

Pupil premium strategy statement

Evaluation of spending 2022/23 – please see the bottom of the document –

Reviewed 11/09/2023

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 Academy
Number of pupils in school	68
Proportion (%) of pupil premium eligible pupils	4% (3 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	3 rd November 2021
Date on which it will be reviewed	1 st reviewed 12/9/22 Updated 11/9/23
Statement authorised by	Rebecca Walker
Pupil premium lead	Rebecca Walker
Governor / Trustee lead	Tracy Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4345
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£4345

Part A: Pupil premium strategy plan

Statement of intent

Following the disruptions of COVID-19, we have concluded from our assessments that there are significant gaps in early language development and oracy. It is our intent to ensure staff are trained in delivering targeted support, such as the Early Communication Screening Programme in order to raise standards, particularly in Early Years and KS1.

School closures have also had an impact on pupil's mental health, in particular their ability to cope with emotions. We plan to offer Relax Kids sessions each week for all pupils in order for them to develop strategies to help them recognise and deal with feelings and emotions. We will also fund 1:1 sessions for pupils who require additional support with this.

Challenges

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

Challenge number	Detail of challenge
1	Parents have the necessary skills to support this learning at home.
2	Parents affording the contributions to school trips and residential visits.

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
For pupils to speak with confidence and clarity about their learning, using key vocabulary in the correct context.	Pupil voice recordings evidence the use of subject specific vocabulary as do independent pieces of writing.
For pupils to read with fluency and have a greater understanding of intonation and expression and to talk and answer questions about the text.	Target pupils are reading fluently with intonation and expression. They are able to answer questions about the text including inferential questions. Reading ages are in line or above chronological age.

<p>For pupils to have an understanding of emotions and feelings and why these may occur and to have the ability to engage strategies they have learnt in order to cope with these in everyday life.</p>	<p>Pupils are resilient and are able to cope with feelings and emotions. They are able to recognise when and how to engage strategies they have learnt.</p>
<p>To embed the new phonics programme. For the assessment system to identify early any pupils who require support and for intervention to be arranged rapidly to close any gaps in knowledge.</p> <p>The phonics programme is now embedded. All staff are confident in planning and delivering the programme. Training has been thorough and new books from the scheme have been purchased to add to our fully decodable sets.</p>	<p>Phonics results are above national figures.</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training on using 'talk' in guided reading sessions and other curriculum areas. Developing the use of talk in order to learn.</i>	EEF Supporting Oral Language Development EEF Improving Literacy Guidance –KS1 and KS2 documents EEF – Preparing for Literacy document for EYFS	

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

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA to deliver bespoke interventions to targeted pupils.	Phonics screening results above National figures – aspirational targets to be set.	
Early Communication Screening Programme – Time to Talk Intervention	Pupil voice recordings evidence the independent use of key vocabulary.	
Turnabout intervention programme – training and materials	Previous use of this intervention programme has proved highly successful in improving auditory and visual memory and retention skills.	
Relax Kids sessions each week for all pupils	Previous success with this programme of support at all three of our schools. Pupil voice and parental feedback in previous years.	

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

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
We use this allocation to fund trips in school such as the Year 4 residential, trips related to the current topics being taught in school for our PP families.		

Total budgeted cost: £4345

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 2022 to 2023 academic year.

Activity	Evidence that supports this approach	Outcomes
TA to deliver bespoke interventions to targeted pupils.	Phonics screening results above National figures – aspirational targets to be set.	100% passed
Early Communication Screening Programme – Time to Talk Intervention	Pupil voice recordings evidence the independent use of key vocabulary.	Pupils are using an impressive amount of key vocabulary across all subjects. They use it in the correct context and are able to describe its meaning relating to the subject. This is also evident in independent pieces of writing and through pupils voice sessions.
Turnabout intervention programme – training and materials	Previous use of this intervention programme has proved highly successful in improving auditory and visual memory and retention skills.	1 x pupil converted from Emerging in Reading to Expected at the end of the academic year. 1 x pupil achieved expected levels in writing, reading and maths. 1 x pupil achieved GLD – expected in all areas. Please see A3 data sheet for whole school EOY data.
Relax Kids sessions each week for all pupils	Previous success with this programme of support at all three of our schools. Pupil voice and parental feedback in previous years.	Relax Kids sessions have been provided for our PP pupils. The sessions have focussed on self regulation and emotional intelligence. There has been significant impact in the confidence of both pupils. They both had speaking parts in the summer production and spoke with clarity and confidence. They have been able to articulate their feelings and have sought help and support where and when they have needed it.

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