



## Pupil premium strategy statement

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
School name	All Saints Primary
Number of pupils in school	147
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	The Governing Body
Pupil premium lead	Mr S Whiteland
Governor lead	Mrs V Marshall

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,235 (Indicative)
Recovery premium funding allocation this academic year	£ 2,000 TBC
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£ 17,235</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At All Saints, Datchworth, our vision is '*walking together, discovering life*' (Luke 24: 13-35), which relates to all pupils, disadvantaged or otherwise. Our ethos of togetherness and of supporting everyone in our school community to '*be the best that they can be*' means that we have high expectations for all and strive to do the best for all of our pupils, regardless of their starting points. Often, expectations relate to accelerated progress for disadvantaged pupils to diminish the difference between them and their non-disadvantaged peers.

Our ultimate objectives for our disadvantaged pupils are:

- To support disadvantaged children to overcome the additional challenges they face in reaching their potential at school.
- To offer additional learning and enrichment opportunities to close the gap between disadvantaged pupils and non-disadvantaged pupils.
- To support academically able pupils from disadvantaged backgrounds to perform to their full ability.

Our current pupil premium strategy plan works towards achieving these objectives by learning from evidenced-based research and implementing strategies which have been proven to have a positive impact on pupils' self-esteem, progress and achievement.

The key principle of our strategy plan focuses on identifying the most significant challenges faced by our disadvantaged pupils and addressing these needs in a tailored way, so that it benefits their own progress primarily but, where appropriate, can benefit the needs of others learners through good practice and effective use of resources.

## Challenges

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

Challenge number	Detail of challenge
1	Progress and attainment of disadvantaged pupils is often below that of their peers.
2	The number of pupils who are in receipt of Pupil Premium who are also on the SEN register.
3	Pupils with specific social and emotional needs which impact their learning.
4	Pupils with specific communication and language needs which impact their learning.

5	Access to high quality models of communication and language.
6	The attendance and punctuality of some disadvantaged pupils.
7	Parental engagement of some disadvantaged pupils, particularly regarding completion of homework and/or remote learning.
8	Some disadvantaged pupils struggle to access enrichment opportunities which enhance their learning and experiences within school.

## 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>Improve progress and attainment data for disadvantaged pupils</b></p> <p>Despite positive results by the end of KS2, our school data highlights that some disadvantaged pupils achieve less well than their peers in certain areas and are therefore less well prepared for the next stage in their education.</p>	<ul style="list-style-type: none"> <li>Disadvantaged pupils make progress that is better than their peers to diminish the difference by the end of KS2.</li> <li>Disadvantaged pupils achieve academically in line with their peers by the end of KS2.</li> </ul>
<p><b>Ensure that disadvantaged pupils with SEND receive the support they require to access learning</b></p> <p>The strong correlation between disadvantaged pupils and an SEND at All Saints means that SENCo support should address this area and ensure appropriate adaptations are made in school to support their learning.</p>	<ul style="list-style-type: none"> <li>The SENCo (and PPG lead) will have a clear understanding on the impact of pupils with SEND on the disadvantaged group.</li> <li>All disadvantaged pupils with a correlating SEND will have clear and purposeful support plans (individualised). These plans will improve their attainment and progress data at the end of KS2.</li> <li>Reviews of quality of education at All Saint show adaptations to the curriculum which are enabling pupils with SEND to access the learning they need.</li> </ul>
<p><b>Support the social and emotional needs and mental health of disadvantaged pupils so they are ready to learn</b></p> <p>There is a range of evidence within school, such as behaviour reports and reports from external agencies, such as Family Support Workers and Art Therapists, which tell us that our disadvantaged pupils have more mental</p>	<ul style="list-style-type: none"> <li>The school has an embedded, whole school, therapeutic approach to managing behaviour.</li> <li>The Headteacher and SENCo work closely supporting the needs of disadvantaged pupils with SEMH, ensuring appropriate support plans are in place and actioned.</li> </ul>

