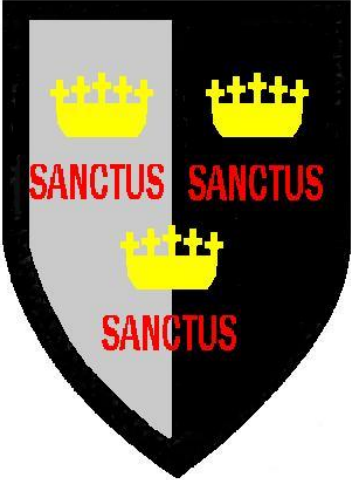


Pupil Premium Strategy Statement: 2021- 2024

All Saints VA Catholic Primary School, Anfield



All Saints VA Catholic Primary School, Anfield

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	Last Reviewed Autumn Term 2023
Date on which it will be reviewed	Final Review Summer Term 2024
Statement authorised by	J. Barnes, Headteacher
Pupil premium lead	C. Hartley, Deputy Headteacher
Chair of Governors	Canon S. Maloney

Funding overview

Detail	Amount
Pupil premium funding allocation academic year 2021-22	£217,165
Pupil premium funding allocation academic year 2022-23	£216,380
Pupil Premium Funding allocation academic year 2023-24	£216,380 (predicted)
Recovery premium funding allocation academic year 2021-22	£12,228.50
Recovery premium funding allocation academic year 2022-23	£12,222
Recovery Premium Funding allocation academic year 2023-24	£12,220 (predicted)
School Led Tutoring Funding 2022-23	£24,000
School Led Tutoring Funding 2023-24	£24,000 (predicted)
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for academic year 2021-22	£229,393.50
Total Pupil Premium budget for 2022-23	£228,602

Total Pupil premium Budget for 2023-24	£252,600
---	----------

Part A: Pupil premium strategy plan

Statement of intent

At All Saints, we consider it to be integral that all children learn and develop positive characteristics as individuals alongside academic knowledge and skills. These learning characteristics are qualities that will ensure the children continue to learn and thrive throughout their school life and beyond. We foster the following characteristics and strive to become:

Resilient: Are pupils able to face challenges, learn from mistakes and have the confidence to try again?

Communicative: Are pupils able to work together and share ideas and thoughts with others clearly and expressively?

Independent: Can pupils direct their own learning and self-regulate?

Creative: Can pupils think of new ways of doing things and express their individualism?

Curious: Do pupils wonder about the world around them and look for patterns and connections?

All Saints School sits in an area of high deprivation which presents additional challenges for many of our families. However, we are committed to providing Quality First teaching and high levels of support for all; aiming to give pupils from disadvantaged backgrounds lifelong learning skills to enable them to reach their full potential, regardless of background or context.

It is our intention to reduce barriers to learning for disadvantaged pupils enabling them to thrive alongside their peers and close the attainment gap. In order to do this, pupil progress and attainment is monitored to identify pupils in need of additional support or intervention to get them on track to achieve age-related expectations or better. Appropriate intervention and catch-up strategies are implemented and Pupil Premium funding is key to facilitating these objectives.

Challenges

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

Challenge number	Detail of challenge
1	Attendance for the pupil premium cohort is lower than national average
2	EYFS baseline assessments are well below expectations particularly in Speech and Language
3	There is a negative impact on school readiness in EYS. The education and wellbeing of many of our disadvantaged pupils have been impacted by significantly higher levels of social deprivation within the school catchment area. This has impacted upon children's readiness to learn and general wellbeing.
4	Impact of Covid Lockdowns in 2019 -21 has had a negative effect on pupils retention of basic skills in Reading, Writing and Maths across KS2
5	EYFS and KS1 pupils in particular have missed out on key opportunities to develop social interaction, communicate and learn to regulate their emotions and behaviours due to Covid restrictions and this will continue into KS2 if not addressed.
6	High levels of deprivation leading to increasing number of families accessing support from other services eg Domestic Abuse Support, Debt Advice, Social Services, Early Help, EWO. The school is located in one of the most deprived areas of the UK.
7	Requests from parents for pupils to be supported (particularly regarding mental health) have increased following the pandemic, especially for those classed as disadvantaged. Higher numbers than average currently require additional support with social and emotional needs. Many pupils are receiving 1:1 or small group interventions with Learning Mentors, CAMHS, Seedlings, Positive Futures.
8	There are significant knowledge gaps, especially in the acquisition and retention of basic skills in reading, writing and mathematics; leading to pupils falling further behind age-related expectations.
9	Our data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Significant numbers of disadvantaged pupils have been 'persistently absent' compared to their peers during that period. Absenteeism is negatively impacting disadvantaged pupils' progress.
10	Opportunities for Early Identification of pupils with specific learning needs were severely reduced during the pandemic- with periods of social isolation and virtual learning exacerbating the level of need, particularly in disadvantaged households. Therefore catch-up interventions are being implemented to narrow identified gaps in learning.

