

All Saints CE Primary School



Pupil premium strategy statement

Overview

Detail	Data
School name	All Saints CE Primary School, Bradford
Number of Pupils	685
Proportion (%) of pupil premium eligible pupils	39.7%
Academic year/years that our current pupil premium strategy plan covers	2021 – 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	John Davie
Pupil premium lead	Kathryn Shaw
Governor / Trustee lead	Rahilla Ali

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£346368
Recovery premium funding allocation this academic year	£18693
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	£365,061

Part A: Pupil premium strategy plan

Statement of intent

Our vision is that all pupils, irrespective of their background or the challenges they face, make good progress and flourish in order that they achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their personal learning goals, including rapid progress for those who have previously been assessed as high attaining.

We will consider the challenges faced by vulnerable pupils, such as those who have English as an additional language and/or those pupils whose families are receiving additional support through the care system. We pride ourselves in having a truly holistic approach to learning and despite being a large school, we have a detailed understanding of each individual pupil and their unique learning needs. The Pupil Premium funding is part of a larger package of support that we provide to all our pupils. We use the funding across a wide range of strategies with an ultimate aim to narrow the gap for vulnerable children. As we do not have significant gaps in attainment, between disadvantaged pupils and non-disadvantaged pupils, we look to extend learning opportunities so that these pupils are giving the tools to reach their full potential.

High-quality training opportunities for our staff team is a central element to our approach. Through effective performance management, School leaders are able to identify strengths within the team and provide targeted CPD. This, in turn leads to high quality teaching and support within the classrooms and enables us to have a well-trained Pastoral offer.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. We are proud to have a group of tutors taken from our own staff team.

We have a rigorous approach to identifying pupil barriers, followed up by a multi-faceted response package. This is shared with School leaders, staff teams, families, and the pupils themselves. Our school ethos is one of inclusivity and we view the extensive number of EAL pupils, from many different ethnicities and backgrounds as a truly enriching part of who we are. As a proud Church school, we endeavour to maximise the use of the funding to maximum effect for our learners.

Challenges

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

Challenge number	Detail of challenge
1	Children enter our school significantly delayed speech, language, and communication skills. Staff use the Welcomm assessment tool to screen all pupils and this provides detail information about individual pupil abilities and a comprehensive assessment that provides next steps to allow children to reach age related levels.
2	Persistent, long term pupil absence impacts on learning and social outcomes for children.
3	Elevated levels of staff absence (September 2020 onwards) have had an impact on School's ability to provide consistent support packages and for several weeks, high quality teaching.
4	82% of pupils are EAL and of these pupils 49% are also pupil premium. Many of these pupils enter school with little or no spoken English. At home, many families speak their first languages and many parents are not fluent in English. This effects pupil speech development and parental confidence to support their children's learning, including homework and remote learning.
5	Parental engagement can be a challenge because of significant language barriers. Currently, upwards of 42 different home languages are spoken in our pupils' homes, therefore communication and the passing on of key information can be a challenge.
6	A substantial percentage of the children enter school with limited knowledge and understanding of the world. This directly impacts on their ability to absorb new information, and they require extensive additional, explicit teaching to ensure key vocabulary and concepts are securely understood. Teachers endeavour to create real life experiences, in order that they can plug the knowledge gaps.
7	The COVID pandemic, lockdowns and statutory self-isolation requirements have had a significant impact on pupil learning. Many of the pupils come from multi-generational households and families struggled to really support their children with the home learning. School (with the support of the LA) provided many devices to families but this still did not fully redress the balance.

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
Pupils develop age expected levels of speech, language and communication skills	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Pupils attend school on a regular basis.	Individual pupil attendance is at 96% or above. Any days off are extremely rare and only because of unavoidable illness and/or medical appointments that cannot be made at any other time.
Staff attend work on a regular basis.	Staff feel supported and well-being is central to absence management systems. In School well-being Team work to improve overall morale and provide School leaders with key information to keep staff positive.
EAL disadvantaged pupils make expected or above expected progress across all curriculum areas	Assessments and observations indicate significantly improved oral language among disadvantaged, EAL pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained elevated levels of wellbeing from 2020-2023 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • findings from the PASS assessments
Parental engagement is sustained, meaningful and results in positive outcomes for the children.	Parents consultations attended by 85%+ of all families; Workshops offered and attended by the majority of parents Parents are confident to offer their support & come into School on a regular basis.
Pupils to leave All Saints with an age-expected understanding of the world around them;	Pupils can communicate with confidence about the world they live in. Pupils are able to indicate where and how they would gain information to help them be successful. Pupils understand where they fit in the world they inhabit.