<p>health concerns, alongside family issues that serve as a barrier to their learning, than non-disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• There is a reduction in behaviour incidences for disadvantaged pupils following successful intervention.</li> <li>• Character education is embedded across the school to support pupils' well-being and development of their behaviour and attitudes.</li> <li>• Complex cases of poor mental health receive outside agencies referrals and support.</li> </ul>
<p><b>Support pupils with specific communication and language needs which impact their learning</b></p> <p>In-school data has often revealed the low baseline in communication and language skills which a significant number of disadvantaged pupils have demonstrated on entry to primary school.</p>	<ul style="list-style-type: none"> <li>• Early identification through prompt Reception baseline assessment.</li> <li>• Phonics screening and diagnostic testing through EY and KS1.</li> <li>• Specific and regular phonics training for teaching and teaching assistant staff.</li> <li>• Provision of small, individualised phonics booster groups to promote accelerated progress.</li> <li>• Use of the WellComm Speech &amp; Language Toolkit, from screening to intervention, to identify and support pupils with language and communication needs.</li> <li>• Use of the NELI screening tool and subsequent intervention for all Reception children and for those identified at KS1.</li> <li>• Involvement of Speech &amp; Language Therapists, both NHS and externally, where required to improve progress for those identified.</li> </ul>
<p><b>Provide access to high quality models of communication and language</b></p> <p>Access to first wave quality teaching has been shown to make the biggest difference to children's ability to make rapid progress. Excellent, modelled teaching and access to quality resources are key to excellent progress.</p>	<ul style="list-style-type: none"> <li>• Specific and regular phonics training for teaching and teaching assistant staff.</li> <li>• High quality first wave teaching.</li> <li>• Additional small, individualised phonics booster groups to reinforce learning and promote accelerated progress.</li> <li>• Use of the WellComm Speech &amp; Language Toolkit to support pupils with language and communication needs through research-based intervention.</li> <li>• Use of the research-based NELI intervention toolkit for all Reception</li> </ul>

	<p>children and for those identified at KS1.</p> <ul style="list-style-type: none"> <li>• Involvement of, modelling and expert advice from Speech &amp; Language Therapists, both NHS and externally, for those requiring greater intervention and support.</li> </ul>
<p><b>Work with families to improve attendance and punctuality for disadvantaged pupils</b></p> <p>In-school data informs us that attendance and punctuality remain an issue for a small number of disadvantaged pupils and their families.</p>	<ul style="list-style-type: none"> <li>• The proportion of pupils from disadvantaged groups who are absent or late to school will have significantly diminished.</li> <li>• Disadvantaged pupils who are persistently absent have clear support plans.</li> <li>• Work with the families, together with the School Family Worker, SENCo and other relevant agencies.</li> <li>• Work with the Local Authority Attendance Officer for disadvantaged pupils with complex cases.</li> </ul>
<p><b>Encourage parental engagement of some families of disadvantaged pupils, particularly regarding completion of homework and/or remote learning</b></p> <p>Analysis of completion of homework records and engagement with remote learning reveals a larger proportion of disadvantaged pupils not engaging regularly or consistently with tasks set as home learning than non-disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Develop relationships and communication further with families of disadvantaged pupils.</li> <li>• Offer online support for home learning tasks which require use of technology.</li> <li>• Offer school's IT resources to support access of disadvantaged pupils.</li> <li>• Support disadvantaged pupils in school with home learning tasks to avoid falling behind their peers and to enable greater independence and confidence to complete tasks at home.</li> <li>• Support with specific online opportunities, <i>such as MyMaths and Google Classroom</i>.</li> <li>• Offer in-school 1:1 workshops and informal catch-up sessions with parents to help them understand how to work and support their children in homework tasks and remote learning.</li> </ul>
<p><b>Some disadvantaged pupils struggle to access enrichment opportunities which enhance their learning and experiences within school</b></p> <p>Continue to support families in hardship to enable disadvantaged pupils to have the</p>	<ul style="list-style-type: none"> <li>• Support with uniform, where necessary.</li> <li>• Music for all opportunities in ocarina and recorder.</li> <li>• Where appropriate and interested, offer additional music tuition opportunities.</li> </ul>

<p>same opportunities as some of their non-disadvantaged peers.</p>	<ul style="list-style-type: none"> <li>• Support with participation in offsite school visits, extra-curricular activities, and additional sporting opportunities.</li> <li>• Support with ensuring that all pupils, who wish to, are able to attend school residential visits.</li> </ul>
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2022 – 2023)** to address the challenges listed above.

### Teaching (CPD, recruitment and retention)

Budgeted cost: £ 6,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>To provide high-quality leadership of outcomes for disadvantaged pupils</b>	<p>Education Endowment Fund's (EEF) <a href="#">diagnostic assessment</a> <i>(leaders to put in place and monitor the outcomes of diagnostic assessments)</i>.</p> <p><a href="#">EEF Pupil Premium Guide - June 2019</a></p> <p><a href="#">Standards for Teacher Professional Development - July 2021</a></p> <p><a href="#">School cultures and practices: supporting the attainment of disadvantaged pupils A qualitative comparison of London and non-London schools Research Report</a> Department for Education – May 2018</p>	1, 2, 3, 4, 5, 6, 7 & 8
<b>To enhance further quality first wave teaching for all pupils</b>	<p><a href="#">EEF Pupil Premium Guide - June 2019</a></p> <p><a href="#">Standards for Teacher Professional Development - July 2021</a></p>	1, 4 & 5
<b>Purchase of Early Years communication and language resources</b>	<a href="#">EEF Early Years Toolkit</a>	1, 2, 4 & 5
<b>Developing the use of Monster Phonics across EY and Y.1</b>	<p><a href="#">EEF Pupil Premium Guide - June 2019</a></p> <p><a href="#">Nuffield Early Language Intervention (NELI)</a></p>	1, 2, 4 & 5

