



Pupil premium strategy statement

To develop this statement, we have used strategies from the Education Endowment Foundation. This has resulted in a plan that impacts positively on the lives of all children in the school. In addition to this plan we will use the Government 'catch-up' funding to accelerate pupil progress further

School overview

Metric	Data
School name	All Saints Church of England Primary School
Pupils in school	309 in main school
Proportion of disadvantaged pupils	35.6%
Pupil premium allocation this academic year	£150,965
Academic year or years covered by statement	2022/23
Publish date	01 September 2022
Review date	01 September 2023
Statement authorised by	Joanne Strachan
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Governor lead	Siju Adeoye

KS2 Disadvantaged pupil progress scores for last academic year- summer 2021 (awaiting 2022 statistical release in December 2022)

Measure	Score
Reading	-0.29
Writing	-0.15
Maths	-2.13

KS2 Disadvantaged pupil performance overview for last academic year – summer 2021 (awaiting 2022 statistical release in December 2022)

Measure	Score
Meeting expected standard at KS2- reading	91%
Meeting expected standard at KS2- writing	91%
Meeting expected standard at KS2- GPAS	82%
Meeting expected standard at KS2- maths	91%
Meeting expected standard at KS2- combined	82%
Achieving high standard at KS2 - combined	18%

KS1 Disadvantaged pupil performance overview for last academic year – summer 2021 (awaiting 2022 statistical release in December 2022)

Measure	Score
Meeting expected standard at KS1- reading	60%
Meeting expected standard at KS1- writing	70%
Meeting expected standard at KS1- maths	70%
Meeting expected standard at Y1 phonics	44%

Strategy aims for disadvantaged pupils

Aim	Measure
To reduce the attainment/progress gap between disadvantaged and others in reading across the school	Achieve/ Exceed national average progress and attainment scores for disadvantaged children in reading.
To reduce the attainment/progress gap between disadvantaged and others in writing across the school	Achieve/Exceed national average progress and attainment scores for disadvantaged children in writing.
To reduce the attainment/progress gap between disadvantaged and others in maths across the school	Achieve/Exceed national average progress and attainment scores for disadvantaged children in maths.

Teaching priorities for current academic year

Aim	Activity
To provide 100% good or better teaching in reading across the school	<ul style="list-style-type: none"> • Prioritise time for reading and comprehension lessons on class timetables • Involve pupils in setting challenging targets for themselves in reading more • Provide staff with training in Accelerated Reader (a stage not age reading programme) and it's diagnostic gap analysis tools. • Provide staff with training in Read, Write, Inc (a stage not age reading programme) and it's gap analysis/ assessment tools • Use an outstanding teacher to model/upskill staff use of AR • Use an outstanding national leader in RWI delivery to team teach alongside all RWI practitioners upskilling their work • Senior leaders to monitor staff impact in the teaching of reading and deploy staff effectively in accordance with pupil/staff development needs • Ensure ECTs/Schools Direct trainees are mentored/ trained effectively in reading
	<ul style="list-style-type: none"> • Prioritise the acquisition of language in all year groups

<p>To provide 100% good or better teaching in writing across the school</p>	<ul style="list-style-type: none"> • Provide EY staff with training in 'Talk through Stories' initiative and resource with language rich texts • Provide staff with training on the expectations for the teaching of writing at our school • Adapt the curriculum to provide more motivating/engaging opportunities for reluctant writers • Break the writing process down into more manageable sections for children who have low writing stamina • Develop a more effective marking process for writing and provide time for children to make improvements to it • Use an outstanding practitioner to model /upskill staff teaching of writing • Design and use stage not age writing resources that lead to individual, personalised improvement and challenge higher ability pupils more • Senior leaders to monitor staff impact in the teaching of writing and deploy staff effectively in accordance with pupil/staff development needs • Ensure ECTs/Schools Direct trainees are mentored/trained effectively in writing
<p>To provide 100% good or better teaching in maths across the school</p>	<ul style="list-style-type: none"> • Provide staff with training on the expectations for maths teaching in our school • Increase the pace of maths teaching across the school so that the curriculum is covered effectively before May • Adapt the delivery of fluency in maths to increase engagement via use of digital resources more • Collaborate with the Medway Maths Hub to train staff in the maths mastery approach • Structure maths teaching into small groups across the school so each child receives more support • Provide opportunities for higher ability pupils to receive more challenge via split start lesson delivery • Monitor staff impact in the teaching of maths and deploy staff effectively in accordance with pupil/staff development needs • Ensure ECTs/Schools Direct trainees are mentored/trained effectively in maths
<p>Barriers to learning that these priorities address</p>	<ul style="list-style-type: none"> • Inconsistent/ poor quality teaching
<p>Projected spending</p>	<ul style="list-style-type: none"> • AR platform access- £3,500 • AR library books - £1,000 • RWI trainer support – £2,000 • Release time for Reading leader-£2,000 • ECT/schools Direct training support programme- £3,450 • ECT/ Schools Direct additional release time - £2,700 • EY Talk through Stories training and resourcing - £400 • Release time for Writing leader- £2,000 • Digital maths resources –£2,000 • Release time for Maths leader – £2,000
<p>Total</p>	<ul style="list-style-type: none"> • £21,050

