

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium) funding for the 2022/23 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------------|
| Number of pupils in school | 208 |
| Proportion (%) of pupil premium eligible pupils | 10.6% |
| 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 | October 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Andy Cooke, Headteacher |
| Pupil premium lead | Roisin McGrath, Deputy Headteacher |
| Governor / Trustee lead | Shirley Langford, Chair of Governors |

Funding overview

| Detail | Amount |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Pupil premium funding allocation this academic year | £30775 |
| Recovery premium funding allocation this academic year | £2900 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £33675 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children at All Souls, irrespective of their backgrounds or the challenges they face, make at least good progress academically, personally and spiritually so that they can achieve the highest attainment possible across the curriculum.

We recognise that disadvantaged children often face a wide range of additional barriers which can impede the progress they make and make it more difficult for them to achieve their goals.

At All Souls the challenges faced by many of our vulnerable and disadvantaged pupils could be the following:

- Reduced aspirations and support network at home including to support reading, homework or other learning activities
- Limited life experiences including a lack of social and emotional wellbeing to develop resilience
- Reduced access to fundamental resources that are needed to thrive – clothing/uniform, food, appropriate housing, access to transport
- Low levels of adult education within their household and therefore a lack of exposure to a wide range of rich vocabulary across various contexts
- Reduced exposure to opportunities and experiences to develop cultural knowledge and skill, hobbies and interests and opportunities to be creative e.g. lack of visits to museums etc. lack of involvement in external clubs/activities, reduced holiday experiences

Our whole school approach to supporting children and families who are disadvantaged centres around early identification and intervention. In doing so, our hope is to narrow and limit the potential gaps in learning and opportunity so that there is equality of access to all aspects of education for all pupils. As a small school, and with a relatively low % of PP children, we feel we are well positioned to provide individual, personalised support to children to address their particular barriers and difficulties. We do not have a one-size fits all approach and are proud of this. We foster close relationships with all of our children and families so that they turn to us for support and equally and are not too proud to receive help when needed.

We will make sure that as a school we will:

- Act early to intervene at the point where needs are identified
- Ensure disadvantaged pupils are challenged in the work they are set
- Adopt a whole school approach where all staff take responsibility for disadvantaged outcomes
- Provide teachers and support staff with high quality CPD to ensure that pupils access effective quality first teaching
- Target funding so that disadvantaged children will have access to cultural capital and school trips and experiences
- Provide appropriate nurture support to enable pupils to access learning within and beyond the curriculum.

Carefully track and monitor the progress of disadvantaged children and ensure rapid robust intervention if needed. *You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | On entry to school, children are displaying low levels of language acquisition. It is evident that, for many children, the impact of missing a significant amount of their early years education has resulted in them being less prepared to progress in their learning. |
| 2 | The attendance and punctuality of vulnerable and disadvantaged pupils is below that of their peers |
| 3 | The attainment of disadvantaged and vulnerable pupils is below that of their peers across the curriculum |
| 4 | Disadvantaged and vulnerable pupils often have chaotic family lives and/or involvement of other agencies such as Children's Services or family hubs |
| 5 | The disadvantaged and vulnerable pupils at All Souls are more likely to experience stress, anxiety, poor mental health and social/emotional challenges. |
| 6 | There is a lower uptake of places at extra-curricular activities amongst children who are vulnerable or disadvantaged in comparison to other pupils. |
| 7 | Vulnerable and disadvantaged pupils are less likely to participate in clubs, hobbies, activities outside of school or visit places of interest |

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 |
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| Eliminate (or at least narrow) the gap in progress for vulnerable and disadvantaged pupils so that it is equal to their peers. | Achieve above national average progress scores in KS2 reading/writing/maths |

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| Increase the attendance, punctuality and reduce persistent absence so that it at least matches other pupils. | Attendance for disadvantaged pupils is 95%+ Proportion of disadvantaged pupils who are persistently absent is at least in line with other pupils |
| There is no discrepancy between the uptake of places at extra-curricular clubs for disadvantaged pupils in comparison with others (or there is a higher uptake!) | All pupil premium children attend at least one extra-curricular club |
| Well-being surveys show that there is no discrepancy between the social, emotional and mental well-being of disadvantaged pupils in comparison to their peers | Statistics from surveys and other sources show improvement of well-being of disadvantaged pupils |
| Eliminate the impact of poverty on children's ability to participate in activities and their presentation in school. | There is no difference between all pupils and those which are disadvantaged |