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: £22,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
National professional qualifications	Teachers' continuing professional development EEF (educationendowmentfoundation.org.uk)	Retention/strategic knowledge
Subject lead qualifications		
Subject lead CPD		

Targeted academic support

Budgeted cost: £371,158

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA phase-leads to support pupils	EEF – small groups of between 4-6 pupils respond to short, target interventions	1,4,6
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,4,6
Implement a DfE validated Systematic Synthetic Phonics programme [Little Wandle] to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,4

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 1 and 3</p>	1,4,7
<p>Enhancement of our Literacy teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teachers release time to embed key elements of guidance in school - delivered by a Bradford based Literacy Consultant</p>	<p>The DfE have approved of the English hub literacy programmes – evidence based from the EEF guidance reports for Literacy.</p>	1,4,7
<p>Dedicated New to English team</p>	<p>The team used standardised assessments to support pupils who are New to English – EAL. Two-year offer, including daily target teaching & specialist resources to support pupil attainment.</p>	1,4,6
<p>Educational visits, including residential, linked to the curriculum in order to enhance pupils' wider experiences</p>	<p>Real-life experiences are reported by the EEF to be:</p> <p><i>At the EEF, we think enriching education have intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Life Skills & Enrichment</i></p>	1,2,4,6
<p>Additional senior teacher for maths – Year 2, 3, 4</p>	<p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p>	1,4,7
<p>Additional senior teacher for maths – Year 5 &6</p>	<p>Senior teachers closing the learning gaps for underperforming pupils.</p>	1,4,7

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

Budgeted cost: £40,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated attendance officer – implementing the good practice set out in the DFE guidance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2
Implementation of the PASS assessment for all pupils	This standardised assessment developed by Educational Psychologists assesses pupils mental health and emotional well-being.	2,7,1
Temporary employment of trusted supply teachers/teaching assistants	Following the re-opening of the school, after lockdown we continued to have many staff effected by COVID. We invested heavily in supply cover to ensure the school remained open and classes continued for the vast majority of our pupils	3,7
Investment in the ‘SAM’ and Staff Safe staff management software	Monitoring and supporting Staff with absence issues. System shown to help reduce absenteeism & manage staff effectively	3

Total budgeted cost: £433,158

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.

The impact of Covid and ensuing lockdowns has been significant on many pupils' overall progress. Throughout the lockdowns all vulnerable pupils were offered additional support through a variety of approaches:

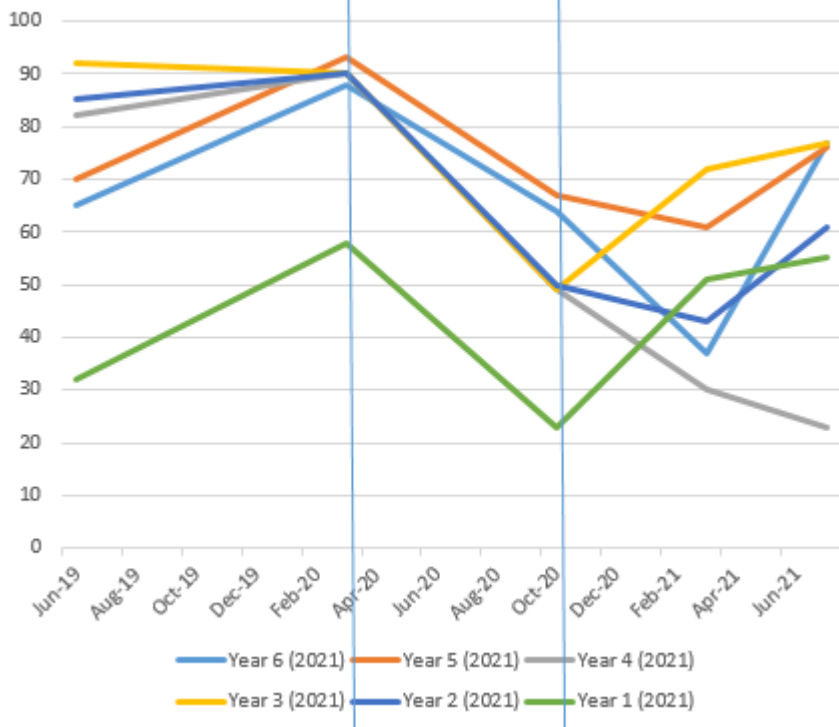
1. Places in school bubbles
2. Electronic devices
3. Additional online & telephone support from school staff
4. Paper learning packs – either delivered directly to pupils' homes or picked up from school
5. COVID safe drop-ins for parents/children to receive additional, face to face support directly from class teachers & the support team
6. Continuous Pastoral support for both pupils and their families
7. Minibuses used to collect the most vulnerable pupils
8. Additional food packs delivered to select families, alongside the Free-School meal vouchers