Targeted academic support for current academic year

Aim	Activity
To accelerate the progress/attainment of all disadvantaged children across the school	<ul style="list-style-type: none"> • Senior leaders to access training on inclusive practices • Senior leaders to audit staff awareness of inclusion strategies • Train all staff in school inclusive practices and how to 'check in with'/ support disadvantaged children within every class lesson • Extend identified staff member's hours to facilitate 'school-led tutoring' using the National Tutoring Programme to provide focused sessions supporting disadvantaged children across Upper Key Stage Two • Implement PECS communication tool with identified children who have specific needs to enable them to make progress developing their ability to communicate with others • Apply for and train staff in identified strategies such as intensive interaction and Attention Autism to support identified children engage with others and access their learning • Senior leaders to monitor staff inclusion work and provide developmental feedback to individual practitioners as necessary
To accelerate the progress/attainment of identified disadvantaged children in phonics	<ul style="list-style-type: none"> • Senior leaders to gap analyse termly phonics assessments to identify children for intervention • Train support staff in how to deliver high quality 1:1 phonics tutoring • Increase number of support staff hrs so they have the capacity to deliver phonics interventions every afternoon • Senior leaders to monitor the impact of phonics tuition and redeploy personnel to best meet children's needs
To accelerate the progress/attainment of identified disadvantaged children in reading, writing and maths	<ul style="list-style-type: none"> • Senior leaders to gap analyse termly teacher assessments to identify children for intervention in each subject area • Train support staff in how to deliver high quality intervention work in reading, writing and maths • Increase number of support staff hrs so they can deliver interventions to disadvantaged children every afternoon • Increase number of teachers in school to provide capacity for them to lead intervention work as well • Senior leaders to monitor the impact of intervention work in reading, writing and maths then redeploy personnel to best meet children's needs • Academic Mentor to support Disadvantaged pupils with personalised interventions in Upper Key Stage Two
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Disadvantaged children's gaps in learning/ reasons for slow/ stilted progress will be addressed
Projected spending	<ul style="list-style-type: none"> • Release time for senior leaders –£6,000 • Online phonics training support-£1,000

	<ul style="list-style-type: none"> • Increase number of support staff hrs – £10,000 • Increasing number of teachers - £32,160 • UKS2 TA - £11,655 • Employ School-Led Tutor- £2,100 • Training of staff in identified areas of need - £2000 • Staff trained and roll out PECS -£ 2000
Total	<ul style="list-style-type: none"> • £66,915

Wider strategies for current academic year

Aim	Activity
To remove social/emotional barriers to learning for identified children	<ul style="list-style-type: none"> • Provide identified children with time to learn in our alternative provision classroom with higher adult ratio interaction work taking place on specific targets either 1:1 or within small pupil groups • To employ a behaviour/nurture practitioner to support the children identified to learn in our alternative provision classroom and provide specific intervention with identified children across the school • Provide identified children with a range of specific therapy work from trained staff internal and external to the school • Provide identified children with ELSA sessions from trained staff internal to the school
To improve the safety/wellbeing circumstances of home situations for identified children	<ul style="list-style-type: none"> • Increase the Pupil and Family Support worker's hrs to provide more support for identified families • Increase staff on the Pupil Support Team to extend support available • Run Triple P Parenting workshops across the year with identified families • Apply for and mentor a resident student social worker to assist identified families with specific situations that impact on pupil safety/wellbeing • Run parent and child 'physical wellbeing' classes • Run parent and child 'feed your family on a budget' classes
To improve attendance rates for identified children	<ul style="list-style-type: none"> • Increase the hrs of the office manager to monitor, track and record the attendance of identified children who fall below expected levels • The Pupil and Family Support Worker to meet with identified parents, identify barriers to attendance and work together with families to reduce them
To improve cultural capital for identified children	<ul style="list-style-type: none"> • Provide children with a curriculum that is engaging, creative, broad and balanced and designed to meet all pupils needs • Design opportunities for the children to celebrate diversity throughout the school year • Provide greater enrichment opportunities for identified children eg pay for school tips, residentials, school workshops, music tuition, before and after school clubs, inspirational visitors etc • Provide homework club for identified children until 4pm

