



# Pupil premium strategy statement 2021-2022

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 Academy, Darfield
Number of pupils in school	196 (excluding nursery)
Proportion (%) of pupil premium eligible pupils	42% (81/192)
Academic year/years that our current pupil premium strategy plan covers	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Tamara Gulliver (Deputy CEO)
Pupil premium lead	Catherine Green
Governor / Trustee lead	Sharon Cook

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,840.00
Recovery premium funding allocation this academic year	£8,707.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£105,547.50

## Part A: Pupil premium strategy plan

### Statement of intent

All Saints Academy is a single form entry primary academy with a nursery and is part of St Marys Academy Trust. The school is located in Barnsley, South Yorkshire. It is our vision to provide our children with an exceptional education, underpinned by Christian values, which develops well-rounded citizens equipped with the knowledge and skills to make a positive contribution to our local community and the wider world.

At All Saints Academy, the percentage of pupil premium pupils is above average. We target the use of our Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to achieve well and become active, socially responsible citizens of the future.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstances and background
- Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers- both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Enable pupils to look after their social, emotional and mental well-being
- Develop the skills to effectively communicate their thoughts, ideas and feelings.
- Broaden the horizons of our pupils through providing a wide range of opportunities beyond their typical life experiences

“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupils Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for Pupil Premium.” The EEF Guide to the Pupil Premium, 2011. As a result, at All Saints Academy, we prioritise access to **high quality teaching** for all pupils, ensuring an effective teacher is in front of every class. We believe that every teacher should be well supported to keep improving.

In addition to high quality teaching for all pupils, we believe every child should have **access to targeted academic support**. This support is implemented in order to allow pupils who may be falling behind, the chance to keep up with their peers. We use both formative and summative assessment information to inform our teaching and learning across the school.

Finally, we recognise the impact of **non-academic barriers** to success in school, including attendance, behaviour and social and emotional support. In order to achieve well, pupils need to be well supported with their social, emotional and mental health needs. They also need to have good attendance.

### Challenges

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

Challenge number	Detail of challenge
1	Low levels of literacy upon entry to school and across Key Stage 1, particularly in phonics and early reading
2	Low levels of language and vocabulary upon entry to school
4	Pupils lack enthusiasm for reading– disadvantaged pupils tend to have less access to books
4	Parental engagement

5	SEMH needs have a negative impact on relationships in school, self-esteem and academic progress. COVID-19 has appears to heighten previously identified SEMH needs.
6	Overall attendance and punctuality of PP pupils specifically persistently absent pupils – the majority of PA children are also PP
7	Limited life experiences and aspirations resulting in a lack of experiences to enrich learning

## 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
By the end of KS1, all pupils become fluent readers to enable them to access a broad and balanced curriculum.	<ul style="list-style-type: none"> <li>• % of pupils achieving the expected standard in phonics at the end of Year 1 is above national for PP</li> <li>• % of pupils achieving the expected standard in phonics at the end of Autumn term in phonics in Year 2 is at least 70%</li> <li>• % of pupils achieving the expected standard in phonics at the end of Year 2 is in line with national for PP</li> <li>• Narrowing the gap between PP and national PP.</li> <li>• Increased % of pupils are meeting age related expectations in reading by the end of KS1.</li> </ul>
Pupils falling behind in phonics/ early reading are identified quickly and additional support is put into place promptly.	<ul style="list-style-type: none"> <li>• Pupil progress meetings effectively identify pupils that are off track and plans are put into place to support these pupils.</li> <li>• Phonics leader identifies off track pupils through regular phonic review assessments.</li> <li>• Regular regrouping of pupils based on assessment outcomes.</li> <li>• Data analysis shows that PP pupils receiving additional intervention, catch up quickly.</li> </ul>
Pupils develop a greater understanding of a wide range of vocabulary across the full curriculum.	<ul style="list-style-type: none"> <li>• Pupils use a range of higher-level vocabulary across the curriculum through learning walks and pupil voice</li> <li>• Writing evidence demonstrate that pupils use a varied range of ambitious vocabulary for their age range.</li> <li>• Question level analysis of reading assessment papers demonstrate pupils increasing improvements in the understanding of vocabulary.</li> <li>• High level vocabulary is promoted within the learning environment.</li> </ul>
Pupils develop an enthusiasm for reading.	<ul style="list-style-type: none"> <li>• Pupils are able to talk with confidence and enthusiasm about reading.</li> <li>• Increased range of quality books for pupils – fiction, non-fiction &amp; poetry</li> </ul>