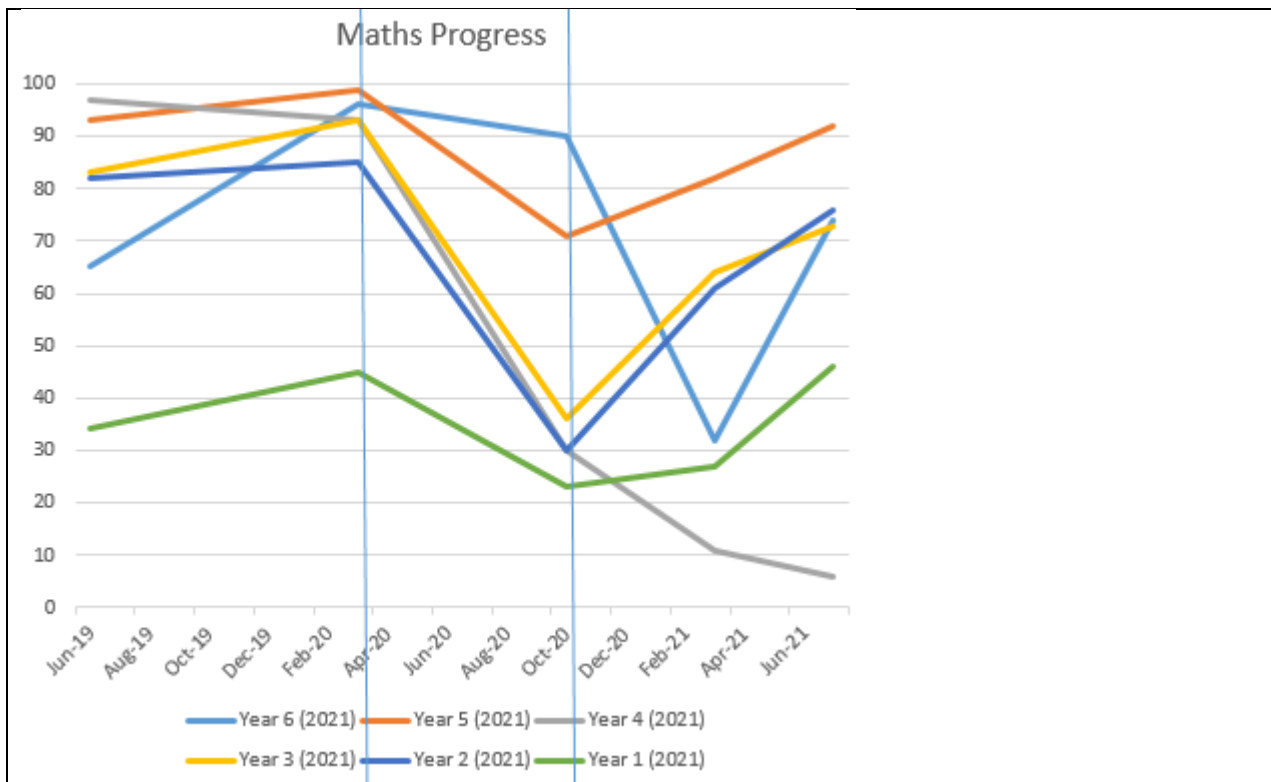
When pupils returned to School, we carried out a whole school baseline to establish what knowledge had been retained and quickly identify learning gaps. The following graphs demonstrate the dips in attainment and the recovery following the pupils return to full-time schooling.

Reading Progress



Writing Progress





The implementation of HLTA phase leads is allowing for target, over-learning, and same day intervention opportunities. The progress data reflects that this is having an impact overall. Senior teachers have all support the learning in mathematics across years 2 – 6.

Although not ideal, the use of supply teachers enabled school to keep year groups open, even when the entire teaching teams (Years 3 & 6) all had COVID. Teachers' commitment to their pupils learning ensured that information was passed on to the supply cover to continue the learning sequences. Several support staff have undertaken HLTA qualifications and although not currently employed in that role, school invested in their training. As a result, we have an increasingly highly qualified team well placed to continue to implement all the strategies outlined in this document.

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
Times table rockstars	TT Rock Stars
Accelerator reading programme –	Accelerated Reader

years 1 - 6	
Little Wandle - letters and sounds phonics intervention programme	Letters and Sounds