

Pupil premium strategy statement – All Saints CEVA Primary School Stibbard

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

Detail	Data
Number of pupils in school	156
Proportion (%) of pupil premium eligible pupils	20.5%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Victoria McConnell Executive HeadTeacher
Pupil premium lead	Alie Otty SENDCo
Governor / Trustee lead	Elaine Gee Pupil premium governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,935
Recovery premium funding allocation this academic year	£4,386
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>	£1768
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>	£49,089

Part A: Pupil premium strategy plan

Statement of intent

Our vision is to inspire everyone to flourish, grow and learn in a safe and spiritually rich environment.

Our ethos is to Believe, Achieve, Belong

- Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points 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.
- The knowledge-rich curriculum at Flourish Federation supports our vision and is supported by quality-first teaching and strong subject leadership.
- Our strategy incorporates a strong approach to behaviour for learning and encourages independence.
- SEND provision is strong for all children with early identification of needs and delivery of targeted interventions.
- We meet the needs of our children by ensuring that there is a high level of purposeful engagement with our families in order to support children's high attendance, self regulation and an aspirational approach to learning.
- Holistic care for all staff and children including trained ELSA/ DESTY staff and a clear focus on wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Attendance for Pupil Premium children is below peers and national figures
2	Progress for pupils who are eligible for Pupil premium is lower than for non Pupil Premium children. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations especially in maths.
3	On entry to Reception our disadvantaged pupils generally arrive with below age related expectations compared to other pupils. The gap remains steady to the end of KS2.
4	We have a high level of SEMH needs which particularly affect disadvantaged pupils including their attainment and overall resilience. Lack of enrichment opportunities during school closure and lockdowns may have had an impact on this.

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
Improved reading, writing, maths, phonics and vocabulary progress and attainment at KS2 and increase in children working at greater depth.	<ul style="list-style-type: none"> ● Progress and KS2 outcomes will improve steadily to show that by 2024/2025 the majority of disadvantaged pupils will meet the expected standard in reading, writing, maths, phonics and vocabulary. ● Progress and attainment improve in foundation subjects ● An increase in the number of disadvantaged children working at greater depth.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● the overall absence rate for all pupils being no more than 6% and the attendance gap between disadvantaged pupils and their non disadvantaged peers being reduced by at least 3% ● the percentage of all pupils who are persistently absent being below 90% and the figure among disadvantaged pupils being no more than 3% lower than their peers.
For all pupils to have access to the experience of visitors and visits planned within our knowledge rich curriculum and extracurricular activities.	<ul style="list-style-type: none"> ● Disadvantaged pupils will attend trips and extracurricular activities at the same level as non disadvantaged peers. ● Financial support from school for those who need it will enable these activities to happen.

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: £11,464

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subject Leader release time £2,464</i>	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	2 & 3
<i>CPD £1500</i>	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	2 & 3
<i>Cover for triad and coaching time £500</i>	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	2 & 3

	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	
Time for SENCo to be released and provide support for teachers to provide an appropriate curriculum for pupils who are disadvantaged and SEN £7000	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school.</p> <p>The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers.</p> <p>However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send#nav-download-the-guidance-report-and-poster</p>	2 & 3

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to one tutoring</i>	Support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind on a one to one https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2
<i>Small group tutoring</i>	Support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in a small group https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
<i>TA one to one interventions including, precision teaching for</i>	Support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils	2 & 3

<i>basic maths and literacy skills, reading and WellComm</i> £18,000	or those falling behind both one to one and in small group.	
<i>Reading volunteers including a therapy dog</i> £0	Support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling on a one to one	2 & 3

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

Budgeted cost: £19,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Champion - parental engagement, attendance, pastoral support £8552	<p>Attendance - UCL research found that:</p> <ul style="list-style-type: none"> • Each day of individual pupil absence results in around 0.3-0.4% of a standard deviation reduction in achievement. • Equivalently, eight days of absence (the average in England) would move a pupil one place down a ranking of 100 pupils (e.g. from 50th to 51st). • Pupils from low-income households see a larger negative effect from each day of absence. • Reducing pupil absences will have a positive effect on achievement and is likely to reduce achievement gaps between high and low income pupils. <p>https://www.ucl.ac.uk/ioe/research-projects/2022/jan/school-absences-and-pupil-achievement</p> <p>Parental engagement: The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also</p>	1 & 4

	<p>higher impacts for pupils with low prior attainment.</p> <p>The evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive.</p> <p>This suggests that developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Pastoral support</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. It has been noted that this has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p>There are also the benefits from being able to effectively manage emotions and develop resilience.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf</p>	
<p><i>ELSA including release time for training and supervision</i> £3,303</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. It has been noted that this has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p>There are also the benefits from being able to effectively manage emotions and develop resilience.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2 & 4</p>

	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf</p> <p>https://www.educationdesty.com/</p>	
<p><i>SEMH time and interventions including F&W time, zones of regulations, group sessions to build on turn taking and listening</i> £3900</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. It has been noted that this has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p>There are also the benefits from being able to effectively manage emotions and develop resilience.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf</p>	2 & 4
<p><i>Play therapy</i> £1500</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. It has been noted that this has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p>There are also the benefits from being able to effectively manage emotions and develop resilience.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf</p>	2 & 4

	https://playtherapy.org.uk/	
<i>Visits / visitors / extra curricular clubs</i> £1500	<p>The research on the benefits of school, visitors, trips and residential for educational progress is not very wide ranging and therefore not conclusive.</p> <p>There are articles which look at the softer impact of these which includes: preparing for later life, improving behaviour, putting class based learning into context, fostering deeper relationships between peers and teachers and students and improving well being, confidence and resilience.</p> <p>https://www.interesting-articles.co.uk/why-are-school-trips-important/</p> <p>https://www.schooltravelorganiser.com/features/evidence-revealed-on-the-impact-of-residential-trips/7385.article</p>	1, 2 & 4
<i>Steps training</i> £375	<p>Whole school ethos and approach to help support overall behaviour but will include building resilience.</p> <p>Evidence supports that both targeted and whole school approaches can have positive overall effects</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	4
<i>Resources to support intervention</i> £600	<p>Resources are needed in order for the interventions to take place.</p> <p>Support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind both one to one and in small group.</p>	1, 2, 3 & 4

Total budgeted cost: £49,194

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Year 6 pupils making expected progress - Reading 80%, 60% writing and maths 80%.
- Year 6 pupils attainment - a higher percentage of disadvantaged pupils made the expected standard compared to non disadvantaged pupils in Literacy (80% compared to 67% in reading and 60% compared to 54%). The gap between disadvantaged and non disadvantaged pupils in maths needs closing (20% compared to 58%).
- WellComm intervention was successful in closing the gap for those children who were screened as being below the expected level in the Autumn term.
- Children's reading ages showed improvement on the whole.
- Soft data shows an impact with social emotional needs. It also shows that there is a need to build on the success and develop this further.
- Financial support from school was given to some disadvantaged children to enable them attend trips including residentials
- Attendance remains an issue and the gap is not closing - a relaunch in September with school panels is now underway.

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
NA	