# Pupil premium strategy statement

## This statement details our school’s use of pupil 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 effect that last year’s spending of pupil premium had within our school.

## School overview

|  |  |
| --- | --- |
| Detail | Data |
| School name | Saughall All Saints |
| Number of pupils in school  | 268 |
| Proportion (%) of pupil premium eligible pupils | 11% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** |  2022-2023 ( 2024-2025) |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Donna PrentonHeadteacher |
| Pupil premium lead | Donna PrentonHeadteacher |
| Governor  | Nicola Stewart |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £45,250 |
| Recovery premium funding allocation this academic year | £ 3,045 |
| 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 | £48,295 |

# Pupil premium strategy plan

## Statement of intent

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support pupil needs, regardless of whether they are disadvantaged or not.High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs regardless of if they are disadvantaged or not. To ensure they are effective are intent is:* + To provide a high quality classroom experience across the curriculum.
	+ To provide extra support in key subjects as required in order to maximise pupil achievement.
	+ To support social and emotional learning.
	+ To provide extra home/school support where there is a need to help overcome any barriers to learning that may be impacting on achievement.
	+ To provide both curricular and extra-curricular enrichment which links to either social and emotional development or academic progress and attainment.
	+ To act early to intervene at the point need is identified
	+ Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve

|  |  |
| --- | --- |
| Key Priorities  | * Success Criteria
 |
| To ensure the needs of all pupil premium children are met. | Attainment matches or is improving towards national figures with all children making progress from their own starting points.* Positive mental Health is supported as necessary through the curriculum and individually as required.
* Entitlement to a full broad and balance curriculum and excel in areas of the curriculum that they enjoy.
 |
| To improve the outcomes of all pupil premium children | * All individual PP children tracked for their barriers to learning termly by staff to ensure that maximum progress is made.
* Implement reading for pleasure books alongside phonic books and reading banded books to progress reading enjoyment further
 |
| To ensure any differences between pupils receiving pupil premium funding in the school and those who are not [nationally] have significantly diminished. | All children eligible for PP funding have a positive progress score at the end of Key Stage 2, which matches or is improving towards that of other children with the same starting points. |

 |

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge  |
| 1 | The impact of the pandemic is still affecting children’s learning, particularly in years 3 and 4 and has left different gaps for different children. However, resilience and pace of progress/work is the overwhelming challenge for staff in order to catch up some children to their peers. |
| 2 | The majority of children have lower levels of literacy skills on entry than other areas of learning. As a result, they make initially slower progress while acquiring basic reading and writing skills. |
| 3 | Some pupils are below typical attainment on entry to school and they are not achieving national attainment level at the end of KS1 and KS2 - this includes disadvantaged pupils or those pupils who are perceived to be disadvantaged. |
| 4 | Emotional well- being of many children regardless of whether they are disadvantaged or not, is creating a barrier to them meeting their full academic ability.  |
| 5 | Maths gaps particularly in place value are impacting upon progress being made with all children but particularly disadvantaged pupils. |
| 6 | Small numbers of pupils in each year group/class makes using individual funding more difficult as they cannot be collectively supported. |

## 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 |
| Sufficient staffing levels to ensure that all intervention/catch up programmes take place for disadvantaged and other pupils | Teacher/teaching assistants to run catch up/national tutoring programmes which will include identified pupils alongside disadvantaged pupils  |
| Improve oral language skills and vocabulary among all children particularly disadvantaged pupils.  | Assessments and observations indicate significantly improved oral language among disadvantaged pupils.Children’s use of oral vocabulary is improving and this is also evident in their written work. Disadvantaged pupils make accelerated progress from their starting points. |
| Social and Emotional needs are met. Early Intervention  | ELSA supports identified children and progress is made towards positive mental health.Well-being /PHSE lessons support all children to develop resilience and a positive attitude academically and socially. |
| Phonics – resource’s and materials inspire further engagement.  | Phonic pass at Yr1 return to pre-pandemic percentages.Reading for enjoyment books also going home weekly alongside Phonic material in Reception and Year 1All children are identified for early support if required. |
| Improved reading attainment among disadvantaged pupils.  | KS2 reading outcomes show that more than 75% of disadvantaged pupils met the expected standard. |
| Improved maths attainment for disadvantaged pupils at the end of KS2.  | KS2 maths outcomes show that more than 75% of disadvantaged pupils met the expected standard. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.The percentage of all pupils who are persistently absent are monitored closely with parental meetings and additional support offered to pupil and the family. |
| To financially support disadvantaged children to access trips and activities throughout the year. | All pupils will attend day trips, residentials and events regardless of their ability to pay. |

**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

Budgeted cost: £48,295

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils. | Little Wandle subscription | 1£750 |
| Reading for pleasure book for taking home | To further increase love for reading and widening vocabulary quality books are been sent home weekly for parents to read with and too children. | 1£2000 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). | 4th Teacher for KS2 and KS1 to support teaching in year groups in the juniors. Small groups and focused teaching for year group objectives.Maths lead released to support Maths Hub development. [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)The EEF guidance is based on a range of the best available evidence: [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf)  | 2£41,387 |
| Improve the quality of social and emotional (SEL) learning. | ELSA support Is offered to all children who have an identified need either by parents or staff | 3£6,036 |
| Engaging with the National Tutoring Programme to provide 1-1 support or small group support ( Schools 40% commitment)20 children are funded through this Programme.A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:[One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)And in small groups:[Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 4£2,002 ( 40%) |