	<ul style="list-style-type: none"> <li>• Books are well-organised to support book selection.</li> <li>• Stimulating reading environments for children to enjoy in all classrooms.</li> <li>• A stimulating library environment which pupils have regular access to.</li> <li>• Pupils have access to reading books during playtimes and lunchtimes.</li> </ul>
A higher proportion of PP pupil are engaged with reading at home	<ul style="list-style-type: none"> <li>• Compared to baseline data, a higher percentage of PP pupils are engaging in regular reading at home.</li> <li>• Reading incentive is in place to promote the importance of reading at home.</li> <li>• Pupils who are not engaging with reading at home are identified and read with regularly in school.</li> </ul>
Parents engage in a range of school events – both extracurricular and academic.	<ul style="list-style-type: none"> <li>• An increased % of parents engage in school events, particularly academic.</li> <li>• Parents/carers are assisted in supporting learning at home</li> </ul>
Attendance of PP pupils improves.	<ul style="list-style-type: none"> <li>• Attendance of PP pupils meets national average figures (96%).</li> <li>• Persistent absence is less than 10%</li> <li>• Robust system in place to challenge and hold parents/carers to account.</li> <li>• Incentive is in place to promote the attendance.</li> </ul>
Pupils with SEMH needs are having their needs met.	<ul style="list-style-type: none"> <li>• Number of significant incidents &amp; episodes of dysregulation/crisis decrease over time.</li> <li>• Interventions are in place to support SEMH needs, e.g. Lego Therapy, Feelings group</li> <li>• Personalised strategies are in place for individuals.</li> <li>• Sensory room in place to support regulation and as a safe space when pupils become dysregulated.</li> </ul>
Provide a range of wider curriculum experiences for PP pupils.	<ul style="list-style-type: none"> <li>• There is increased participation from Pupil Premium pupils in a wide range of after school clubs and events offered.</li> <li>• PP pupils are able to talk about their experiences.</li> <li>• ASA pledge is in place- shared with staff, children, parents/carers and governors.</li> </ul>

## 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: £34,921.59

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group teaching for phonics across KS1 matched to current need (with some Y3 pupils).	<p>EEF Phonics</p> <p><b>High impact for very low cost based on very extensive research – 5 months+</b></p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF)</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.(EEF)</p> <p>The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).(EEF)</p>	1
Phonics/reading leader released once a week to provide on the spot coaching support for staff delivering phonics (Phonics/reading leader)		1
Phonics/reading leader delivering weekly training for all staff delivering phonics		1
Daily additional speed sounds session		1
Strategic leader days with English Hub for monitoring and coaching (6 days)		1
Phonics/reading leader attending development/training days (3 days)		1
Read Write Inc training for new reading teachers		1
Using rich reading experiences to grow vocabulary- high quality texts	<p>Vocabulary is a strong indicator of reading success (National Literacy Trust, 2017). We know from research that the size of a child's vocabulary is the best predictor of success on future tests. Children with a poor vocabulary at five are four times more likely to struggle with reading in adulthood (Why Closing the Word Gap Matters: Oxford Language Report, 2018).</p>	2
Explicit teaching focusing on vocabulary built into the curriculum.		2
High level vocabulary collected and displayed within our learning environments		2

A range of high quality texts to engage readers across school that are well organised to support book selection.	Ofsted reading report	4
High quality reading areas across school (inside & outside)		4
Incentive system in place to promote reading at home		4

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

Budgeted cost: £34,126.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to online resources and virtual classroom to support children falling behind	See EEF evidence above supporting phonics	1
Additional one to one phonics teaching for the bottom 20% across F2 to Year 2		1
1:1 reading with pupils identified as not reading at home	EEF One to one tuition High impact for moderate cost based on moderate evidence- Impact +5 months	3
Small group and 1:1 SEMH intervention	EEF Social and emotional learning Moderate impact for very low cost based on very limited evidence- Impact +4 months <i>School should be especially careful to monitor the efficacy of SEL approaches due to limited evidence.</i>	5
Sensory room to support individuals with SEMH needs	Moore, K. (2016). Following the evidence: Sensory approaches in mental health Rooms provide a safe place to go to learn to reduce strong emotions such as anger, fear, or feelings of being overwhelmed (Smith & Jones, 2014). Sensory rooms provide a place to destress, explore sensory tools, identify personalized coping tactics and to learn stress management strategies (Champagne, 2006 & 2003; Cummings et al 2010; Sivak, 2012).	5

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

Budgeted cost: £35,871.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental workshops to support parents -Phonics -Multiplication tables -ICT skills	EEF Parental engagement Moderate impact for very low cost based on extensive evidence Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning.	
Access to wider curriculum opportunities -Music lessons -Young Voices -Adventurers club -Residential trip (Y6)		7
Breakfast club daily	The EEF found that breakfast clubs that offer a free nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year.  Breakfast clubs improve attendance and punctuality.	6
Increase attendance and reduce persistent absenteeism through employment of Parent Support Advisor, including to: Track attendance Support for parents/families First day phone calls Letters home Panel meetings Home visits Close working with external agencies EHA lead	See 'The Link Between Absence and Attainment at Key Stage 2 and Key Stage 4' (DfE)  Improving school attendance: support for schools and local authorities Updated 27 September 2021	6
Attendance initiatives in place to reward children.	As above	6

**Total budgeted cost: £104,918.59**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

### 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
Lightening Squad	FFT
Read Write Inc- Phonics	Ruth Miskin Read Write Inc

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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