged children and their non-disadvantaged peers did not fully close. The gap in maths significantly closed throughout the academic year.</p>
<p>Address wellbeing issues for PP pupils so that all children demonstrate positive learning behaviours.</p>	<p>Case studies, questionnaires and records of intervention indicate the positive impact the pastoral lead had on learning behaviours due to interventions put in place for children and the intensive support provided to families throughout the year, including throughout the lockdown period.</p>
<p>Monitor and address poor attendance issues with PP pupils and families.</p>	<p>Attendance was rigorously tracked and monitored, attendance meetings were regularly in place and attended by the DSL, deputy DSLs, attendance lead and pastoral lead. PP children were discussed as a separate group and families were contacted when attendance fell below</p>

	96%. Attendance figures for specific children rose after meetings were held with parents and additional measures were put in place.
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### 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.