



## Pupil premium strategy statement

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 Wigston
Number of pupils in school	252
Proportion (%) of pupil premium eligible pupils	35.64%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Local Governing Body
Pupil premium lead	Julie Wright
Governor / Trustee lead	Anne Marie Kedzior

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,050
Recovery premium funding allocation this academic year	£13,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£134,100

# Part A: Pupil premium strategy plan

## Statement of intent

At All Saints CE Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG). Our school's distinctively Christian ethos, 'Show me the way Lord, teach me your paths' is rooted in our belief that every child is unique and that this is reflected in the desire, commitment and aspirations of our school staff to address and overcome all barriers to learning that may hinder pupil progress and attainment, and ultimately affect their opportunities in life. When our children begin the All Saints journey, and especially in the aftermath of Covid 19, they often have previous traumatic experiences ACE's (Adverse Childhood Experiences), repeated negative educational encounters, physical and psychological trauma and complex diagnosed and undiagnosed conditions that result in children lacking the neurological development required for concentration and learning. This has major implications for confidence and self-esteem, along with the desire and inspiration to achieve, so we use the PPG to provide a wide range of additional opportunities to increase safety and trust for investment for lifelong aspirations for all.

## Challenges

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

Challenge number	Detail of challenge
1	Adverse childhood experiences and trauma 40% PPG
2	Social Emotional & Mental Health difficulties 60% PPG
3	Previous negative experiences in academia : low self-esteem, self-worth and aspiration 30% PPG
4	Parent/carers support , engagement & communication 45% PPG
5	Attendance/ uniform and school readiness 20%
6	Lack of language and vocabulary, especially to an academic level: 70%
7	Lack of access to the wider world – trips, visits, places of interest: cultural capital 60%
8	Financial hardship and overcrowded housing 20%

## 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
<p><b>To ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving.</b></p>	<p>Professional development: Weekly individual and group coaching sessions to support teachers/TAs, with a particular emphasis on maths, literacy/vocabulary and curriculum development.</p> <p>Professional Development for staff by attending targeted training courses and IN-SET. Staff research and evidence based provision is in evidence</p> <p>Improved learning outcomes in reading, writing and maths (making at least expected progress/ meeting end of year expectations). Narrowed gap between PPG/non disadvantaged</p> <p>Learning tasks tailored to specific needs of pupils</p>
<p><b>To provide specific targeted academic and emotional support either in a one to one or small group situation so that children are emotionally ready to access quality first teaching</b></p>	<ul style="list-style-type: none"> <li>-Structured interventions: speech and language interventions for pupils with poor oral language and communication skills (NELI) as well as Thrive and emotion coaching are embedded</li> <li>-Small group tuition: Targeted English and maths teaching for pupils who are below age-related expectations ensures gap narrows</li> <li>-Additional teaching and learning opportunities and therapeutic provision are established including using TAs and learning mentor.</li> <li>-decrease in numbers of Team Teach interventions as per Bound and Numbered book entries</li> <li>-0 exclusions</li> <li>-increased positive learning behaviours and improved confidence for pupils evidenced on Cpoms and in Trust visits/ observations</li> </ul>

	<p>Children meet age related expectations in reading, writing and maths, or make at least expected progress in RWM</p> <p>Disadvantaged pupils attain in line with or better than their peers, across all year groups and make good progress from starting points</p>
<p><b>To provide support for families of PPG children to ensure that they know how to help their child at home/ that children arrive on time every day in school and are well nourished and dressed appropriately for school</b></p>	<p>Attendance and punctuality improve</p> <p>Children are on time, every day and are ready to learn because they have all had breakfast</p>
<p><b>To enable all children to access wider curriculum and extracurricular opportunities in order to provide cultural capital and raise aspirations</b></p>	<p>Increased access to residential and extracurricular activity allows all pupils to experience the enrichment of the visit and participate fully (club registers)</p> <p>Supporting sporting and music clubs/lessons enables pupils to participate in non-academic activities, positively improving their confidence and range of skills: increased participation rates through targeting</p> <p>Increased confidence levels demonstrated in lessons ; cultural capital and aspiration increases</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 (for example, CPD, recruitment and retention)

