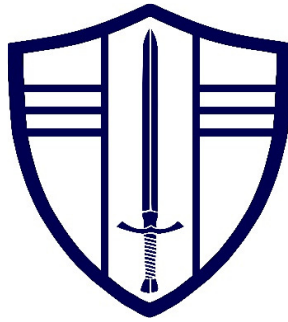


All Saints CE Junior Academy



Pupil premium strategy statement 2022-23

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	All Saints C.E Junior Academy
Number of pupils in school	225
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Ms K Hurd, Headteacher
Pupil premium lead	Mrs L. Pomeroy, Inclusion Lead
Governor / Trustee lead	Dr Zoe Doye

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 72,020
Recovery premium funding allocation this academic year+ NTP school led tutoring funding	£16,443
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6,905
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	£95,358

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 at All Saints CE Junior Academy. The focus of our pupil premium strategy is to support **all** our disadvantaged pupils to achieve 'their god given potential' in line with our Trust aims.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in 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 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 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	<p>Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Year 3 our disadvantaged pupils arrive on average 15% below the age-related expectations of other pupils.</p>
2.	<p>Internal and external (where available) assessments indicate that combined attainment in reading, writing and maths among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>On entry to Year 3 our disadvantaged pupils arrive on average below the age-related expectations of other pupils.</p>
3	<p>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.</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably friendship issues, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic.</p>
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3-5% lower than for non-disadvantaged pupils.</p> <p>10% more disadvantaged pupils have been 'persistently absent' compared to their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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 writing and vocabulary among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that more than 82% of disadvantaged pupils met the expected standard.
Improved attainment outcomes for children achieving the expected standard in Reading, Writing and Maths combined.	KS2 Reading, Writing, Maths outcomes show that 76% of disadvantaged pupils have met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • Average attendance of pupil premium pupils to be over 93% in line with national figures. • To reduce the level of persistent absence to below 18.1% in line with national figures.

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: £41,798

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Evidence from EEF suggest that pupils eligible to Pupil Premium spending benefit more from quality first teaching in the classroom.</p> <p>We aim to ensure that the quality of teaching and learning are kept in constant focus to ensure that as many pupils as possible receive a good standard of teaching. Last year the school invested in the 'Transforming Teaching' Program with the Ambition Institute. We now have 3 trained staff able to provide ongoing the coaching for other teachers. This grant allows them to have fortnightly allocated time to observe and coach every 2 weeks.</p>	<p>Evidence from EEF suggest that pupils eligible to Pupil Premium spending benefit more from quality first teaching in the classroom.</p> <p>High Quality Teaching Education Endowment Foundation</p> <p>Effective Professional Development Education Endowment Foundation</p>	1,2
<p>SLT focus on Pupil Premium pupils as part of 6 weekly Pupil Progress Meetings.</p> <p>Well planned/tracked provision and interventions in addition to quality first classroom teaching.</p> <p>Diagnostic analysis of pupils assessments to identify barriers and gaps in learning which inform teaching.</p> <p>Access to specific assessment eg Speech/ Language Link, Dyslexia Screening Tests, First Class@ Number Assessments.</p> <p>Access to Educational Psychology assessments dependent on need.</p>	<p>There is strong evidence that using diagnostic assessments to inform professional judgements about next steps makes teaching more efficient.</p> <p>There is strong evidence to indicate that a range of diagnostic assessments used and interpreted effectively by trained practitioners has a positive impact on pupil progress.</p> <p>Improving Literacy at Key Stage 2 Education Endowment Foundation Guidance Report.</p>	1,2

<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff in line with our THRIVE work and approach to Personal Development.</p> <p>3, Thrive Practitioners in place to support Thrive assessments and provide group and 1: 1 sessions for pupils.</p> <p>School Councillor weekly to provide 1: 1 support for pupils and drop in sessions at lunch time.</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £16,443

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Pro-gramme to provide school-led tutoring 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 are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups : Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2

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

Budgeted cost: 37,065

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ an Attendance support officer at 0.1fte through East Sussex Education Support Behaviour and Attendance service Employ an attendance Keyworker AT 0.5 fte through Education futures trust to support pupils and families experiencing persistent absence. Allocate school based staff time to enable monitoring attendance, meeting with parents and facilitating an effective	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	5
At times the cost of trips and visits may prove to be a barrier to pupils participating in enrichment activities. The school sets aside money from its Pupil Premium funding to subsidise or pay these costs in full. Money is set aside to pay all but the deposit for the Year 6 residential trip of	There is evidence to suggest that enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Evidence on life skills and enrichment Teaching and	

pupils eligible to PUPIL Premium grant spending.
In addition we also set aside funding for PPG pupils who would like to learn to play a musical instrument through the East Sussex Music Service.

[Learning Toolkit | Educational Endowment Foundation.](#)

Total budgeted cost: £95,306

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. Despite being broadly on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, 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 previously intended. Some of those children who attended regularly throughout this period did make good progress but this was not the case for all of our vulnerable pupils.

The impact was mitigated by our commitment to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources including recorded daily input from class teachers, and use of Oak Academy where appropriate.

Overall attendance in 2020/21 was broadly in line with the preceding 3 years at 95%, it was also in line with the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 6% higher than their peers and persistent absence 10% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

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.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.