**Total budgeted cost: PP £ £48,295 + £3,880 from school budget**

# 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 202 to 2022 academic year.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Our internal assessments during 2021/22 suggested that the progress of disadvantaged pupils improved throughout the year and they majority made good progress from their starting points. Several children in this data are also SEND and have lower starting points than the rest of the pupils in the school. The majority of PP pupils have achieved the outcomes we aimed to achieve in our previous strategy by the end of 2022/22 although we recognise that not all interventions were fully realised due to pupil and staff absence.Pupil Premium/disadvantaged summer 2022 ( Current Year group 20220/2023)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Reading | Writing | Maths | SEND |
|  | ARE | Prior attainment from EYFS/KS1 | ARE | Prior attainment | ARE | Prior attainment |  |
| Reception |  |  |  |  |  |  |  |
| Year 1 |  |  |  |  |  |  |  |
| Year 2 | 33% ( 1/3) | 66% (2/3) | 33% ( 1/3) | 66% (2/3) | 66% ( 2/3) | 100% (3/3) | 3 pupils |
| Year 3 | 43% (4/7) | 100% (7/7) | 14% (1/7) | 100% (7/7) | 43% (3/7) | 100% (7/7) | 5 pupils |
| Year 4 | 50% (2/2) | 100% (4/4) | 50% (2/4) | 100% (4/4) | 50% (2/4) | 100% (4/4) | 5 pupils |
| Year 5 | 33% (2/6) | 83% (5/6) | 17% (1/6) | 83% (5/6) | 33% (2/6) | 83% (5/6) | 3 pupils |
| Year 6 | 50% (3/6) | 100% (6/6) | 50% (3/6) | 100% (6/6) | 50% (3/6) | 100% (6/6) | 3 pupils |
| Year 7  | 66% (2/3) | 100% (3/3) | 100% (3/3) | 100% (3/3) | 33% (1/3) | 100% (3/3) | 0 pupils |

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils in 2020/2021 , and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. Places were offered to all pupil premium children during lockdown periods and ICT equipment was loaned as needed.While attendance and access to support was greatly improved in 2021/2022 some children are still regaining confidence with resilience and independent learning. We review progress formally each term and reallocate support for individual children based on the needs at present. Teacher assess daily and adjust teaching to meet the needs of all pupils including disadvantaged pupils. We are confident that the gaps are closing and that the needs of our pupils are being met in order that good progress is made from their starting points.

|  |  |  |
| --- | --- | --- |
| Intended outcome | Success criteria | Achieved |
| Sufficient staffing levels to ensure that all intervention/catch up programmes take place for disadvantaged and other pupils | Appoint a teaching assistant to run catch up/national tutoring programmes which will include identified pupils alongside disadvantaged pupils  | Generally met.Sometimes hinder by pupil and staff absence. |
| Improved oral language skills and vocabulary among all children particularly disadvantaged pupils.  | Assessments and observations indicate significantly improved oral language among disadvantaged pupils.Disadvantaged pupils make accelerated progress from their starting points. | Vocabulary development remains a focus for all pupils but an improvement across the curriculum is evident in books and conversations. |
| Social and Emotional needs are met. Early Intervention  | ELSA supports identified children and progress is made towards positive mental health.Well-being /PHSE lessons support all children to develop resilience and a positive attitude academically and socially. | An increased number of pupils have benefitted from ELSA support and teachers’ pupils and parents have reported positive benefits. |
| New Phonic Scheme implemented in line with DFE requirements | Phonic scheme implemented and all staff receive training. Phonic pass at Yr1 return to pre-pandemic percentages.All children are identified for early support if required. | Scheme is now in place and all teacher and teaching assistance have received trainingPhonic pass rate was 84.6% and increase on last year. |
| Improved reading attainment among disadvantaged pupils.  | KS2 reading outcomes show that more than 75% of disadvantaged pupils met the expected standard. | 66% achieved ARE of PP pupils100% from own starting point.92% of all pupil achieved ARE |
| Improved maths attainment for disadvantaged pupils at the end of KS2.  | KS2 maths outcomes show that more than 75% of disadvantaged pupils met the expected standard. | 33% achieved ARE of PP pupils100% from own starting point. 81% of all pupil achieved ARE |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.The percentage of all pupils who are persistently absent are monitored closely with parental meetings and additional support offered to pupil and the family. | 2021/2022Attendance – attendance for all pupils was 94.3%. Attendance for Pupil Premium 89.8%. Identified pupils were supported and school worked with families to offer support. This will remain a target for next year. |

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for some disadvantaged pupils who did not engage with online learning or school held sessions. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on this approach with the activities detailed in this year’s plan.£1,406.50 was allocated to disadvantages children/vulnerable families in addition to the expected costs to support trips, residential trip and activities. |