Budgeted cost: £60000 (Contribution to salary costs; purchase of academic reading material and INSET costs subsidised)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving.	EEF reports: impact of quality first teaching Hattie: visible learning and feedback	3 4 6
Access to class Josiah (therapeutic nurture led teaching space)	Thrive Approach Attachment/ Trauma research (Louise Bomber) EEF reports; impact of quality first teaching Hattie: visible learning and feedback	1 2 3 6

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

Budgeted cost: £66,100 [*insert amount*] (*additional TAs/ contribution to Learning Mentor and family liaison officer salary*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide specific targeted academic and emotional support either in a one to one or small group situation so that children are emotionally ready to access quality first teaching	Thrive Approach Attachment/ Trauma research (Louise Bomber) EEF reports; impact of quality first teaching Hattie: visible learning and feedback	1 2 3 6
Access to class Josiah (therapeutic nurture led teaching space)	Thrive Approach Attachment/ Trauma research (Louise Bomber)	1 2 3 6

	EEF reports; impact of quality first teaching Hattie: visible learning and feedback	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8000 *[insert amount]* 50% subsidy towards extracurricular clubs and activity; provision of uniform/ shoes; payment for TAs running walking bus/ breakfast provision; contribution to Family Liaison Officer salary

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to Thrive and nurture provision	Thrive Maslow	1 2 3 6
To provide support for families of PPG children to ensure that they know how to help their child at home/ that children arrive on time every day in school and are well nourished and dressed appropriately for school	EEF reports Maslow	8 1 2 4 5
To enable all children to access wider curriculum and extracurricular opportunities in order to provide cultural capital and raise aspirations	Ofsted reports on cultural capital; Pedagogical evidence from Knowledge Schools Trust EEF Toolkits	8 1 3 6

**Total budgeted cost: £134,100**

## 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.

*Summer 2 2021 TA data EO KS2. (26% SEN; 18% EHCP; 42% PPG)*

<i>% meeting standard or above</i>	<i>School ALL % achieved</i>	<i>School PP % achieved</i>	<i>School non PP achieved</i>	<i>National Non Disadvantaged (2019)</i>
<i>Reading, writing and maths</i>	37%	25%	46%	65%
Reading	53%	38%	64%	73%
Writing	50%	31%	64%	78%
Maths	42%	25%	55%	78.6%

#### **Pupil Premium 2020-2021 Attendance**

	Attendance	Authorised Absence	Unauthorised Absence
Whole School	92.5	5.4	2.1
Pupil Premium (90 Pupils)	89	7.7	3.3

Two interrupted academic years, the impact of closures and Covid absence coupled with little academic support from home has meant that academic progress has stalled and there is work to be done to rebuild children's confidence and self-esteem as well as alleviate anxieties around Covid.

All TA timetables were focussed on meeting the needs and closing the attainment gap for our PPG children following the summer 2020 lockdown. Autumn 2 data showed the success of this particularly in mathematics : some small steps progress was achieved but this is still an area of need as these gains were lost with the spring 2021 lockdown when children came back to school demonstrating greater levels of anxiety and SEMH issues were heightened thus hampering academic progress.

Our Family Liaison Officer and Learning Mentor played a key role in lock down supporting vulnerable children and their families; delivering food parcels; supporting with benefits, debt and regular (at least weekly) wellbeing calls and door step visits. Parents report that they felt supported and the FLO has the trust of PPG and all parents. They have a link to the school and this needs to continue

We have seen improvements in attendance and punctuality especially due to the walking bus and breakfast provision. This is difficult to quantify due to high covid absences

## 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
Thrive	The Thrive Approach

## 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