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

Budgeted cost: £ 11,865

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Additional hours/ cover for teachers and teaching assistants to undertake interventions</b>	<a href="#">School cultures and practices: supporting the attainment of disadvantaged pupils A qualitative comparison of London and non-London schools Research Report</a> Department for Education – May 2018	1, 2, 3, 4, 5, 6 & 7
<b>Pastoral and SEND TA Interventions</b>	<a href="#">EEF Early Years Toolkit</a> <a href="#">EEF Teaching and Learning Toolkit</a>	1, 2, 3, 4, 5, 6 & 7
<b>SENCo support and interventions</b>	<a href="#">EEF Pupil Premium Guide - June 2019</a> <a href="#">School cultures and practices: supporting the attainment of disadvantaged pupils A qualitative comparison of London and non-London schools Research Report</a> Department for Education – May 2018	1, 2, 3, 4 & 5
<b>SFW and Art Therapist support and intervention</b>	<a href="#">EEF Pupil Premium Guide - June 2019</a> <a href="#">School cultures and practices: supporting the attainment of disadvantaged pupils A qualitative comparison of London and non-London schools Research Report</a> Department for Education – May 2018	3 & 7
<b>1:1 support and catch-up tutoring</b>	<a href="#">EEF Teaching and Learning Toolkit</a>	1, 5 & 7



## Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>School Family Worker</b>	<a href="#">EEF Pupil Premium Guide - June 2019</a> <a href="#">School cultures and practices: supporting the attainment of disadvantaged pupils A qualitative comparison of London and non-London schools Research Report</a> Department for Education – May 2018	3 & 7
<b>Art Therapist</b>	<a href="#">EEF Pupil Premium Guide - June 2019</a> <a href="#">School cultures and practices: supporting the attainment of disadvantaged pupils A qualitative comparison of London and non-London schools Research Report</a> Department for Education – May 2018	3 & 7
<b>School Nurse</b>	<a href="#">EEF Pupil Premium Guide - June 2019</a> <a href="#">School cultures and practices: supporting the attainment of disadvantaged pupils A qualitative comparison of London and non-London schools Research Report</a> Department for Education – May 2018	3 & 7
<b>Attendance support and intervention</b>	<a href="#">Improving School Attendance - Support for Schools and Local Authorities</a> DfE 2021	6 & 7
<b>Support to access enrichment opportunities</b>	<a href="#">EEF Pupil Premium Guide - June 2019</a> <a href="#">School cultures and practices: supporting the attainment of disadvantaged pupils A qualitative comparison of London and non-London schools Research Report</a> Department for Education – May 2018	3 & 8

**Total budgeted cost: £23,765**

## 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**.

Disadvantaged pupil KS2 progress scores for 2022 - 2023:		
Progress	Positive	Significantly Positive
	% of disadvantaged pupils	% of disadvantaged pupils
Reading	100%	50%
Writing	100%	25%
Maths	100%	25%

Disadvantaged pupil KS2 performance overview for 2022 - 2023:			
Measure	% of disadvantaged pupils		
Meeting expected standard at the end of KS2	Reading: 50%	Writing: 25%	Maths: 50%
Achieving the higher standard at the end of KS2	Reading: 0%	Writing: 0%	Maths: 0%

Review: Progress and Attainment Data		
Aim	Outcome	RAG Rating
<b>Attainment &amp; Progress in Reading &amp; Writing</b>	Due to the small number of disadvantaged children compared with their non-disadvantaged peers at the end of KS2 in 2022 – 2023, it is difficult to draw reasonable and reliable comparisons, given also the nature of additional needs. However, all disadvantaged children made excellent progress from their starting points.	
<b>Attainment &amp; Progress in Mathematics</b>	Due to the small number of disadvantaged children compared with their non-disadvantaged peers at the end of KS2 in 2022 – 2023, it is difficult to draw reasonable and reliable comparisons, given also the nature of additional needs. However, all disadvantaged children made excellent progress from their starting points.	

\* Small numbers mean that some information has been suppressed.

## Externally provided programmes

Programme	Provider
Emotional Literacy Support Assistant (ELSA)	DSPL2 Peartree Spring, Stevenage

## Service pupil premium funding

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