



Pupil premium strategy statement

All Saints CE (aided) Primary School and Nursery

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 CE (aided) primary School and Nursery
Number of pupils in school	254
Proportion (%) of pupil premium eligible pupils	21% (54 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	31 October 2021
Date on which it will be reviewed	31 October 2022
Statement authorised by	Tracey Stanton - Headteacher
Pupil premium lead	Lydia Rolls (Currently on maternity leave)
Governor / Trustee lead	Marina Passov

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 101,163
Recovery premium funding allocation this academic year	£ 7,830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 108,993

Part A: Pupil premium strategy plan

Statement of intent

At All Saints CE (aided) Primary School we aim to use our Pupil Premium funding to ensure that our disadvantaged pupils receive the highest possible quality of education to enable them to become responsible, respectful citizens who are fully ready for the next phase of their education. When making decisions about the use of our Pupil Premium funding, in school research is conducted alongside the use of external research, for example EEF to support our decisions. We fully recognise disadvantaged pupils may face a wide range of barriers which may impact their learning.

Key Principles:

- Provide high quality teaching and learning that meets the needs of all pupils and that is tilted to our disadvantaged pupils.
- Identify the needs of our disadvantaged pupils through rigorous assessment which is reviewed at least termly.
- Provide specific targeted intervention where required to support pupil's academic ability alongside their social, emotional and mental health needs.
- We recognise the need for a personalised approach and that not all pupils in receipt of free school meals are socially and academically disadvantaged. In addition, not all pupils who are socially disadvantaged qualify for free school meals. Therefore, we reserve the right to allocate Pupil Premium funding to any pupil or group of pupils the school has identified as disadvantaged.
- Approaches adopted will be based on strong educational evidence.
- The strategy is embedded within a broader strategic implementation cycle using the EEF implementation Guidance report.

Our ultimate objectives for our disadvantaged pupil:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to exceed nationally expected rates of progress.
- For all disadvantaged pupils in school to reach age related expectations or above.
- For all disadvantaged pupils to be prepared for future success at secondary school by having a strong sense of identity, a strong moral purpose, resilience, confidence and independence in order to keep themselves mentally and physically healthy.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide high quality CPD to ensure pupils have access to effective quality first teaching.
- To provide targeted intervention and small group support to quickly address gaps in learning.
- To ensure pupils have access to a broad curriculum which includes access to trips, residential and hands-on learning experiences.
- To provide opportunities for all pupils to participate in enrichment and extra-curricular activities.

- To provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Learning gaps in reading, writing and maths result in lower attainment, especially in writing and maths for disadvantaged pupils. This has been further impacted by the pandemic. Schools internal monitoring and analysis shows pupils have weaker vocabulary and sentence structure.
2	Lower progress measure for disadvantaged pupils - although internal data shows improvement over time.
3	Low numbers of disadvantaged pupils achieving above the expected standard – although internal data shows an improvement over time.
4	Lower historical attendance for disadvantaged pupils – although improving over time.
5	Historically lower engagement from disadvantaged families in broader school life and limited access to wider opportunities – although improving over time.
6	Specific additional needs including SEN, social and emotional and mental health needs.

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
To continue to improve rates of progress in reading, writing and maths.	Continued and improved positive progress scores for disadvantaged pupils by the end of KS2. Especially in writing. (progress measure of 0+) Further narrowing of the gap for all year groups. An increase in the number of pupil premium pupils achieving age related expectations and above by the end of Key Stage 2.
To continue to improved attainment in Year 1 phonics screening.	An increase in the number of pupils passing the Phonics Screening Check in Year to at least 90%.

<p>To increase in the number of pupils achieving age related expectations and above in reading, writing and maths.</p>	<p>An increase in the number of pupils achieving the Expected and Greater Depth standard in all subjects and in all year groups.</p> <p>To narrow the attainment gap in writing in year 4 and 5.</p>
<p>To continue to increase attendance to ensure that Attendance for PPG pupils is in line with national expectations.</p>	<p>Attendance in line with national average or better. At least 96%.</p>
<p>For Families to engage and participate in school activities.</p>	<p>All PPG pupils attending parents evening.</p> <p>Increase in PPG pupils representing the school (role of prefects / house captains). Representing school in competitions post Coronavirus restrictions.</p> <p>More PPG pupils attending the Year 6 residential.</p> <p>PPG pupils having access to extra-curricular opportunities.</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.

