

Pupil premium strategy statement

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	All Saints Bedworth C of E Academy
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	30% (44% FSM)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 2023/24 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Kerry O'Grady Head of School
Pupil premium lead	Kerry O'Grady
Governor / Trustee lead	Peter Nash

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98940.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£98940.00

Part A: Pupil premium strategy plan

Statement of intent

“Learning and growing together to be the best that we can be” – this is our vision statement that underpins all our work.

At All Saints we are working to provide all our children with the fertile soil in which they can grow to be the best that they can be in all areas of their lives. We wholeheartedly adhere to the belief expressed in the Church of England’s Vision for Education (2016) that *“We aim to deliver excellence in education and want the very best outcomes for children and young people so that they can achieve their fullest potential.... With many schools reporting that they feel under increasing pressure to make artificial choices between academic rigour and the wellbeing of their pupils, we are unequivocal in our message that there is no such distinction – a good education must promote life in all its fullness”*.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well 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 achieving well. The activity we have outlined in this statement is intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and in particular inclusive practice 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. 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.

Challenges

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

Challenge number	Detail of challenge
1	Monitoring evidence and feedback from staff to leaders and the Inclusion Team indicates that teaching staff (teachers and TAs) skills and knowledge in relation to how to effectively support disadvantaged pupils to make progress could be enhanced to support better outcomes for pupils.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Internal evidence indicates that the attainment of disadvantaged pupils in maths is lower than non-disadvantaged Summer end 2023: 67% of non-disadvantaged pupils vs 47% of disadvantaged pupils at ARE+ in maths
4	Internal evidence indicates that the attainment of disadvantaged pupils in writing is lower than non-disadvantaged Summer end 2023: 59% of non-disadvantaged pupils vs 40% of disadvantaged pupils at ARE+ in writing
5	Internal evidence indicates that the attainment of disadvantaged pupils in reading / phonics is lower than non-disadvantaged Summer end 2022: 65% of non-disadvantaged pupils vs 47% of disadvantaged pupils at ARE+ in reading
6	Our assessments, surveys, observations and context of our school indicate that the aspirations of many of our pupils are low, and even more so for disadvantaged pupils.
7	Our observations and internal behaviour records indicate that the number of pupils finding it difficult to manage their behaviours and self-regulate effectively has increased. Many of these pupils are disadvantaged
8	Internal evidence indicates that disadvantaged pupils are more likely to be persistently absent from school (below 90% attendance) Attendance of disadvantaged pupils 2022-23 was 89.3% compared to 93.2% for non-disadvantaged.
10	Our observations and internal evidence from our Inclusion Team indicate that disadvantaged families are more likely to experience financial difficulties and that this often results in disadvantaged pupils being less likely to receive 3 healthy meals per day, have access to full school uniform etc.

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 quality first teaching of disadvantaged pupils, so these pupils participate well in lessons, are engaged with learning and make progress in line with their peers	Assessments, observations and pupil voice show that the vast majority of disadvantaged pupils are making good progress within lessons and targeted groups, and teaching consistently enables this.
Achieve and sustain improved social and emotional skills of all pupils, particularly disadvantaged pupils	Evidence shows that disadvantaged pupils are more effectively able to manage their feelings and emotions, and their overall wellbeing is in line with their peers
Improved oral and language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Vocabulary is taught explicitly, consistently and effectively. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved maths attainment for disadvantaged pupils	KS1 and KS2 outcomes Summer 2023 show that the attainment gap between disadvantaged and non-disadvantaged pupils in maths has decreased.
Improved writing attainment for disadvantaged pupils	KS1 and KS2 outcomes Summer 2023 show that the attainment gap between disadvantaged and non-disadvantaged pupils in writing has decreased.
Improved reading attainment for disadvantaged pupils	KS1 and KS2 outcomes Summer 2023 show that the attainment gap between disadvantaged and non-disadvantaged pupils in phonics/reading has decreased.
Improved aspirations of disadvantaged pupils	Internal evidence shows that disadvantaged pupils can talk confidently about their future aspirations, hopes and goals and they are able to identify how to be successful in achieving these goals
Improved ability for pupils to effectively manage their behaviours, with the support of highly skilled staff	Internal evidence, reports, behaviour logs etc show that pupils are better able to manage their behaviours with the support of highly skilled staff
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Fewer disadvantaged pupils will have attendance that is below 90%

Disadvantaged parents will receive financial support to enable them to support their children to play a full part in school life	Pupils are able to participate fully in all aspects of school life due to the minimising of some socioeconomic barriers which can impact on learning and wellbeing
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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: **£8840.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance linked to a mastery approach</p> <p>We will fund teacher release time to participate in Maths Hub TRG and receive mentoring & coaching / targeted CPD from maths subject leader</p> <p>(Supply costs for 12 days over the year = £2600.00)</p> <p>We will fund additional release time for our Maths Subject leader to support staff to enhance their teaching and planning</p> <p>(1hr per week of maths lead time = £1560.00)</p>	<p>EEF guidance on quality first teaching: https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf</p> <p>DfE non-statutory guidance (in conjunction with NCETM) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>EEF guidance on the impact of Mastery learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>EEF Improving Mathematics in KS2 and KS3: https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</p> <p>This covers high quality teaching approaches as referenced here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1066915/Using_pupil_premium_guidance_for_school_leaders.pdf</p>	1, 3, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our English teaching and curriculum planning in line with EEF guidance</p> <p>We will fund release time for our Senior leaders to support staff to enhance their teaching and planning</p> <p>(1 hr per week of assistant head salary = £1560.00)</p>	<p>EEF guidance on quality first teaching: https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf</p> <p>EEF guidance on effective professional development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>EEF guidance on improving literacy at KS1: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>EEF guidance on improving literacy at KS2: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>This covers high quality teaching approaches as referenced here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1066915/Using_pupil_premium_guidance_for_school_leaders.pdf</p>	<p>1, 3, 4, 5, 6</p>
<p>Enhancement of our early reading / phonics teaching and curriculum planning in line with EEF guidance</p> <p>We will fund release time for our Senior leaders to support staff to enhance their teaching and planning</p> <p>2 hours per week of phonics lead = £3120.00</p>	<p>DFE Early Reading Framework July 2023 Reading Framework (publishing.service.gov.uk)</p>	<p>1, 2, 5, 6</p>