11	Low aspiration for children from areas of high deprivation.

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
Attainment Gap between Pupil Premium pupils and National attainment is narrowed at end of Reception, KS1 and KS2	Over time, data at key points shows PP cohorts are achieving closer to National attainment standards for all pupils thus narrowing the attainment gap.
Improved phonics knowledge and reading attainment among disadvantaged pupils.	Significant improvement in KS1/KS2 phonics and reading test outcomes show that the gap to National ARE is narrowing for disadvantaged pupils.
To improve the rate of Attendance of Pupil Premium cohort. Reducing the number of Persistent Absentees within the group.	Attendance of Pupil Premium cohort improves towards a minimum expectation of 97%. Number of Persistent Absentees is significantly reduced.
To minimise the impact of Covid Pandemic on reduced school readiness and well below expectations in Reception baseline.	Quality First Teaching and restructuring of EYS Leadership and Provision will enable pupils to catch up to their peers and prepare them for KS1 by the end of the Reception Year.

<p>To reduce the impact of Covid Pandemic on retention of basic skills in R,W,M across KS2.</p>	<p>Quality First Teaching and focus on revisiting and reinforcing prior learning. Targeted intervention groups. Revised school curriculum.</p>
<p>Early identification of SEND and appropriate strategies in place to support the increasing number of pupils with identified needs.</p>	<p>All staff receive training across a range of specific learning difficulties and are equipped with the knowledge and resources to support children in mainstream classes.</p>
<p>Raise aspiration for all pupils. Enrich pupils with experiences in the different opportunities available to them. Offer pupils opportunities to engage in planning for their future education and life-long learning.</p>	<p>Engagement with Into University Programme. In school sessions and at Into University base and opportunity to access tuition outside school hours with Into university teachers for all Y5 & 6 pupils. Whole school engagement with In Harmony Programme – Whole School approach to teaching and learning music including attending concerts and performance opportunities.</p>

Activity in academic year 2022-23

This details how we spent our pupil premium (and recovery premium) funding in the **academic year 2022-23** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: Growth Mindset Training for all teachers.	A comprehensive understanding of metacognition, how children learn and strategies to overcome barriers to learning supports teachers in meeting the range of needs within a mainstream classroom. Thus facilitating learning and enabling pupils to make progress.	2, 4, 8
Purchase of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils.	There is strong evidence that a Phonics approach to teaching reading has a positive impact on the accuracy of word reading +(5 months) (though not necessarily comprehension), particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 4, 8
Training for all Teaching and Classroom Support Staff on delivery of Little Wandle programme.	A whole school approach to teaching phonics is essential. Little Wandle draws on the latest research into how children learn best; how to ensure learning stays in children's long term memory and how best to enable children to apply their learning to become highly competent readers.	2,4, 8
Screening pupils for specific learning needs at the earliest opportunity	Early identification of all pupils requiring intervention and provision of specific resources to support their learning. Higher proportion of PP children requiring intervention. In-	10