Teaching

Budgeted cost: £60,093

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reduction in class size in R, 5 and 6 to enable teachers to provide learners with increased quality and quantity of feedback and to enable teachers and teaching assistants to work more intensively with small groups with a focus on modelling and meta-cognition (talking about learning) in small group interaction.</p>	<p>Increased quality and quantity of feedback</p> <p>+ 6 months additional progress over the course of a year with high quality verbal feedback showing slightly higher impact of + 7 months (EEF Toolkit)</p> <p>Lower attaining pupils tend to benefit more from explicit feedback than higher attainers. (EEF Toolkit)</p> <p>Small Group tuition</p> <p>+ 4 months additional progress over the course of a year. (EEF Toolkit)</p> <p>Small group tuition is most likely effective when it's targeted at pupils' specific needs.</p> <p>Metacognition</p> <p>The potential impact of metacognition is + 7 months. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. (EEF Toolkit)</p> <p>Reduction in class sizes</p> <p>+ 2 months for reading and + 1 month for maths. (EEF Toolkit)</p> <p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p>	<p>1, 2, 3 and 6</p>

<p>Staff CPD</p> <p>Pedagogical CPD training for teachers and HLTAs on high quality and effective.</p> <ul style="list-style-type: none"> • Questioning • Challenge for All • Feedback and AFL • Review 	<p>Questioning which also focused on developing oracy in the classroom.</p> <p>Language rich classrooms where lots of questions are asked are more conducive environments for learning and progress. Good questioning can add an additional 6 months of progress. (Hattie 2009)</p> <p>Effective teachers ask <u>more questions</u>, involving <u>more students</u>, probing in <u>more depth</u> and taking more time to explain, clarify and check for understanding. (Rosenshine Principles)</p> <p>Feedback and AFL</p> <p>+ 6 months additional progress over the course of a year with high quality verbal feedback showing slightly higher impact of + 7 months. (EEF Toolkit)</p> <p>Embedding formative assessment explicitly can be a key component of laying the foundations for effective feedback. (EEF Toolkit)</p> <p>Review</p> <p>Daily review can strengthen previous learning and lead to fluent recall. (Rosenshine principles)</p> <p>Sources of evidence on effective delivery of CPD (such as The Teacher Development Trust’s report Developing Great Teaching and the Department for Education Standards for teachers’ professional development) underline the importance of having regular sequential slots to develop teaching as opposed to spending an Inset day on an initiative, then returning to it halfway through the year. We have planned regular training in to improve the quality of teaching and learning.</p>	<p>1, 2, 3 and 6</p>
<p>Ongoing CPD and coaching for members of staff delivering RWI and Fresh start teaching and interventions with support from the English Hub.</p>	<p>Phonics</p> <p>Phonics has a positive impact overall (+ 5 months additional progress) with very extensive evidence and is an important component in the development of early</p>	<p>1, 2, 3 and 6</p>

	<p>reading skills, particularly for children from disadvantaged backgrounds. (EEF Toolkit)</p> <p>Reading comprehension strategies taught through RWI and Fresh Start.</p> <p>Reading comprehension strategies have a high impact (+6 months). Alongside phonics it is a crucial component of early reading instruction. (EEF Toolkit)</p> <p>Children need to be good readers to succeed, not just in literacy but to access the wider curriculum. This is supported by a range of recent robust evidence, including the Education Endowment Foundation and Royal Society findings on the importance of early reading as an essential building block of a good education. Both show that poor literacy skills hold pupils back in school subjects over time.</p> <p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p> <p>‘Good literacy skills underpin academic success in every subject.’ ‘In my view, the most important thing a school can do for its pupils—and for society—is to teach them to read and write well.’ Sir Kevan Collins, Chief Executive Education Endowment Foundation.</p>	
<p>To introduce accelerated reader for pupils in Year 2 onwards to support teachers and pupils in selecting reading material appropriate for their level and continue to strengthen the delivery of reading across school.</p>	<p>Accelerated readers supports teachers to match reading books to pupils’ abilities and effectively diagnose any reading difficulties.</p> <p>Reading comprehension strategies</p> <p>Reading comprehension strategies have a high impact (+6 months). It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Effective diagnosis of</p>	<p>1, 2, 3 and 6</p>

