

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 on pupil premium had within our school.

School Overview

Detail	Data
School name	Saughall All Saints
Number of pupils in school	267
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024 (2025-2026)
Date this statement was published	December 2023
The date on which it will be reviewed	December 2023
Statement authorised by	Donna Prenton Headteacher
Pupil premium lead	Donna Prenton Headteacher
Governor	Peter Young

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,955
Recovery premium funding allocation this academic year	£ 4,024
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	£64,979

Pupil premium strategy plan

Statement of intent

We intend 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 disadvantaged 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 whether 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 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.	<ul style="list-style-type: none"> ▪ Attainment matches or is improving towards national figures with all children making progress from their starting points. ▪ Positive mental Health is supported as necessary through the curriculum and individually as required. ▪ Entitlement to a full broad and balanced curriculum and excel in areas of the curriculum that they enjoy.
To improve the outcomes of all pupil-premium children	<ul style="list-style-type: none"> ▪ All individual PP children are 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.	<ul style="list-style-type: none"> ▪ 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 4, 5 and 6 which have the lowest ARE attainment and, in the cohorts, there is a wide spread of gaps amongst different children. Resilience, pace of progress/work, and enough staffing support are the overwhelming challenges for staff to catch up with some children to their peers.
2	The majority of children have lower levels of literacy skills, especially speaking and listening and age-appropriate levels of vocabulary 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	The 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. An increased number of pupils need to access ELSA at teacher, parent and GP requests.
5	Maths gaps particularly in place value and rapid recall of times tables 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 interventions 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.
Reading challenge for KS2 pupils to ensure that all pupils are reading a wide range of genres.	All children reading more books and have their reading level monitored at least termly. Children on colour bands are monitored regularly to ensure they are progressing towards free readers. All children are identified for reading support if required.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes show all disadvantaged pupils make expected progress from their starting points.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes show all disadvantaged pupils make expected progress from their starting points.

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>The overall absence rate for all pupils is no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reducing.</p> <p>The percentage of all persistently absent pupils is monitored closely with parental meetings and additional support offered to the pupil and the family.</p>
<p>To financially support disadvantaged children to access trips and activities throughout the year.</p>	<p>Support parents so that pupils can attend day trips, residential and events regardless of their ability to pay fully. A subsidy will be offered.</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.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE-validated to secure stronger phonics teaching for all pupils.	Little Wandle subscription	1 £750
Purchase e-phonics books to support reading at home	Little Wandle ebook subscription	1 £300
Purchase new reading-for-pleasure books for taking home based on pupil requests.	To further increase love for reading and widen vocabulary quality books have been sent home weekly for parents to read with and to children.	1 £3000
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>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).</p>	<p>4th Teacher for KS2 and KS1 to support teaching in year groups in the juniors. Small groups and focused teaching for year-group objectives.</p> <p>Maths lead released to support Maths Hub development.</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>5</p> <p>£41,387 KS2 £28,445 KS1</p>
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

Subsiding school trips for disadvantaged pupils and others as needed.	To allow all children to access a broad and balanced curriculum.	4 £1500
Purchase times tables Rockstars to ensure all children can access support for multiplication skills.	To ensure that all children have access to resources to support their timetable knowledge.	5 £210
		£78,628

Total budgeted cost: £78,628 (PP£ 64,979 + £13,649 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 2022 to 2023 academic year.

Our internal assessments during 2022/23 suggested that the progress of disadvantaged pupils improved throughout the year and the majority made good progress from their starting points. Many 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 2022/23.

Pupil Premium/disadvantaged Autumn 2023

Pupil Numbers		Reading			Writing			Maths			SEND
		ARE/A+	GD	Prior attainment	ARE/A+	GD	Prior attainment	ARE/A+	GD	Prior attainment	
	Reception										
4	Year 1	75% (3/4)	25% (1/4)	100% (4/4)	50% (2/4)	25% (1/4)	75% (3/4)	75% (3/4)	0% (0/0)	100% (4/4)	2
1	Year 2	0% (0/1)	0% (0/1)	100% (1/1)	0% (0/1)	0% (0/1)	100% (1/1)	0% (0/1)	0% (0/1)	100% (1/1)	1
5	Year 3	60% (3/5)	0% (0/5)		20% (1/5)	0% (0/5)		40% (2/5)	0% (0/5)		4
7	Year 4	43% (3/7)	14% (1/7)	100% (7/7)	29% (2/7)	14% (1/7)	100% (7/7)	57% (4/7)	14% (1/7)	100% (7/7)	6
8	Year 5	87% (7/8)	25% (2/8)	75% (6/8)	50% (4/8)	25% (2/8)	100% (8/8)	62% (5/8)	25% (2/8)	100% (6/8)	7
6	Year 6	50% (3/6)	0% (0/6)	100% (6/6)	17% (1/6)	0% (0/6)	100% (6/6)	33% (2/6)	0% (0/6)	100% (6/6)	2
8	Year 7	62% (5/8)	12% (1/8)	87% (7/8)	37% (3/8)	12% (1/8)	87% (7/8)	75% (6/8)	25% (2/8)	100% (7/8)	3

While attendance and access to support have improved in 2022/2023 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. Teachers 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 so 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	Teacher/teaching assistants to run catch-up/national tutoring programmes which will include identified pupils alongside disadvantaged pupils	Generally met. Sometimes hindered by pupil attendance.
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.	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.
Phonics – resources and materials inspire further engagement.	Phonic pass at Yr1 returned to pre-pandemic percentages. Reading for enjoyment books also going home weekly alongside Phonic material in Reception and Year 1 All children are identified for early support if required.	The scheme is now in place and all teachers and teaching assistants have received training The phonic pass rate was 84.6% an 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.	62% achieved ARE of PP pupils 100% from their starting point. 87% of all pupils 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.	75% achieved ARE of PP pupils 100% from their starting point. 89% of all pupils achieved ARE
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The overall absence rate for all pupils is no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced by 2%.	2022/20223 Attendance – attendance for all pupils was 94.3%. Attendance for Pupil Premium 89.8%. Identified pupils were supported and the school worked with families to offer support. This will remain a target for next year.

	The percentage of all persistently absent pupils are monitored closely with parental meetings and additional support offered to pupils and their families.	
To financially support disadvantaged children to access trips and activities throughout the year.	All pupils will attend day trips, residential and events regardless of their ability to pay.	

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health remain impacted, primarily due to COVID-19-related issues. The impact was particularly acute for some disadvantaged pupils who did not engage in online learning or school-held sessions. While interventions have taken place and some gaps reduced the children in Year 5 & 6 remain more impacted than the rest of the school. 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.