

## Pupil premium strategy statement for All Saints' Junior School, Warwick

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	Emscote Infant School
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Debi Cossins
Pupil premium lead	Debi Cossins
Governor lead	John McRoberts

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,280
Recovery premium funding allocation this academic year	£3480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total funding	£39760

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by other vulnerable pupils, such as those who have a social worker and/or are young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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. Please see associated documents.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- All children should and will benefit from the teaching and learning opportunities that PP funding provides
- Appropriate provision is made for all pupils belonging to vulnerable groups, including those who are from socially and economically disadvantaged groups.
- PP spending should be allocated following a needs analysis which identifies children with priority needs; those with the greatest need being children in receipt of free school meals whose progress is not rapid enough.
- Pupils who receive free school meals are not necessarily socially disadvantaged or are making inadequate progress.
- Not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Our PP funding should be spent in a wide and imaginative variety of ways, to benefit the wide variety of interests and needs of our children

- Our PP funding should be spent according to 'best value principles' and related to activities which research suggests will make the very best use of the finances available
- Whilst there are some 'quick wins', there is a need to also take a 'long term view' to stop achievement gaps from widening. Some of our long-term objectives will take more than an academic year to come to fruition.

### Attendance of Disadvantaged Pupils:

Our attendance data over the last 2 years indicates that disadvantaged pupils have only a slightly higher rate of absence than their non-disadvantaged peers:

(93.5% - disadvantaged pupils; 93% - non-disadvantaged pupils)

The overall rate of persistent absence over the last 2 years = 15%

In academic year 20/21, 15 children met the threshold for persistent absence, of which 5 were in receipt of pupil premium.

*Historically, there have been greater differences in attendance patterns; through careful monitoring and effective support for the children, overall rates of absence and that of persistent absence are now more in line. These will continue to be carefully monitored, with strategies implemented at the earliest opportunity if required.*

## Challenges

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

Challenge number	Detail of challenge
1.	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These gaps are evident on entry to Reception when WellComm Screening, these gaps are more prevalent among our disadvantaged pupils than their peers.
2.	Assessments, observations, and discussions with pupils suggest disadvantaged pupils attain lower than non pupil premium children, this is linked to WellComm Scores.
3.	Children struggling with resilience to overcome tasks
4.	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
5.	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social, emotional and mental health difficulties for many pupils both during and following school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	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.
Improved reading attainment among disadvantaged pupils.	Internal assessments indicate similar rates of progress from starting points for disadvantaged pupils and their peers. However more disadvantaged children have SEN, so it appears they attain at lower level. This gap to narrow.
Improved regulation for most children	<p>Children are able to use the Zones of regulation tools</p> <p>Parents are aware and use the tools</p> <p>Attendance to evening meeting for parents on Zones of Regulation</p> <p>Our burst become less frequent and time to calm reduces.</p> <p>Embedded use of the Zones of Regulation approach enables pupils to self-regulate using appropriate strategies.</p>

## 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: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p><a href="#">Maths.co.uk</a></p> <p><a href="#">WellComm Screening</a></p>	1, 2, 3, 4
<p>Embedding dialogic activities (the use of conversation or shared dialogue to explore the meaning of something) across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Improve the quality of social, emotional and mental health (SEMH) learning.</p> <p>SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	

This will include training of a designated Senior Mental Health Lead (Jon Queralt)	Training booked and paid for by Warwickshire Educational Psychology on Emotional Coaching and Zones of Regulation. Materials purchased.	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 4
Additional phonics sessions targeted at disadvantaged (and non disadvantaged) pupils who require further phonics support. Small group phonics sessions before or after school. Streaming of phonics sessions in all years in the day.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  Staffing costs for these sessions	2
School-led tutoring will be implemented for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who attained highly historically.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4

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

Budgeted cost: £28,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sustaining the additional Teaching Assistants roles, enabling immediate support (be that emotional or academic) of a trained professional, using a range of interventions to meet these needs.</p> <p>As before, utilising a <a href="#">DfE grant to train a senior mental health lead</a>. The training we select will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.</p> <p>Many pupils that are in receipt of PP are also SEN, TAs support speech and language, Motor Issues, OT, specific learning issues and emotional issues. TA support is integral to supporting these children.</p> <p>Low level behavioural issues, normally stemming from disconnection emotionally or a learning needs, are also supported by TAs delivering restorative justice and nurture.</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	5
<p>Employing school counsellor to support SEL (increased hours from 2021)</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	5
<p>Whole staff training on the Zones of Regulation approach, with the aim of developing our school ethos and improving behaviour across school.</p> <p>Embedding Emotional Coaching for support staff.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	5

Contribution to a Federation and Church Family Link Worker (nominal fee of £1000)	'Parenting can bridge the disadvantage gap – the research is clear' Kevan Collins 2019	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.  An example of this is additional emotional support	All

**Total budgeted cost: £ 36280**



## 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.

During 2020-21, Covid-19 disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit consistently from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including periods of full or partial closure; all chn were taught virtually by their own class teachers for 4 live sessions each day and plans were carefully adapted to ensure a breadth of curriculum was sustained as much as possible.

For the academic year 2020 – 22, in combination with the post-covid recovery fund, we employed additional TA hours to increase the range and number of children who could be supported in catching up via interventions. This included SEMH support in addition to academic interventions.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Tutoring started in October 2021 targeting children that had been more adversely impacted were chosen to work 1-2-1. This enabled those children to start to catch up. We used a number of start and end point assessments using reading, maths and phonics.