	reading difficulties is important in identifying possible solutions, particularly for older struggling readers. (EEF Toolkit)	
<p>Further training and support to teachers and maths leaders with support from the Maths Hub</p> <p>Embed and further develop a mastery approach to the teaching of mathematics with a focus on metacognition and pupils playing an active role in their mathematical learning</p>	<p>Mastery learning</p> <p>For mastery learning to be successful a high level of success is required before pupils move on to new content. Mastery learning approaches have consistently positive impacts, but effects are higher for primary school and in mathematics and can lead to an additional 5 months progress within a year. (EEF Toolkit)</p> <p>Metacognition</p> <p>The potential impact of metacognition is + 7 months. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. (EEF Toolkit)</p> <p>Encouraging pupils to take responsibility for, and play an active role in, their own learning is crucial. This requires pupils to develop Metacognition – the ability to independently plan, monitor and evaluate their thinking and learning. From the Improving Mathematics in Key Stages Two and Three Guidance Report 2017.</p>	1, 2, 3 and 6
<p>To develop speaking and listening approaches in the classroom and further emphasise the importance of spoken language across the curriculum.</p> <p>The school will be supported by voice 21 from September 2022</p>	<p>Oral language approaches</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Oral language approaches include: targeted reading aloud and book discussions; explicitly extending pupils' spoken vocabulary; the use of structured questioning and purposeful dialogue and interaction.</p>	1, 2, 3 and 6

Targeted academic support

Budgeted cost: £ 19,892

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional support staff and HLTA to enable Small group tuition especially in the delivery of RWI and fresh start groups</p>	<p>Small Group tuition</p> <p>+ 4 months additional progress over the course of a year. (EEF Toolkit)</p> <p>Small group tuition is most likely effective when it's targeted at pupils' specific needs.</p> <p>Phonics</p> <p>Phonics has a positive impact overall (+ 5 months additional progress) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF Toolkit)</p> <p>Reading comprehension strategies taught through RWI and Fresh Start.</p> <p>Reading comprehension strategies have a high impact (+6 months). Alongside phonics it is a crucial component of early reading instruction. (EEF Toolkit)</p>	<p>1, 2, 3 and 6</p>
<p>After School Booster groups in Year 6</p>	<p>Small Group tuition</p> <p>+ 4 months additional progress over the course of a year. (EEF Toolkit)</p> <p>Small group tuition is most likely effective when it's targeted at pupils' specific needs.</p>	<p>1, 2, 3 and 6</p>
<p>Trained support staff and HLTAs providing one to one support for lowest attaining 20% of pupils</p>	<p>One to one tuition</p> <p>+ 5 months additional progress over the course of a year. (EEF Toolkit)</p> <p>One to one tuition is very effective at improving pupil outcomes when providing targeted support for pupils that are identified as having low prior attainment or are struggling in a particular area.</p>	<p>1, 2, 3 and 6</p>

	Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.	
Additional tutors /Tutoring through catch up funding	<p>One to one tuition</p> <p>+ 5 months additional progress over the course of a year. (EEF Toolkit)</p> <p>One to one tuition is very effective at improving pupil outcomes when providing targeted support for pupils that are identified as having low prior attainment or are struggling in a particular area.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p>	1, 2, 3 and 6
TT Rockstars intervention to improve pupils recall of multiplication facts	Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations. Daniel Willingham (Psychologist at the University of Virginia) states: Automatic retrieval of basic maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them.	1, 2, 3 and 6

