



## 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	Appley Bridge All Saints' CE Primary School
Number of pupils in school	147
Proportion (%) of pupil premium eligible pupils	4.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date of last update/review	November 2022
Date by which it will be reviewed	31 <sup>st</sup> December 2023
Statement authorised by	Janet Dunn, Headteacher
Pupil premium lead	Jayne Harris, assessment lead
Governor lead	Rachel Edwards Barrott

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9695
Recovery premium/school led tutoring funding allocation this academic year	£1536
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£11,231</b>

# 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 vulnerable pupils, which includes those who have a social worker. We recognise that there are a small number of pupils who require extra support, sometimes because of a short term circumstance, and this statement is 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 smaller class sizes and experienced teaching assistants enable staff to know each child and respond effectively to their needs.

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.

Due to the small number of disadvantaged pupils in our school, each child is considered individually and their needs met as appropriate.

There are no common trends in attainment- for example, some disadvantaged pupils have needed extra support with phonics or reading in Key Stage 1 but most have not.

The challenges below may apply to one or two pupils only.

Challenge number	Detail of challenge
1	Discussions and the assessment of work and activities completed during school closure or pupil absence inform us that a lack of enrichment opportunities particularly affect disadvantaged pupils, including their attainment.
2	Assessments, observations, and discussions with pupils suggest some of the Key Stage 2 disadvantaged pupils have greater difficulties with reading and spelling than their peers.
3	Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress in 29% of pupils (two in total).

## 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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils through engagement with Children's University, sport opportunities including representing school, music tuition and attendance on relevant residential offered in KS2.
Improved reading and spelling attainment among disadvantaged pupils.	KS2 reading and spelling outcomes each year show that disadvantaged pupils make at least expected progress from KS1; 2022- 1 pupil, 2023- 2 pupils, 2024- 0 pupils. IDL, Nesy referral for visual stress assessment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The absence of all disadvantaged pupils being no lower than their peers.

## 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: £3800

Activity	Evidence that supports this approach	Challenge number(s) addressed

Purchase of Educational Psychologist (EP) time to assess children with more complex needs and provide individualised education plans.	Battery of tests administered by EP are much wider than those used in school and 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.	1, 2
Improve quality of early language through staff training on Nuffield Early Language Intervention (NELI) to lay essential skills for communication and phonics learning	Extensive evidence associates oral language intervention impacts on children's ability to communicate and socialise and impacts on reading and then writing. <a href="#">EEF /education-evidence/teachinglearning-toolkit/socialand-emotionallearning</a>	2

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged and other pupils who require further phonics support. Fast Track Phonics and Bounce Back Phonics programmes delivered to Y2 and Y3s who do not meet the screening threshold.	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>	2
Additional spelling interventions such as Nessy, IDL, Purple Mash spelling programme.	EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support. Established interventions with evidence based success.	2
High level targeted TA support in class providing intervention where needed.	EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support.	2

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sign up to Children's University, encourage families to buy passports and suggest activities for weekends and holidays. Engage with the numerous 'masterclasses'.	EEF guidance states improvements in learning with appropriate parental support. Extensive evidence associates childhood social and emotional skills with improved outcomes at home and at school, including improved academic performance, attitudes, behaviour and relationships with peers.	1, 3
Contribute to the cost of disadvantaged children attending trips and residential as well as music tuition where a child would benefit from this.	Extensive evidence associates childhood social and emotional skills with improved outcomes in school and later life. <a href="#">EEF/education-evidence/teachinglearning-toolkit/socialand-emotionallearning</a>	1, 3
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. Close liaison with families and school nurse.	The DfE guidance <a href="#">Improving School Attendance</a> has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3

**Total budgeted cost: £10800** (contingency of £431 in 2022-23).

## 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 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was marginally lower than in the previous 3 years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to the impact of Covid-19, which 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 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 during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and our system with communicating with families, Class Dojo.

All disadvantaged and other vulnerable children were in contact with school throughout periods of school closure; a small number (2 of 7) attended every day (all were invited to), others were contacted regularly by phone and also by their class teacher using Class Dojo. Children who experienced vulnerability at this time were also invited to attend school. Others borrowed laptops for the duration of the time spent at home (4 of 7).

Overall attendance in 2021/22 was similar to the preceding year and higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was similar to their peers.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted last year, for a small number of our pupils, primarily due to COVID-19-related issues. This was mainly being away from school and these children were invited to attend. The impact was not 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.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding

Our school does not receive this funding.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	