	house SEN teacher trained to use diagnostic materials to identify specific learning issues.	
Restructuring of EYS Management and provision	Reorganisation of EYS team to enable EYS lead to provide training to upskill EYS practitioners staff in delivery of Phonics and strategy for planning and delivery of a quality, structured EYS curriculum in the newly developed EYS rooms.	2,3,5
Subsidised residential visits and school trips. Residential visits to an adventurous activity centre for Year 6 in December and a Music Themed visit to Seville for Y5 & 6 pupils were subsidised for Pupil Premium students. All classes planned at least one Out of School Visit throughout the year.	Pupils should not be penalised and miss out on school trips due to deprivation. PP is used to subsidise and pay for vulnerable pupils to ensure participation in these activities. All pupils are invited to make voluntary contributions to non-residential school trips.	6, 7
Introduction of Thrive Curriculum. Lead teachers training in Spring Term 2023; Whole Staff Training in Summer Term 2023	Once embedded as a whole-setting approach within a primary school, Thrive not only supports the social and emotional development of all children but also helps to manage distressed behaviour and reduce exclusions.	3, 5, 7

Targeted academic support (for example, tutoring, one-to-one support, structured interventions) 2022-23

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Mentoring: All FSM & Vulnerable pupils in Y3 & Y6 receive weekly academic 1:1 tutoring from a qualified teacher (MS)	The National Tutoring Programme supports pupils by providing one-to-one and small group, subject-specific tuition for those whose education has been most impacted by the pandemic. Academic Mentors focus on areas that are in most need of support, helping pupils achieve their learning outcomes.	4, 8
School Led Tutoring	Delivered by school teachers and support staff who know the pupils well. This 1:1 and small group intervention aims to raise attainment in targeted PP pupils and develop their confidence by enabling basic skills to increase independent learning and narrow the gap to ARE.	4,8
Targeted tuition using tuition partner 3 rd Space Learning	30 PP & Vulnerable pupils identified to access 1:1 tuition with 3 rd Space Learning. Virtual Maths tutoring tailored to the individual pupil's level to enhance understanding and aid progress. (2022-23).	4,8
NELLIE tutoring programme		

Wider strategies (for example, related to attendance, behaviour, wellbeing) 2022-23

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of EYS outdoor Provision to enhance the limited space available .	As an inner city school it is vital that we maximise the limited outdoor space available to provide valuable opportunities for pupils to engage with nature and have robust opportunities to develop ELG linked to outdoor element of provision. A small "Forest School" space allows children to explore and engage with nature.	2,3,5,
<i>Designated Member of SLT to lead on Improving Attendance</i>	Working particularly with the Learning Mentors, the designated member of SLT has a n overview of attendance and liaises with EWO. Learning Mentors support families and strategies are put in place to closely monitor attendance across the school. Prompt	9

	<p>intervention, support and challenge when a pupil is absent will raise the profile of attendance.</p> <p>Attendance incentives that appeal to both pupils and parents will be planned in across the year. Rewards for achieving attendance targets or improved attendance will be high profile.</p>	
--	---	--

Total budgeted cost (2022-23): £260,000

Planned Activity in academic year 2023-24

This details how we intend to spend our pupil premium (and recovery premium) funding in the current **academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: Growth Mindset Consolidation of training and implementation	A comprehensive understanding of metacognition, how children learn and strategies to overcome barriers to learning supports teachers in meeting the range of needs within a mainstream classroom. Thus facilitating learning and enabling pupils to make progress.	2, 4, 8
Embedding and monitoring of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils.	There is strong evidence that a Phonics approach to teaching reading has a positive impact on the accuracy of word reading +(5 months) (though not necessarily comprehension), particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 4, 8
Training for new staff on delivery of Little Wandle programme.	A whole school approach to teaching phonics is essential. Little Wandle draws on the latest research into how children learn best; how to ensure learning stays in children's	2,4, 8