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

Budgeted cost: £ 29,010

Activity	Evidence that supports this approach	Challenge number(s) addressed																																																																											
Attendance officer to support families to improve attendance and work closely with the EWO.	<p>Attendance</p> <table border="1"> <caption>Attendance Data: Percentage of pupils achieving by weeks missed</caption> <thead> <tr> <th>Weeks missed</th> <th>Level 4 or above (%)</th> <th>Level 5 or above (%)</th> </tr> </thead> <tbody> <tr><td>0</td><td>94.6</td><td>57.8</td></tr> <tr><td>1-2</td><td>91.8</td><td>48.9</td></tr> <tr><td>2-3</td><td>90.2</td><td>44.7</td></tr> <tr><td>3-4</td><td>88.8</td><td>40.9</td></tr> <tr><td>4-5</td><td>87.4</td><td>38.2</td></tr> <tr><td>5-6</td><td>86.2</td><td>35.3</td></tr> <tr><td>6-7</td><td>84.3</td><td>32.5</td></tr> <tr><td>7-8</td><td>83.0</td><td>30.5</td></tr> <tr><td>8-9</td><td>79.9</td><td>28.5</td></tr> <tr><td>9-10</td><td>78.7</td><td>25.9</td></tr> <tr><td>10-11</td><td>77.4</td><td>23.2</td></tr> <tr><td>11-12</td><td>76.6</td><td>21.5</td></tr> <tr><td>12-13</td><td>73.3</td><td>18.9</td></tr> <tr><td>13-14</td><td>72.9</td><td>18.3</td></tr> <tr><td>14-15</td><td>70.2</td><td>16.1</td></tr> <tr><td>15-16</td><td>70.2</td><td>15.5</td></tr> <tr><td>16-17</td><td>66.5</td><td>14.4</td></tr> <tr><td>17-18</td><td>67.6</td><td>15.2</td></tr> <tr><td>18-19</td><td>63.8</td><td>13.6</td></tr> <tr><td>19-20</td><td>63.7</td><td>12.7</td></tr> <tr><td>20-21</td><td>64.8</td><td>12.9</td></tr> <tr><td>21-22</td><td>58.7</td><td>11.7</td></tr> <tr><td>22-23</td><td>62.4</td><td>11.2</td></tr> <tr><td>23 or more</td><td>53.7</td><td>9.7</td></tr> </tbody> </table> <p>Good attendance is vital to ensure pupils make good progress. The school is taking a pro-active approach to encourage good attendance and address barriers for individual families.</p>	Weeks missed	Level 4 or above (%)	Level 5 or above (%)	0	94.6	57.8	1-2	91.8	48.9	2-3	90.2	44.7	3-4	88.8	40.9	4-5	87.4	38.2	5-6	86.2	35.3	6-7	84.3	32.5	7-8	83.0	30.5	8-9	79.9	28.5	9-10	78.7	25.9	10-11	77.4	23.2	11-12	76.6	21.5	12-13	73.3	18.9	13-14	72.9	18.3	14-15	70.2	16.1	15-16	70.2	15.5	16-17	66.5	14.4	17-18	67.6	15.2	18-19	63.8	13.6	19-20	63.7	12.7	20-21	64.8	12.9	21-22	58.7	11.7	22-23	62.4	11.2	23 or more	53.7	9.7	4
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<p>Nurture and ELSA training for 2 members of staff support including delivering zones of regulations intervention</p>	<p>Mentoring Mentoring can have small positive effects on attainment (+2 months). It is important that pupils have benefited from mentoring retain positive changes in their confidence and behaviour. Some studies show more positive impacts for pupils from disadvantaged backgrounds.</p> <p>Behavioural interventions Targeted interventions and universal approaches have positive effects of an additional 4 months progress. Evidence demonstrated that interventions with the highest impacts focus on self-management or role-play and rehearsal.</p>	<p>6</p>
<p>EMPH and support for mental health</p>	<p>Social and emotional interventions The average impact of successful SEL interventions is an additional four months progress over the course of a year. However, security of evidence is low therefore this is monitored carefully by the school's SENCO.</p>	<p>6</p>
<p>Family support worker and inclusion team to continue to engage with parents and support families, including building strong relationships with our GRT community.</p> <p>Continue to track attendance when booking parents meetings and aim for 100% attendance so that there is an opportunity for all parents to engage in dialogue about their children's learning.</p>	<p>Parental engagement Parental engagement has a positive impact with an average of 4 months additional progress within a year. Parental communications should encourage positive dialogue about learning. (EEF Toolkit)</p>	<p>4 and 5</p>
<p>Parent workshops related to phonics, reading, writing and maths.</p>	<p>Parental engagement Parental engagement has a positive impact with an average of 4 months additional progress within a year. Parental communications should encourage positive dialogue about learning. (EEF Toolkit)</p>	<p>5</p>
<p>Ensuring pupils have the opportunity to attend trips and the</p>	<p>Outdoor and adventurous activities There is limited evidence on the impact of outdoor adventurous activities. (EEF Toolkit)</p>	<p>5</p>

