# All Saints Upton CE Primary School Pupil Premium strategy statement

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 202 |
| Proportion (%) of pupil premium eligible pupils | 53% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022/2023 to 2025/2026 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | Mrs J Davies Head teacher |
| Pupil premium lead | Mrs A Lawson  Deputy Head |
| Governor / Trustee lead | Mrs T Dean  Governor |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £132,960 |
| Recovery premium funding allocation this academic year | £13,920 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*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.* | £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* | £146,880 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At All Saints Upton we have high aspirations for all of our children and believe that all should be provided with the opportunity to reach their full potential despite any challenges that they may be facing.  The focus of our Pupil Premium Strategy is to provide the learning opportunities and targeted support necessary for each child to flourish and progress. Although the pupil premium grant is allocated according to specific criteria, we reserve the right to allocate funding to support any of our children requiring it, as we recognise that we serve an area of socio-economic deprivation and children outside of the criteria may also be at significant disadvantage, including vulnerable children and those open to Social Care.  We recognise that quality first teaching is our primary approach to closing the disadvantage attainment gap of all children, regardless of their starting points. We use early identification strategies to target those children, disadvantaged and others, who require additional support and choose intervention programmes based on current research to focus on those areas.  Incorporated within our strategy is a recognition of the need for educational recovery from the disruption of previous years. This includes providing emotional and social development intervention to support that recovery.  To ensure our approaches are effective we will:   * Ensure we provide a level of challenge for all children including disadvantaged * Act early to intervene when need is identifies * Create a culture where all staff take responsibility for high expectations of disadvantaged pupils’ outcomes and achievements |

## Challenges

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 | Many children enter school with speech and language difficulties and this is confirmed by low baseline assessments and referrals to speech and language. |
| 2 | Generally poor literacy levels resulting from limited life experiences. A significant number of children enter school each year with development skills and life experiences below the expected level for their age. Disadvantaged pupils generally have greater difficulties with phonics than their peers. |
| 3 | Low aspirations and perception of learning capability resulting in low self-confidence. This is particularly prevalent in maths where attainment of disadvantaged pupils is significantly below that of non-disadvantaged pupils. |
| 4 | Effective engagement of parents in children’s learning is low, especially amongst disadvantaged children. |
| 5 | High proportion of SEND children amongst the disadvantaged children in the school |
| 6 | Attendance is below national average, and lower amongst children receiving Pupil Premium |
| 7 | Some Pupil premium children have complex family/living situations leading to vulnerability |
| 8 | Many Pupil premium children have social and emotional needs which hamper their progress and attainment. |
| 9 | Poor health and fitness often resulting in poor attendance. The children in our school, especially the disadvantaged do not have the funding or ability to access to a wide range of out of school sports activities e.g. swimming, dance |

## 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 |
| The percentage of Pupil premium children reaching expected in all core subjects will increase and children will make good progress from their starting points | Progress and attainment will be assessed using standardised scores from NFER tests and teacher assessment from Y1 onwards throughout the year and tracked on Insight Tracker.  Evidence will show a reduction in the attainment gap between PP and non-PP children. Data compared on Insight tracker termly (At baseline around 20% gap in all areas)  Children receiving catch-up intervention/tuition will show accelerated progress.  Results in national tests will produce a year on year increase for all children and the % of PP children achieving RWM combined will increase. |
| To improve language skills across the school | This will be reflected in increased scores in reading and writing in the NFER data catches for Year 1 upwards.  Wellcom scores will show an increase in language skills in EYFS and KS1. |
| To improve reading attainment in disadvantaged pupils and others by the delivery of daily high quality phonics | The percentage gap between disadvantaged and non- disadvantaged children in Phonics is reduced.  Phonics results at end of Y1 and Y2 will increase from 2022 levels and match National.  PP children will make at least expected progress through the RWI groups ( assessed half termly)  Lowest 20% of readers will have increased intervention time and progress will improve |
| To improve emotional health and well-being outcomes for disadvantaged children and others. | A reduction in numbers of children having to access ELSA, Nurture or in-class emotional support.  Positive feedback from parents, children and Staff.  Number of children accessing enrichment activities will increase so that the number graduating from the Children’s University is sustained or increased.  All PP children will have access to extra- curricular activities throughout the year |
| The attendance gap between disadvantaged and non-disadvantaged pupils is reduced. | The percentage of children eligible for PP who have persistent absence or poor punctuality reduces significantly facilitating their opportunity to learn. |

