

# 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 2023 to 2024 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' CE Junior School, Warwick
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	25%
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 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jon Queralt
Pupil premium lead	Jon Queralt
Governor lead	Jody Tracey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,400
Recovery premium funding allocation this academic year	£6960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total funding	£80,360

# 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 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:

(92% - disadvantaged pupils; 96% - non-disadvantaged pupils)

The overall rate of persistent absence over the last 2 years = 19%

Persistent absence of disadvantaged chn = 22%

*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 under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These gaps are evident on entry to Reception at our federated Infant school, with gaps persisting throughout KS2. In general, these gaps are more prevalent among our disadvantaged pupils than their peers.
2.	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally continue to experience greater difficulties with phonics on entry to KS2, than their peers. This negatively impacts their development as readers.
3.	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils, with this gap remaining steady to the end of KS2. Disadvantaged pupils generally underachieve on the Y4 Multiplication Tables check (MTC) – this lack of fluency has a significant impact on further development and attainment in maths.

4.	<p>Our assessments and observations indicate that the education and well-being 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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
5.	<p>Our assessments, observations and discussions with pupils and families have identified social, emotional and mental health difficulties for many pupils, with much of this being a legacy of covid lockdowns. These challenges particularly affect disadvantaged pupils, including their attainment.</p>

## 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. KS2 reading outcomes in 2024/25 show that non-SEN disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Internal assessments indicate similar rates of progress from starting points for disadvantaged pupils and their peers. Increased fluency with number, especially rapid recall with times tables facts, enables better outcomes. KS2 maths outcomes in 2024/25 show that non-SEN disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>- qualitative data from pupil and parent questionnaires and teacher observations</li> </ul>

	<p>Qualitative and quantitative data from behaviour reports indicating:</p> <ul style="list-style-type: none"> <li>- reduction in the number of reports</li> <li>- reduction in the number of persistent difficulties;</li> </ul> <p>Embedded use of the Zones of Regulation approach enables pupils to self-regulate using appropriate strategies.</p>
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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** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14,460

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>	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>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 (including 2<sup>nd</sup> year of engagement in Teaching for Mastery training).</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><a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://www.eef.org.uk/publications/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3</a></p>	3
<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>This will include attendance by designated Senior Mental Health Lead (Sandra Sutherland) at Educational Psychology service facilitated Mental Health Network and associated training &amp; conference in 2023-24.</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="https://www.eef.org.uk/publications/eeef-social-and-emotional-learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5

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

Budgeted cost: £37,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Cost of TA delivery time.	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="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. RWI 1:1 phonic tuition will be used to link phonics knowledge, applying to reading and linking to written outcomes.	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

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

Budgeted cost: £28,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustaining the role of Senior Mental Health Lead (as before), co-ordinating SEMH and other well-being measures. Cost of training as a Mental Health First Aider for young people.	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	5

Train up two TAs to support with delivery of mental health provision. Cost of release time to attend Mental Health First aid briefing. One of these TAs will receive training in Mental Health First Aid for young people.	the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. <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>	
Employing school counsellor to support SEL  Funding of a Family Link Worker – between school and church – who provides SEMH support, including delivery of Drawing and Talking therapy.	<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>	5
The use of Zones of Regulation has been implemented across school and the success of this needs to be sustained. The ongoing aim is to further develop our school ethos and improve behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://educationendowmentfoundation.org.uk/behaviour-interventions-EEF">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5
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.	All

**Total budgeted cost: £ 80,360**



## 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.

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.

For the academic year 2022 – 23, in combination with the post-covid recovery fund, we continued to employ 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. We have also funded all TAs to support at break and lunchtimes, providing SEMH and behaviour regulation support during those unstructured times of day.

Our assessments and observations indicated that pupil wellbeing and mental health continue to be significantly impacted, with impact being particularly acute for disadvantaged pupils. We use pupil premium funding to continue with the provision of wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

During 2022 – 23, our Family Link Worker was trained in the delivery of Drawing and Talking therapy. She has since delivered this therapy to 22 children, with impact measured using S & D questionnaire. Each child receives 12 sessions of therapy.

During 2022 – 23, we used a local company 'Tutor in a Box' to deliver all of our Tutoring sessions, with a focus on securing core skills in English and Maths. Sessions were also used to extend disadvantaged but more able children. A total of **690 hours** of tuition were provided during 22-23, in addition to a carefully planned set of interventions with the same aim. The impact on data is shown in the table below and was commended by our Local Authority.

2023 Data outcomes: (above national figures)

		School		Consortium		Warwickshire		National	
		2022	2023	2022	2023	2022	2023	2022	2023
<b>Expected Standard and above (Disadvan- taged pu- pils)</b>	Reading	54%	75%	65%	54%	60%	58%	62%	60%
	Writing	23%	69%	45%	52%	54%	57%	55%	58%
	Maths	54%	56%	49%	46%	52%	52%	56%	59%
	Science	15%	69%	54%	59%	63%	65%	66%	n/a
	GPS	38%	69%	53%	54%	58%	56%	59%	59%
	RWM	15%	44%	33%	33%	40%	40%	43%	44%