	long term memory and how best to enable children to apply their learning to become highly competent readers.	
Screening pupils for specific learning needs at the earliest opportunity	Early identification of all pupils requiring intervention and provision of specific resources to support their learning. Higher proportion of PP children requiring intervention.	10
Restructuring of EYS Management and provision	Reorganisation of EYS team to enable EYS lead to develop confidence and upskill EYS staff in delivery of Phonics and strategy for planning and delivery of a quality, structured EYS curriculum in the newly developed EYS rooms.	2,3,5
Subsidised residential visits and school trips.	Pupils should not be penalised and miss out on school trips due to deprivation. PP is used to subsidise and pay for vulnerable pupils to ensure participation in these activities. All pupils are invited to make voluntary contributions to non-residential school trips.	6, 7
Thrive Curriculum: Implementation of Thrive Curriculum to be rolled out across the school from September 2023	Working towards embedding Thrive as a whole-setting approach within a primary school, by Summer 2024 to support the social and emotional development of all children but also helps to manage distressed behaviour and reduce exclusions; particularly those exhibited disproportionately by disadvantaged pupils	3,5,7
Introduction of Outdoor Play and Learning (OPAL) Primary Programme starting in September 2023 with audit of playgrounds, equipment, parent/pupil/staff consultation, staff awareness and training OPAL won first prize in an EU funded award for the best active school's programme in Europe and two UK national play work awards. In 2019, OPAL was awarded a quarter of a million pounds by Sport England to bring the programme to many more schools.	Due to our geographical location the school has very limited outdoor spaces and children are spending more time indoors at home, particularly disadvantaged pupils. OPAL is the result of over 20 years of testing and development in over 800 schools and based on the idea that, as well as learning through good teaching, children also learn when they play. As 20% of their time in school is playtime, we want to make sure that this amount of time (equivalent to 1.4 years of primary school) is as good as possible. One reason the school is carrying out this programme is that childhood has changed, and many children no longer get their play needs met out of school. Some reasons being: <ul style="list-style-type: none"> • Average screen time per day is six hours. • Average outdoor play time per week is five hours. • Percentage of UK children who only play outdoors with other children at school is 56%. There are many proven benefits for schools that carry out the OPAL Primary Programme. They usually include: more enjoyment of school, less teaching time lost to disputes between children, fewer accidents and greatly improved behaviour.	3,5
Restructure of leadership posts HT/DHT/AHT X3	Succession planning for ongoing strong leadership of whole school. Continued development of a whole school curriculum appropriate for all pupils. Review of Phase	

	provisions to ensure disadvantaged pupils are actively engaged in their learning and are making sufficient progress to narrow the gap with their peers working towards national expectations and attainment.	
--	--	--

Targeted academic support (for example, tutoring, one-to-one support, structured interventions) 2022-23

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Mentoring: All FSM & Vulnerable pupils in Y3 & Y6 receive weekly academic 1:1 tutoring from a qualified teacher (MS)	The National Tutoring Programme supports pupils by providing one-to-one and small group, subject-specific tuition for those whose education has been most impacted by the pandemic. Academic Mentors focus on areas that are in most need of support, helping pupils achieve their learning outcomes.	4, 8
School Led Tutoring	Delivered by school teachers and support staff who know the pupils well. This 1:1 and small group intervention aims to raise attainment in targeted PP pupils and develop their confidence by enabling basic skills to increase independent learning and narrow the gap to ARE.	4,8
Targeted tuition using tuition partner 3 rd Space Learning	30 PP & Vulnerable pupils identified to access 1:1 tuition with 3 rd Space Learning. Virtual Maths tutoring tailored to the individual pupil's level to enhance understanding and aid progress. (2022-23).	4,8
NELLIE tutoring programme	Two members of support staff trained in NELLIE and delivered to target PP groups 6 afternoons per week in total.	4, 8

Wider strategies (for example, related to attendance, behaviour, wellbeing) 2022-23

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of EYS outdoor Provision to enhance the limited space available .	As an inner city school it is vital that we maximise the limited outdoor space available to provide valuable opportunities for pupils to engage with nature and have robust opportunities to develop ELG linked to outdoor element of provision. A small "Forest School" space allows children to explore and engage with nature.	2,3,5,
<i>Designated Member of SLT to lead on Improving Attendance</i>	Working particularly with the Learning Mentors, the designated member of SLT has a n overview of attendance and liaises with EWO. Learning Mentors support families and strategies are put in place to closely monitor attendance across the school. Prompt intervention, support and challenge when a pupil is absent will raise the profile of attendance. Attendance incentives that appeal to both pupils and parents will be planned in across the year. Rewards for achieving attendance targets or improved attendance will be high profile.	9

Total budgeted cost (2022-23): £260,000

Part B: Review of the previous academic year 2022-2023

Outcomes for disadvantaged pupils

Y6 Pupil Premium Tutoring:

73% of Pupil premium students receiving Tutoring achieved the expected standard in Reading and GPS in End of KS2 SATs 2023.