## 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: £ 95,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Supplementing Teaching Assistant salary so all classes have a TA to enable supported learning, providing a breakdown of learning objectives and prompt verbal feedback. | EEF toolkit suggests that regular intervention/support from TAs with developing oral language by discussing work and learning objectives, and immediate verbal feedback can impact positively on children’s progress.  In addition, the reduced pupil/adult ratio, lowers disruption in class and promotes a good working environment | 1, 2, 3 & 5 |
| To ensure sufficient staffing for children to access small high quality RWI groups delivered by trained teachers and TAs.  Purchase additional picture books to support early reading.  Implement the RWI Hub to allow refresher training and training of new staff in the delivery of RWI | EEF toolkit shows that well delivered phonics can have an excellent impact on children’s early reading and literacy skills and a positive impact on the accuracy of word reading.  Prior to the pandemic, children had shown a rapid increase in phonics using RWI such that school was in line with the national average. | 1, 2, 3 & 5 |
| Develop and embed the mastery approach to learning through releasing teachers to work with the NW Maths Hub.  Invest in White Rose pupil materials to provide continuity of approach throughout the school. | Maths Guidance Key Stage 1 and 2.  Mastery approach has been shown to be very successful *in the long term* and is widely used nationally. | 3 & 5 |
| CPD from ICT specialists to introduce a wide range of approaches to feedback and lesson tools which can be delivered by technology | EEF state that a wide range of approaches to feedback can have a positive impact on children. | 1,2,3 and 5 |
| G and M Murphy Ltd CPD | Empower staff with the knowledge and skills to work and support SEND children | 1,2 & 5 |
| Purchase Insight Tracker to ensure children can be tracked more efficiently and progress and attainment data analysed. | Evidence from standardised tests provides reliable data for choosing which children receive additional support through interventions and in class support.  Insight Tracker will allow for more interrogation of the data than previous system. | 2, 3 & 5 |
| To enhance the children’s understanding of the curriculum by providing them with enrichment opportunities, including guitar lessons provided by the Accent Music Hub, sports coaches, Chemistry with Cabbages.  To provide subsidy for swimming lessons and school trips to reduce impact on disadvantaged families | DFE Guidance for a Broad and Balanced Curriculum for recovery  Our curriculum identifies that some of our children have limited life experiences and we aim to provide a broad curriculum which enriches their learning.  All PP pupils are provided with the opportunity to learn to play a musical instrument beyond the requirements of the curriculum and engage with the Arts to enrich their cultural capital. | 3, 4, 7 & 8 |
| SENDCo to receive support through the SEND SLA to ensure best provision is given to SEND children.  TAs receive CPD in support strategies to enable SEND children to access their learning. | EEF Toolkit – Individualised Instruction  Providing support at the individual level allows for all pupils to progress | 3,4 & 5 |
| Whole school curriculum schemes for English, maths, music, French, Art and DT | Our aim is to use our expenditure to ensure fidelity in opportunities, skills and knowledge across the curriculum | 1,2,3 |

### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 16,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| School led tutoring sessions. PP used to offset the 40% schools are required to provide) | Our individual data from children who accessed school led tutoring last year showed a good level of progress | 2,3 |
| Purchase Numberstacks materials to facilitate maths interventions for recovery of key concepts.  Third Space learning accessed from the NTP to support PP/PP+ children with maths recovery | Some children require concrete experiences to reinforce learning objectives and maximise learning potential.  Recent studies have found that digital technology allows for individualised tasks and immediate feedback. | 3,5,6 & 8 |
| Purchase of Wellcom for primary to improve listening skills for pupils with low spoken language skills, and to continue the interventions which started in Reception  Colourful Semantics used for social communication for children with low language skills and limited vocabulary | EEF Toolkit – Oral Language Interventions  Explicit discussion of content or processes of learning benefit comprehension and reading skills | 1, 2 & 4 |
| Renew Lexia licence to support targeted children with developing reading skills which parents can access at home.  KS2 TAs to deliver Freshstart Intervention for PP/PP+ children below the expected level. | EEF Toolkit – Reading Comprehension Strategies  Recent studies have found that digital technology allows for individualised tasks and immediate feedback. | 1, 2, 3, 4 & 5 |
| Renew SeeSaw subscription for homework, remote learning and Home/school communication so that Parents are involved with home learning. | EEF Toolkit – Homework | 1, 2, 3, 4 & 5 |