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

Budgeted cost: **£57000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching assistant focused support in classrooms during reading, writing and maths lessons, which includes pre-teaching, feedback, scaffolding and mentoring</p> <p>(contribution of costs for TAs in classrooms in the mornings = £30000.00)</p>	<p>EEF guidance on effective use of feedback: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>EEF guidance on effective use of mentoring: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>EEF guidance on the use of reading comprehension strategies: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1, 2, 3, 4, 5, 7</p>
<p>Targeted support from Teaching Assistants for specific maths, phonics, reading and writing interventions during afternoon sessions</p> <p>(contribution of costs for 3 x afternoon Tas = £12000.00)</p>	<p>EEF guidance on effective use of teaching assistant interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2, 3, 4, 5, 7</p>
<p>Inclusion team staff to deliver interventions to meet the specific needs of disadvantaged pupils with SEND (focused on SEMH and Communication and Interaction needs)</p> <p>(contribution of costs for TA3 Inclusion staff £15000.00)</p>	<p>Special Educational Needs in Mainstream Schools: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>Improving Social and Emotional Learning in Primary Schools: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>Improving Behaviour in Schools: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>3, 4, 5, 6, 7, 8</p>

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

Budgeted cost: **£26460.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Our SENDCo and Inclusion Co-ordinator will support staff to develop inclusive quality first teaching, and targeted interventions with a focus on disadvantaged / SEN learners</p> <p>We will fund a proportion of the salaries of our SENDCO and Inclusion Coordinator roles to support this priority</p> <p>(half a day per week of SENDCO salary = £3315.00)</p> <p>(Contribution of costs for Inclusion Co-ordinator salary = £15000.00)</p>	<p>EEF guidance on supporting Special Educational Needs in Mainstream Schools:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&utm_medium=search&utm_campaign=sit_e_search&search_term=special%20ed</p>	<p>1, 2, 3, 4, 5, 7</p>
<p>Our Inclusion Assistants will support identified pupils with their SEMH skills, so they are better able to regulate their emotions, engage in learning and make progress</p> <p>We will fund a proportion of the salaries of our two Inclusion Assistant roles to support this priority</p> <p>(contributions towards Inclusion Assistant salaries = £10000.00)</p>	<p>EEF guidance on behaviour interventions:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>EEF guidance on Social and Emotional Learning:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 2, 3, 4, 5, 7</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will provide staff with high quality training to support their understanding of SEN and associated strategies that support these needs</p> <p>CADMAS subscription - £5400.00</p>	<p>EEF guidance on Effective Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>EEF guidance on Social and Emotional Learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>EEF guidance on supporting Special Educational Needs in Mainstream Schools: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&utm_medium=search&utm_campaign=site_search&search_term=special%20ed</p>	<p>1, 2, 3, 4, 5, 6, 7</p>
<p>Inclusion Co-ordinator and Head of School will work closely with families where persistent absence is a concern, undertaking family support meetings etc</p> <p>We will fund a proportion of the salary of our Inclusion Coordinator to support this priority (included above)</p>	<p>DfE guidance on improving school attendance Sept 21: https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>EEF guidance on working with parents to support children's learning: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>6, 8</p>
<p>Funding of £28.50 voucher for all current FSM pupils towards the costs of school uniform</p> <p>£1570.00</p>	<p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Pupils who do not wear the school uniform are more likely to feel isolated from their peers: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	<p>6, 7, 10</p>
<p>50% contribution towards educational visits costs for all PP pupils</p> <p>(£825.00)</p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation</p>	<p>6, 7, 10</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	
50% contribution towards National Schools Breakfast Program costs, which provide all pupils with access to a healthy breakfast each morning £350.00	https://nsbp.family-action.org.uk/s/article/The-Impact-of-Breakfast	6, 7, 10

Total budgeted cost: £102300.00

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.

Our internal assessments during 2022/23 suggest that the gap between the attainment of disadvantaged pupils and non-disadvantaged pupils in core subjects is similar in all core subjects (around 18%). This is lower than the national average gap at the end of Key Stage 2, which is 23%. There is a high correlation between PP and SEND pupils – approx. 40% of PP pupils also have an identified SEN.

Our overall attendance is improving. There is a small gap between the attendance of disadvantaged pupils (90.1%) and non-disadvantaged pupils (93.1%). This gap has diminished from 2021-22. The number of pupils who are classes as persistently absent has significantly reduced (42% in 2022 reduced to 25% in 2023)

There are a number of pupils in school for whom we have seen a significant deterioration in their behaviours and ability to regulate their emotions, and we continue to need to support a range of challenging SEMH needs. We have increased the amount of PP funding allocated to inclusion / SEMH support as a result of this.