residential trip in Year 6.	However, trips and outdoor education provides opportunities that disadvantaged pupils might not be able to participate in otherwise and supports their personal development. These activities also support pupils to develop pupil's resilience and self-confidence.	
Additional extra-curricular opportunities with a focus on sport	<p>Physical activity</p> <p>There is a small positive impact of physical activity on academic attainment (+ 1 month). (EEF Toolkit)</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to associated financial costs. By providing physical activities free of charge, we hope to provide pupils with opportunities that might not otherwise be available to them.</p>	5
Personalised curriculum, physical and social and emotional interventions for individual pupils. Including access to JAC and personalised enrichment opportunities.	<p>Individualised Instruction</p> <p>This approach involves providing different learning tasks to suit the individual need of a pupil. Individualised instruction can be an effective approach to increasing pupil's attainment (+ 4 months). (EEF Toolkit)</p> <p>Studies tend to show higher rates of effectiveness with older pupils and this approach is predominately used in UKS2.</p> <p>Social and emotional interventions</p> <p>The average impact of successful SEL interventions is an additional four months progress over the course of a year. However, security of evidence is low therefore this is monitored carefully by the school's SENCO.</p> <p>Behavioural interventions</p> <p>Targeted interventions and universal approaches have positive effects of an additional 4 months progress. Evidence demonstrated that interventions with the highest impacts focus on self-management or role-play and rehearsal.</p> <p>Physical activity</p> <p>There is a small positive impact of physical activity on academic attainment (+ 1 month). (EEF Toolkit)</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs</p>	5 and 6

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Total budgeted cost: £ 108,995

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.

Pupil premium funding has effectively targeted support to some of our most vulnerable pupils. It has primarily focused on improving the quality of education through improving the quality of teaching and learning, developing the curriculum and supporting pupils to participate in the wider life of the school in order to develop personally. We also continue to focus on developing our pupil's vocabulary and adopt a concept of 'pupil premium tilt' where teachers and support staff will focus aspects of pedagogy and curriculum towards the need of pupil premium pupils and extra focus in feedback and marking is given to these pupils. Pupil premium pupils were prioritised for school places during lockdown and targeted personalised provision was put in place for these pupils when school re-opened in March. The progress measures at the end of KS2 for this academic year are testament to this.

Year Group	Impact or previous Year's strategy
Reception (1 pupil)	Pupil made at least expected progress in all areas of the Early Years curriculum and achieved age related expectations at the end of reception.
Year 1 (9 pupils)	<p>Reading</p> <p>7 pupils made expected or better progress in reading. (6 steps or more) 1 pupil made 5 steps. Additional support has been in place for this pupil since wider re-opening and they are on track to make additional progress by December 2021. 1 pupil with special educational needs (SEN) made 2 steps but now has an Education Health Care Plan (EHCP) to ensure targeted support and provision can be provided to accelerate progress.</p> <p>Writing</p> <p>7 pupils made expected or better progress in writing. (6 steps or more) 1 pupil made 5 steps. Additional support has been in place for this pupil since wider re-opening and they are on track to make additional progress by December 2021. 1 SEN pupil made 2 steps - targeted support and provision through the EHCP will enable accelerated progress.</p> <p>Maths</p> <p>8 pupils made expected or better progress in maths. (6 steps or more). 1 pupil made 1 step - targeted support and provision through the EHCP will enable accelerated progress.</p> <p>Phonics</p> <p>Of the 9 pupils in Y1; 6 pupils passed the Phonics Screening Check in December 2021. The remaining 3 are on track to pass in June 2022. They will receive daily 1:1 phonics intervention along with a continuation of the RWI phonics programme.</p>
Year 2 (12 pupils)	<p>Reading</p> <p>11 pupils made expected or better progress in reading (6 steps or more) and 1 pupil made 5 steps. Additional support has been in place for this pupil since wider re-opening and they are on track to make accelerated progress by December 2021. Pupils not yet working at age related expectations have additional reading comprehension and fluency support.</p> <p>Writing</p> <p>11 pupils made expected or better progress in writing (6 steps or more) and 1 pupil made 5 steps. Additional support has been in</p>