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

Budgeted cost: £ 36,880

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide ELSA support for children including PP/PP+ with social and emotional difficulties, including as a result of the pandemic. | EEF Toolkit – Social & Emotional Learning | 7 & 8 |
| Provide designated time for SENDCo /FSW to monitor attendance and engage with parents to lower poor attendance rates and persistent absence. | DFE Guidance on Improving School Attendance  Effective family engagement can significantly contribute to increasing the %age of parents who positively engage with school. | 6 |
| Enrol with the Children’s University to provide aspirational purpose to enrichment activities.  Enable children to participate in Arts projects through HPAN. | EEF Toolkit – Aspiration interventions  Being in the highest quintile for socio-economic disadvantage, we recognise that a large proportion of our children may have low aspirations coupled with a lack of opportunity. Belonging to the Children’s University allows them to access facilities at Liverpool Hope university, including participating in Graduation Ceremonies. The increase in numbers graduating from our school each year shows what an important role this is playing. | 3, 4 & 7 |
| Organise visit from Life Caravan to support children’s understanding of choices and social/ emotional issues | EEF toolkit- Aspiration interventions | 3, 5, 7& 8 |
| Increased hours for Education Welfare Officer | Evidence and our school data shows that PP children have lower attendance than other children. Therefore implementing a rigorous attendance process provides children with the opportunity to access the full school curriculum. | 3,4,5,6, and 9 |
| Cultural capital and wellbeing opportunities e.g. Rock Kidz | The children in our school have limited opportunities to engage in cultural events e.g. theatre so subsidising these activities provides enhanced opportunity. | 1,3,8 & 9 |
| Contingency fund for dealing with unexpected issues | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

**Total budgeted cost: £ 146,880**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| We have analysed the performance of our school’s disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics and multiplication check results and our own internal assessments.  We are not required to publish our 2022 key stage 2 results as the DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only.  DfE has shared our school’s 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system, and particularly on our local area. This disruption affected schools and pupils differently, and because of this, it is more difficult to interpret results using data alone.  To help us assess the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period. In this instance our Year 6 PP pupils performed at a higher level than those children who were in our school in 2019.  However, data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school’s disadvantaged pupils in 2021/22 was below our expectations in reading and writing, and particularly in Key Stage 1. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, but also the fact that we ran phonics sessions as a class rather than in targeted groups. We also identified that some of the approaches we used to boost outcomes for disadvantaged pupils either could not be implemented, or had less impact than anticipated.  NFER tests were used to provide internal assessment data during 2021/22. Writing is assessed using a rigorous school system which was implemented in this academic year.  The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils, especially the younger children.  *Internal data-*  *Disadvantaged children who achieved above or working towards (shown in brackets) the expected range.*   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | *Year group* | *Maths* | *Reading* | *Writing* | *Spag* | *Combined* | | *Y1* | *40% (7%)* | *20% (7%)* | *13% (13%)* | *n/a* | *13%* | | *Y3* | *50% (33%)* | *33% (25%)* | *17% (25%)* | *41% (8%)* | *17%* | | *Y4* | *80% (20%)* | *54% (46%)* | *27% (7%)* | *27% (40%)* | *27%* | | *Y5* | *49% (24%)* | *59% (35%)* | *24% (18%)* | *53% (18%)* | *24%* |   Absence among disadvantaged pupils was higher than their peers in 2021/22. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.  Our observations and assessments demonstrated that challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. |

# Further information

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| **Additional activity**  Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:   * Embedding more effective practice around retrieval. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. * Utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils’ needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. * Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. |