

## All Souls' CEP School -Pupil Premium Strategy statement 2022-2023

This statement details our school's use of Pupil Premium funding (and Recovery Premium) for the 2022 to 2023 academic year 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

<u>Detail</u>	<u>Data</u>
School name	All Souls' CE Primary School
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils (September 2022)	41.27% (104)
Academic year/years that our current plan covers (3 year plans are recommended)	2022-2023 (2023-2024 and 2024-2025)
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Lisa Ransley
Pupil Premium Lead	Ione Hart
Governor/Trustee lead	Barry Coultrip

### Funding Overview

<u>Detail</u>	<u>Amount</u>
Pupil premium funding allocation this academic year	£123,265,00
NTP funding allocation this academic year	£12,960,00
Pupil premium funding carried forward from previous years (enter 0 if not applicable)	0
<b>Total budget for this academic year</b>	<b>£136,225,00</b>

## **Pupil Premium Strategy Plan**

### **All Souls' CEP School's statement of intent**

It is our intention that all children at All Souls' CEP make good progress and have high attainment irrespective of their background or challenges that they may face. We want the strategy to support disadvantaged pupils through a variety of means to ensure good progress and achieve high attainment whatever their starting point.

Through the strategy, we will consider the needs of each of our vulnerable pupils, supporting not only their academic, but also their emotional and physical needs.

There are a number of potential barriers to learning that need to be considered for pupils in receipt of Pupil Premium. This may include complex family situations, learning difficulties, social and emotional difficulties, attendance and punctuality issues and/ or financial difficulties. Each child will be different and so our response to their needs must be considered.

We consider each of our children separately at All Souls' and plan support for these children accordingly. We also continue to develop our staff in order to effectively implement strategies.

We use our data tracking system to plot the progress of those pupils in receipt of Pupil Premium. This is tracked in Pupil Progress meetings three times during the academic year.

### **Challenges/barriers to learning**

Below details the key challenges that we have identified for our disadvantaged pupils.

Barrier to learning	Detail
Attendance	Ensuring good attendance for all pupils. Working with families to support good attendance.
Enrichment	Lack of experiences in and outside of school due to financial pressures.
EAL	English as an additional language particularly those starting in Key Stage 2.

Speech and Language	Low attainment on entry into school with mainly speech and language difficulties.
Parental engagement	Lack of opportunity to share learning at home with parents to develop a love for learning.

### **Intended outcomes**

<b><u>Intended outcome</u></b>	<b><u>Success criteria</u></b>
Pupil premium attendance and punctuality increases.	Families have a good understanding of the importance of school and why good attendance is paramount for all children
Enrichment activities are available and attended.	Pupils with pupil premium have engaged in school trips and taken part in sports and music activities.
Pupils and parents have a thirst for learning.	Pupils leave All Souls' with a love for learning and are resilient young people who are responsible and go on to achieve well.

### **Activity in this academic year**

This details how we intend to spend our Pupil Premium this academic year.

Budgeted cost: £62,953,00 + £28,000 for extra-curricular= £90,953,00

Activity	Evidence that supports this approach
Speech and language interventions- TA/SLT/Aquila therapist/ Neli	EEF: Oral language interventions- low cost, high impact.
Additional teaching support	EEF: small group tuition- low cost, moderate impact.
FIO support	Well-being for parents and children
Embedding of phonics scheme plus resources	EEF: low cost, high impact
Teaching assistant interventions	EEF: moderate cost, moderate impact

1:1 reading support	1:1 provision to support disadvantaged children.
Nurture/ Learning mentor support	Nurture provision in place to support emotional and mental wellbeing in order to support academic achievement.
Funding for attendance at after school curriculum clubs and irock	EEF: low cost, moderate impact.
Funding for attendance at breakfast club	EEF: Breakfast club: low cost, moderate impact

Total budgeted cost- January 2023 £90,953,00 (continued use and updates as year progresses).

### **Review of outcomes in previous academic year**

This details the impact that our Pupil premium activity had on pupils in the 2021/2022 academic year.

There were 86 pupils eligible for PP (37.9%) National (23.1%) 12 of these being in Year 6.

Our funding priorities for 2021-2022 fell these key areas-

- Attendance
- Staffing to support pupils
- Early literacy skills/ speech and language

### **Learning and the curriculum**

In 2021-2022 the impact of this support can be seen in 73.9% attaining well in Reading, 72.7% in Writing and 69.8% in Maths.

### **Well-being of parents and children**

Priorities to ensure that PP children can attend breakfast and after school clubs are in place and support for additional music lessons are also in place (Irock) Attendance has been and continues to be a priority. New attendance

plans in place for 2022-2023 with a new attendance officer from SLT in place of FLO.

### **Attendance**

Breakfast club has been used as a way to encourage attendance. PP money has been used to fund places to ensure good attendance on a daily basis for some children. Some support has been given to pay for enrichment activities, school trips, residential and whole school events such as the pantomime.

### **Activity in this academic year**

This details how we intend to spend our pupil premium and recovery premium funding this academic year.

### **Teaching including CPD and Wider strategies**

<b>Activity</b>	<b>Evidence to support</b>	<b>Area addressed</b>
Phonics lead to co-ordinate and update training for all staff in the use of Bug Club	Maintaining staff training will ensure all staff are confident in the delivery of Bug Club and the teaching of phonics.	Reading
Additional 1:1 reading  Speech and Language TA  All year R children to be screened using Language Link in order to identify any specific speech and language difficulties.	Early identification of any speech and language need is important so that a specific intervention can be put in place.  Individualised 1:1 phonic and reading sessions throughout year groups- for children who begin school with low literacy skills or those who require more support or arrive from other	Speech and language  1:1 reading  Parental engagement

	establishments with low literacy skills.	
Ensuring the outdoor and indoor learning environments promote good language skills and rich vocabulary across all curriculum areas.	<p>Research shows that outdoor learning promotes language skills and writing- particularly valuable for EYFS.</p> <p>Development of an outdoor learning space/classroom to begin in 2023.</p>	<p>Speech and language Enrichment</p> <p>Research shows that outdoor learning promotes language skills.</p>
FLO to work with our new Year R families as children begin school.	Staff to build relationships with new parents at this early stage as we value parental support and want to make families feel part of the school community.	Parental engagement
Additional support in year 5 through National tutoring grant.	This cohort of children have been significantly impacted by the periods of lockdown and have been shown to have the widest gaps in reading, writing and maths.	NTF
Pixl Interventions	Testing and interventions are planned through our Pixl programme. Pixl is used by those in our academy trust and is proven to be a secure intervention programme.	Maths
Funding for breakfast, after school and Irock music club.	<p>Support for pupils to attend a music club in school.</p> <p>Payment for breakfast club for those families who may need support.</p>	<p>Ensuring good attendance</p> <p>Enrichment activities</p>

Continued development of sensory space/nurture to support emotional and specific needs of pupils.	Space implemented to support emotional, social and well-being of pupils enabling school to break down barriers and impact attainment and attendance.	Nurture and emotional support in place through FLO and space in school. Nurture UK.
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