# 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 | Saughall All Saints |
| Number of pupils in school | 262 |
| Proportion (%) of pupil premium eligible pupils | 11% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022 to  2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Donna Prenton  Headteacher |
| Pupil premium lead | Donna Prenton  Headteacher |
| Governor | Laura Coll |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £42,970 |
| Recovery premium funding allocation this academic year | £ 2,030 |
| 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 | £45,000 |

# Pupil premium strategy plan

## Statement of intent

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| 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 their 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.   + 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.  * Positive mental Health is supported as necessary. * Entitlement to a full broad and balance curriculum. | | 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.CPD in phonic training to ensure that all PP children reach individual targets in relation to phonics and reading. | | 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.

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| Challenge number | Detail of challenge |
| 1 | The impact of the pandemic on many children’s learning has left different gaps however resilience and pace of progress/work is the overwhelming challenge for staff. |
|  | The majority of children have lower literacy skills on entry that other areas of learning. As a result they make initially slower progress in the children’s acquisition of basic reading and writing skills. |
| 2 | 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. |
| 3 | Emotional well- being of many children regardless of whether they are disadvantages or not is creating a barrier to them meeting their full academic ability. |
| 4 | Maths gaps are impacting upon progress being made with all children but particularly disadvantaged pupils. |
| 5 | 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.

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| Intended outcome | Success criteria |
| 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 |
| 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. |
| 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. |
| 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. |
| 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. |

**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: £45,000

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| 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. | Decided to purchase Little Wandle scheme. Scheme purchase, training and books and resources to be purchased - | 1  £9,000 |
| 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 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  £37,000 |
| 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  £2,800 |
| Engaging with the National Tutoring Programme to provide 1-1 support or small group support  16 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  £3,700 |

**Total budgeted cost: PP £45,000 + 7,500 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 2020 to 2021 academic year.

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| Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. However, the majority of PP pupils have achieved the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 although we recognise that not all interventions were fully realised.   |  |  |  |  | | --- | --- | --- | --- | | 2020/2021 | Percentage making expected progress from starting points | %  ARE + | %  GD | | Reading | 75% (18/24)\* | 46% (11/24) | 21% (5/24) | | Writing | 75% (18/24)\* | 46% (11/24) | 21% (5/24) | | Maths | 67% (16/24)\* | 46% (11/24) | 29% (7/24) |   \* 3 pupils are also SEND  As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, 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.  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. 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.  Attendance – attendance for all pupils was 94.6%. Attendance for Pupil Premium 91% |