	<p>place for this pupil since wider re-opening and they are on track to make accelerated progress by December 2021.</p> <p>Maths</p> <p>All pupils made expected or better progress (6 steps or more) in maths. Pupils not yet working at age related expectations are receiving targeted support in class.</p> <p>Phonics</p> <p>10 pupils passed their Year 1 phonics by December 2020. 1 pupil passed in June 2021 and received additional support to consolidate. 1 pupil is on track to pass by the end of Autumn 2021 with daily 1:1 phonics support in place.</p>
<p>Year 3</p> <p>(6 pupils)</p>	<p>Reading</p> <p>5 pupils made expected or better progress in reading with 1 pupil making 5 steps progress. Pupils not yet reading at age related expectations are supported through regular reading intervention in both small groups and 1:1.</p> <p>Writing</p> <p>1 pupil made expected progress and 5 pupils have made promising progress in their writing but continued accelerated progress is needed. Writing remains an area of focus as pupils move into year 4 with appropriate tailored interventions in place.</p> <p>Maths</p> <p>4 pupils have made expected or better progress (6 steps +) in maths with 2 pupils making 5 steps progress. Pupils not yet working at age related expectations are receiving additional small group support in class.</p>
<p>Year 4</p> <p>(12 pupils)</p>	<p>Reading</p> <p>7 pupils made expected or better progress in reading. 1 pupil made 5 steps and 3 pupils made 4 steps progress, 1 of whom now has an EHCP in place to ensure personalised provision. 1 pupil has made limited progress but has been attending alternative provision in a different setting. Pupils who are not at age related expectations and/or have not made expected progress are supported through regular reading interventions in both small groups and 1:1.</p> <p>Writing</p> <p>7 pupils made expected or better progress in writing. 4 pupils have made 4 steps progress. Of these 4 pupils, 1 now has an EHCP in place to ensure personalised provision, 1 pupil's attendance has been impacted by health issues and 2 have had targeted support since re-opening.</p>

	<p>Writing remains an area of focus as pupils move into year 5 with appropriate tailored interventions and classroom support in place. 1 pupil has made limited progress due to attending alternative provision in a different setting.</p> <p>Maths</p> <p>8 pupils have made expected or better progress in maths. 3 pupils have made 3 or 4 steps progress. 1 now has an EHCP in place to ensure personalised provision and targeted provision is in place for the other pupils. 1 pupil has made limited progress due to attending alternative provision in a different setting.</p>
<p>Year 5 (8 pupils)</p>	<p>Reading</p> <p>All 8 pupils made expected or better progress in their reading (6 steps or more) 3 pupils have achieved age related expectations and 1 pupil is working at the greater depth standard. The 5 pupils who have not yet achieved age related expectations are receiving daily 1:1 reading intervention with 62%+ on track to achieve the expected standard by December 2021.</p> <p>Writing</p> <p>7 pupils made expected or better progress in writing (6 steps of more). One pupil who did not make expected progress is now working on a personalised curriculum which is tailored to their academic and social and emotional needs. Pupils not working at age related expectations are participating in writing conferences, small group support or/and writing boosters.</p> <p>Maths</p> <p>All 8 pupils made expected or better progress in maths (6 steps plus) As a result of additional catch up tutoring, 2 pupils made accelerated progress and are on track to be at age related expectations by December 2021. Pupils not working at age related expectations yet are attending additional booster or receiving 1:1 or small group support.</p>
<p>Year 6 (19 pupils)</p>	<p>Due to the pandemic and school closures, results used are from internally conducted SATs exams and teacher assessment.</p> <p>Reading:</p> <p>As a result of implementing the Fresh start programme and a new approach to teaching reading, 100% of pupils receiving pupil premium made expected progress with 94.7% making accelerated rates of progress (more than 6 steps)</p> <p>SATS results reading</p> <p>63% of pupils in receipt of pupil premium achieved age related expectations in their SATs with 32% of pupils receiving pupil premium achieving the greater depth standard and 3 pupils attaining a standardised score of 120.</p>

FFT analysis of our 2021 SATs data show that pupils eligible for free school meals (FSM) made 11% positive value added from KS1 with a score of +4.00 compared to -0.2 for non-FSM pupils.