National data showed that 72% of all pupils achieved the same expected standard in GPS and 73% in Reading.

Therefore, the tutoring programme in Y6 was effective in closing the gap to National standards for the target group.

End of KS2 Outcomes 2023

The data below shows the impact of the use of Pupil Premium Funding to support pupils in Year 6 is narrowing the gap to National attainment outcomes with successful impact on progress measures.

(National data in brackets)

Subject		Exp	GDS	Progress = diff from national
Reading	Whole cohort	54.7	25.5%	+0.07
	PP (26)	53.8% (59.6%)	26.9% (16.9%)	+ 1.49
	PP with EHCP taken out (17)	64.7% (63.4%)	41.2% (18.1%)	+1.67
Writing	Whole cohort	60.9%	10.6%	+1.45
	PP	53.8% (57.6%)	3.8% (6.3%)	+1.57
	PP with EHCP taken out	70.6% (61.6%)	5.9% (6.8%)	+1.67
Maths	Whole cohort	54.7%	14.9%	+ 0.06
	PP	50% (58.3%)	11.5% (12.5%)	+1.69
	PP with EHCP taken out	64.7% (62.2)	17.6% (18.1%)	+2.70

Y1 Phonics Outcomes for PP students

2022: (includes 9 Enhanced Provision pupils all of whom are PP) = 20 PP children

2023: (includes 8 Enhanced Provision pupils of whom 1 is PP) = 22 PP children: 14 achieved expected standard (63.6% pass rate)

The gap between National Average Points Score and School Average Points Score has narrowed for the PP group with a 3point improvement in 2023

compared to 2022.

Average Point Score	2022		2023	
	School	LA	School	National
All Pupils	28.3	31.5	28.0	32.4
PP	24.5	28.9 -4.4	28.7	30.5 -1.8
Non PP	29.6	33.0	27.5	33.9

End of Key Stage 1 outcomes for PP students

2022 data includes 8 Enhanced Provision Pupils: 4 are PP

2023 data includes 6 Enhanced Provision Pupils 3 are PP

Data below shows % of pupils achieving expected standard.

Pupil Group	2022			
	Reading		Maths	
	School	LA	School	LA
All pupils	49.2	62.1 -12.9	46	62.4 -16.4
PP (28)	50	49.5 +0.5	46	50 -4
Non PP	53.1	70.5 -17.4	50	70 -10
2023				
All pupils	57.6	63.9 -6.3	56	66.1 -10.1
PP (21)	38	51 -13	33	54 -21
Non PP (48)	65.9	71.6 -5.7	68.2	73.6 -5.4

PP exc. EHCP (16)	50	-	44	-
Minus PAs	60	51 +9	50	54 -4

A significant proportion of PP pupils in this cohort (6) were also persistent Absentees in both Y1 & Y2; in addition to their Reception year being impacted by the COVID Pandemic.

Consequently, the attainment gap in Reading and Maths for the PP group has widened compared to 2022. However, excluding this group of 6PAs from the data the gap for the remaining PP group has narrowed to -4% in Maths and +9% in Reading compared to LA data.

Attendance Data for PP group and PAs.

Absence rate for all pupils in 2020-21 was 1.3% lower than national primary average IMPROVING TO 0.5% lower than national primary average in 2021-22.

Absence rate for FSM pupils in 2020-21 was 0.6% lower than national primary average IMPROVING to equal National primary average for FSM IN 2021-22.

Awaiting confirmed 2022-23 data; however, indications are that absence rates remain similar to those of previous year.

Persistent Absentee rate for All pupils in 2020-21 was 6.8% higher than national primary average REMAINING at 7% higher than national primary average for All pupils in 2021-22.

School data is consistent with the national picture of 12.2% increase in FSM persistent absentees when comparing 2020-21 and 2021-22 data.

Persistent Absentee rate for FSM pupils in 2020-21 was 2.9% higher than national primary average REMAINING at 2.9% higher than national primary average for FSM pupils in 2021-22.

Awaiting confirmed 2022-23 data; however, indications are that for all pupils there has been a slight reduction in the number of PAs overall but an increase in number of FSM PAs.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

