

Pupil premium strategy statement 2022/2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
All Saints CE(VC) First School	
Number of pupils in school	54
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	February 2023
Date on which it will be reviewed	February 2024
Statement authorised by	Governing Board
Pupil premium lead	Vicki Bradley
Governor	Elizabeth Wain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7910
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£9910

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive school, our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage.

Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

Challenges

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

Challenge number	Detail of challenge
1	Speech & Language skills on entry to school/nursery
2	Parental engagement with home learning
3	Low aspirations with regards to developing mathematical concepts
4	Low self-confidence and self-esteem of disadvantage pupils/families
5	Poor retention of phonics

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
Children will experience opportunities previously unavailable to them and participate fully in school life by attending after school clubs designed to improve literacy or maths skills; physical wellbeing; mental wellbeing; social skills etc.	Overwhelming majority of school pupils to have accessed at least 1 out of school club. They will be positive and aspirational about what they can achieve.
Vocabulary and language skills improved throughout all age groups	Overwhelming majority of non-SEN pupils achieve at least the expected standard in spoken language by the end of Year 4 Overwhelming majority of non-SEN pupils achieve at least the expected standard in reading by the end of Year 4

Quick recall of number facts, times tables and counting skills improved throughout all age groups	Overwhelming majority of non-SEN pupils achieve at least the expected standard in mathematics by the end of Year 4
Children's retention of phonics and blending skills for reading continue to improve throughout EYFS and KS1	% of non-SEN children achieving the expected standard in the Phonics check is at least in line with National

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: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional Development for staff to include, amongst others, language & communication, Autism and SEND	Sutton Trust 2014: What makes great teaching	1, 2, 3 & 5

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

Budgeted cost: £ 6000 (approx. 10 hours per week)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant led Interventions	EEF Teaching & Learning toolkit Moderate impact for moderate cost: + 5 months for English interventions + 3 months for maths interventions	1, 3 & 5
1:1 Interventions	EEF Teaching & Learning toolkit High impact for moderate cost: +6 months for English interventions	1, 2 & 5
Collaborative Learning approaches	EEF Teaching & Learning toolkit High impact very low cost + 3 months for English interventions + 5 months for maths interventions	1, 3 & 4

Feedback	EEF Teaching & Learning toolkit Very low cost for very high impact: + 7 months in all subject areas	1, 3, 4 & 5
Phonics	EEF Teaching & Learning toolkit High impact for very low cost	1,3, 4 & 5

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

Budgeted cost: £ 1910

Activity	Evidence that supports this approach	Challenge number(s) addressed
Participation in weekly Forest School session	Forest Schools – Impact on young children in Wales & England (Forest Research)	1 & 4

Total budgeted cost: £ 9910

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 2021 to 2022 academic year. Impact was impeded by national lockdowns in 2020/2021.

Children who met the expected standard at the end of EYFS (Reception)

56%	5 out of 9 children (2 on SEND register)
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Children who met the expected standard at the end of KS1 (Year 2)

Reading	Writing	Maths	Science
64%	50%	71%	86%
9 out of 14 children	7 out of 14 children	10 out of 14 children	12 out of 14 children

Children who met the expected standard in the Phonics Screening check

73%	8 out of 11 children (3 to re-take in 2023)
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Progress in reading	98% made expected progress
Progress in writing	98% made expected progress
Progress in maths	100% made expected progress

Further information

1. Improving attendance

- Comparison of attendance figures monitored by Headteacher half termly
- Half termly reports identify issues
- Data compared with national
- Colour-coded letter system implemented to inform parents
- Termly attendance awards given to individuals and classes
- Provide free before and after school care to support family circumstances

2. Reducing gaps and accelerating progress for disadvantaged pupils

- Progress and attainment of pupils closely monitored by teachers
- Quality first teaching supported by additional teaching assistant hours in all classes
- Impact of interventions monitored by class teacher and SENCO

3. Financial support for families

- To subsidise cost of trips
- To provide before and after school care
- To provide morning toast and milk when requested
- To provide appropriate clothing for school where necessary (uniform, PE kit etc.)
- To provide free school meals where appropriate