Writing:

100% of pupils receiving pupil premium made expected progress with 89% of pupils making accelerated rates of progress (more than 6 steps)

Teacher assessment results writing

53% of pupils in receipt of pupil premium achieved the expected standard in writing with 16% achieving the greater standard.

FFT analysis of our 2021 SATs show that FSM pupils made 9% positive value added from KS1 with a score of 0.00 compared to -2.2 for non-FSM pupils

Maths:

89% of pupils made expected rates of progress in maths with 84% of pupils in receipt of pupil premium making accelerated rates of progress in maths. 1 pupil made 5 steps and 1 pupil made 3 steps. Both were supported by an additional teacher in a daily small group maths session to ensure progress was made and they achieved above pre-lock down standards.

SATs results maths

58% of pupil eligible for pupil premium achieved age related expectations in maths and 16% achieved greater depth.

FFT analysis of our 2021 SATs show that FSM pupils made 14% positive value added from KS1 with a score of +1.7 compared to -1.3 for non-FSM pupils

Summary: Progress scores for Pupil Premium pupils in Year 6 is above national average and higher than the progress scores achieved by non-Pupil Premium pupils in reading, writing and maths, although combined attainment is below national average meaning that a small number of these pupils did not achieve the expected standard in all three areas. The introduction of the Fresh Start reading and writing scheme which was used as an intervention in Year 5 & 6 supported some pupils to make rapid progress.

High expectations across school for all staff to take a rigorous approach to implementing our Pupil Premium Non-Negotiables, targeted interventions for pupils including use of government funded tutoring and robust and comprehensive monitoring

has enabled pupil premium children to make progress and narrowed the attainment gap for reading.

Whole school data analysis shows that the attainment gap between Pupil Premium pupils and the whole school cohort decreased by 7% in reading from September 2020 to July 2021.

Analysis of maths data shows that the Pupil Premium pupils made slower progress than non-pupil premium pupils during the lockdown, resulting in an increase in the attainment gap. However, across the academic year, the gap narrowed by 0.5%.

Analysis of writing data shows that the Pupil Premium pupils made slower progress than non-pupil premium pupils during the lockdown, resulting in an increase in the attainment gap. Across the academic year 2020-21, the gap widened by 2.2%.

Moving forward, developing writing is a priority for Pupil Premium pupils. Government funded tutoring and school-based interventions, including Fresh Start, will be targeted to support this area of the curriculum.

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
X Tables Rockstars	TT Rockstars
Fresh Start	RWI Ruth Miskin
Accelerated reader	Renaissance
RWI Phonics	RWI Ruth Miskin

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)



All Saints CE (Aided) Primary School and Nursery



'Opening the Door to Learning and Life'

Pupil Premium and Vulnerable Children Staff Culture and Non-Negotiables

- **No excuses** – ALL our children are capable of good progress and outcomes
- **Know** your PP pupils
- Use of **no hands up** and **targeted progressive questions** to develop and deepen knowledge of pupils in receipt of pupil premium funding
- **Mark PPG pupils' books first, more often and in more detail**
- Provide **verbal feedback** at the point of learning
- Explicitly teach subject specific **vocabulary** and revisit it regularly
- Use more opportunities for **talk** in the classroom
- Listen to PP pupils **read** 1st and more frequently
- Touch base with the **families** (or ask the inclusion team to help)
- Ensure parents have attended parents' evenings
- Sometimes set a **'talk task'** for home learning and support with home learning when needed
- Support PP pupils **responding to feedback** with purple pen
- **Attendance** is often lower – touch base – we can all make a difference
- Make learning **purposeful** and relevant (what is the point?)
- Consider the seating plan (provide good role models)
- Tilt towards children's interests where possible
- Encourage PP pupils to attend a **club**. If you'd like them to go to a club or they need something, just ask

Disadvantaged pupils should have the opportunity to know 'what all the others know.' As teachers, it is our job to make this happen, because if we don't, who will?

'There are a range of explanatory factors for the gap (family background and circumstances) beyond the control of teachers.

*However, one factor – **the quality of teaching** – holds huge potential in reducing, and in some cases even eliminating, the attainment gap.'*

{'The attainment gap' – EEF, January 2018}