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: £ 15000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <i>Appointment of a 'well-being support assistant' to take on the overall responsibility for pupil well-being and mental health.</i> | It is well documented the importance of maintaining good emotional and mental well-being and the impact of this on outcomes for children. We have many individual cases where, through input and support, an improvement in emotional and mental well-being has significantly improved outcomes for pupils (and their wider family) | 2, 4, 5 |
| <i>Subscription to the National College CPD package</i> | Ability to provide up-to-date training and information on best practice, guidance and accountability for staff. | 1, 3, 4, 5 |
| <i>Purchase of additional reading materials and resources</i> | Research from the National Literacy Trust shows that 1 in 8 disadvantage children do not have access to books at home. Further evidence shows this is a barrier to reading and vocabulary acquisition. | 1,3 |
| <i>Purchase a phonics scheme (SfA Phonics)</i> | SfA is a validated synthetic phonics programme produced by FFT who are a | 1,3 |

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| <i>and comprehensive training for staff</i> | well-respected organisation in producing and providing reading and assessment materials | |
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 15000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <i>Costs of delivering support and booster programme to children in upper Key Stage 2</i> | EEF Toolkit guidance: 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a | 3 |
| <i>Purchase of additional hours of support from Mary Morris, school counsellor to provide additional sessions with vulnerable pupils / parents</i> | Social, emotional support is proven impact wellbeing. Behaviour interventions EEF (educationendowmentfoundation.org.uk) EEF toolkit recommends this as adding +4 months progress to expected progress over a year. EEF evidence surrounding interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions. On average SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. | 4,5 |
| <i>Release time for Triple P trained staff to support parents of vulnerable pupils</i> | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf | 2,4,5 |
| <i>Recruitment of a Speech and Language therapist/consultant Linda Everard, to target early language intervention</i> | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ | 1,3 |
| <i>Implementation of a Rock Band targeting vulnerable pupils</i> | The EEF think enriching education has intrinsic benefits. They think that all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education. Many go beyond this point and | 6,7 |

| | | |
|--|---------------------------------------------------------------------------|--|
| | argue that enrichment approaches can directly improve pupil's attainment. | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3675

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <i>Provision of uniform and PE kit/equipment for pupils in poverty</i> | Research shows that wearing a school uniform enables a school to build a school ethos and improve behaviour. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform | 5 |
| <i>Provision of or supplemented travel costs for vulnerable pupils / pupils in poverty</i> | Providing bus passes for children in poverty means that they are more likely to attend school and raises school attendance for vulnerable children. It also releases more finance within the family for other important things | 2,5 |
| <i>School funded places on residential visits for vulnerable pupils</i> | Research and case study shows that residential trips have a positive impact on Primary age children. Learning Away Comparative Research Study Final CL.pdf (cumbria.ac.uk) | 5,7 |
| <i>Subsidised visits for vulnerable pupils</i> | DfE guidance recognises that school trips and outdoor learning improves children's educational development, health and well-being. https://www.voyagerschooltravel.com/blog/dfesays-school-trips-could-resume-from-easter/ | 5,7 |
| <i>Subsidised costs of places in extra-curricular clubs</i> | Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. | 5, 6, 7 |

Total budgeted cost: £ 33675

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

There is no end of KS1 data for PP as there were no children in the cohort eligible for FSM.

At KS2, 75% of PP pupils achieved the expected standard in Reading, Writing and Maths – compared to 53% locally and 51% nationally.

Subject specific data (at end of KS2):

Reading (EXS): School 75%, Local 60.0%, National 62.5%

Reading (High): School 25%, Local 16.5%, National 17.4%

Writing (EXS): School 75%, Local 52.9%, National 55.8%

Writing (High): School 0%, Local 3.3%, National 6.2%

Maths (EXS): School 75%, Local 55.3%, National 56.6%

Maths (High): School 25%, Local 10.0%, National 11.8%

Internal data shows that a gap still exists between those who are disadvantaged and their peers although this is narrowing from 12 months previous. This is based upon both teacher assessments, using end of KS frameworks and standardised scaled score assessments.

For the academic year 2021/22 – attendance of PP children statistically was 4% lower than their peers. This however is not a complete picture as the particularly low attendance of a minority skews the fact that over half of PP children achieved higher than average, compared to whole school, attendance.

12 PP children received support, during the academic year, from either the school counsellor or well-being assistant. For many of these, this was a short term support which, after making progress or achieving the goals, was withdrawn.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|-----------------------|------------------|
| SfA Phonics Programme | FFT |
| CPA Maths CPD | White Rose Maths |
| TT Rockstars | Maths Circle |