Barriers to learning these priorities address	<ul style="list-style-type: none"> • Impact of covid 19 and current economic climate on pupil wellbeing and on family well-being
Projected spending	<ul style="list-style-type: none"> • Increasing Family Support Worker hrs –£12,000 • Expanding Pupil Family Support Team - £7,000 • Training for 2x ELSA £1,100 • Employ behaviour/nurture practitioner £24,400 • Increasing office manager hrs- £3,000 • Bespoke curriculum –£2,000 • Cost of enrichment activities for identified children - £9,000 • Increase staff member’s hours to run homework club - £1,500 • Parent and child physical wellbeing classes - £1,000 • Parent and child feed your family on a budget classes - £2,000
Total	<ul style="list-style-type: none"> • £63,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Finding enough time for staff professional development	Use of INSET days and additional staff meeting times
Targeted support	Staff attendance levels need to be high to free up adults for targeted intervention work	Increase number of teachers within the school to cover staff absence and invest in tutors from NTP for intervention work
Wider strategies	Families must engage with school staff and with school values in order to improve the learning/ well- being of their children	Highlight the role of the Pupil Support Team within the school community and make the team visible /approachable thereby removing any pre- conceived ideas that parents may have formed from their own school experiences which may have been negative.

Review: summer 2021 (awaiting 2022 statistical release in December 2022)

Aims	Outcome
Teaching Priorities: To provide 100% good or better teaching in reading, writing and maths to all children across the school	<ul style="list-style-type: none"> • Teaching at the end of the year was judged to be 100% good or better than good. Resulting in all pupil outcomes being good or better than good and the school achieving the following: • Well above national in FS GLD • Well above national in Y1 phonics reading • Well above national in Y2 phonics • Above national in in KS1 reading and maths and in line with national for writing • Above national in KS2 writing and in line with national for reading and maths • KS2 GDS was well above national in reading and significantly above national for maths

	<ul style="list-style-type: none"> • The gap between KS2 combined and national was significantly reduced. • KS2 progress measures were in line with national
<p>Targeted academic support: To accelerate the progress/attainment of all disadvantaged children across the school</p>	<ul style="list-style-type: none"> • The progress and attainment of PP children was accelerated over the year. A summary of PP achievement data at the end of the year follows: • PPs were above national PPs in Y1 phonics reading (according to 2019 stats) • PPs were significantly above national PPs in Y2 phonics (according to 2019 stats) • PPs were above national PPs in KS1 reading and maths and in line with national PPs for writing (according to 2019 stats) • PPs were in line with national PPs in KS2 reading, writing and maths (according to 2019 stats) Wider strategies: • Social/emotional barriers to learning for identified children were removed • The safety/wellbeing circumstances of home situations for identified children were improved
<p>Wider Strategies: To remove social/emotional barriers to learning for identified children To improve the safety/wellbeing circumstances of home situations for identified children To improve attendance rates for identified children To improve cultural capital for identified children</p>	<ul style="list-style-type: none"> • Social/emotional barriers to learning have been reduced for identified children who have been able to work in our alternative provision class setting throughout the year, where they have learnt self-regulation and interaction skills enabling them to be taught in mainstream classes as much as possible and make good academic and emotional progress. • The safety/ wellbeing of identified children has been improved due to the expansion and work of the pupil support team • Attendance rates for identified children have improved this year. PP attendance is the same as non-PP attendance (93.8%) which is above national. • The cultural capital for identified children has been improved this year: Events in the school calendar such as cultural Christmas and the end of year Cultural Carnival have enabled all pupils to celebrate diversity. Funding pupil attendance at residentials, breakfast club, music lessons and tuition sessions has improved cultural capital and feelings of inclusion for identified pupils.