

# **All Saints Catholic Primary School Pupil Premium Strategy Statement – December 2021**



This statement details our school's use of pupil premium funding and recovery premium funding for the 2021 to 2022 academic year 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 Catholic Primary School
Number of pupils in school	355
Proportion (%) of pupil premium eligible pupils	65.92%
Proportion (%) of SEND pupils	39%
Proportion (%) of EAL pupils	32%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021-2024 (budgeting for one year , then we will review the plan)
Date this statement was published	December 20 <sup>th</sup> 2021
Date on which it will be reviewed	December 20 <sup>th</sup> 2022
Statement authorised by	Angela Holleran
Pupil premium lead	Vicky Carlin ?
Governor / Trustee lead	Letitia Wilkins ?

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 281,105
Recovery premium funding allocation this academic year	£ 31,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 313, 005</b>

# Part A: Pupil premium strategy plan

## Statement of Intent

When allocating Pupil Premium funding we will consider the current context of the school and the barriers faced by all pupils, including disadvantaged pupils. We recognise that not all pupils who receive free school meals are socially disadvantaged and that not all socially disadvantaged pupils are registered or qualify for free school meals. We therefore allocate pupil premium funding to support any pupil or groups of pupils that we identify as being socially disadvantaged.

All Saints Catholic Primary School is located in South Sefton in Bootle in the Liverpool City Region. The map below displays the “Lower Super Output Areas” (LSOAs) which surround the school and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived. All Saints is located firmly in the dark blue zone.

The nine LSOAs which make up Linacre (the ward in which the school sits) are all within the top 5% of most affected areas nationally; indeed, four of them are in the top 1% of nationally most deprived LSOAs. All Saints is in one of the LSOAs which is in the top 1% of nationally most deprived.

EEF research has highlighted several areas that impact on the attainment of disadvantaged pupils. These include:

- Limited home support
- Weak language and communication skills
- Lack of confidence
- Attendance and punctuality issues

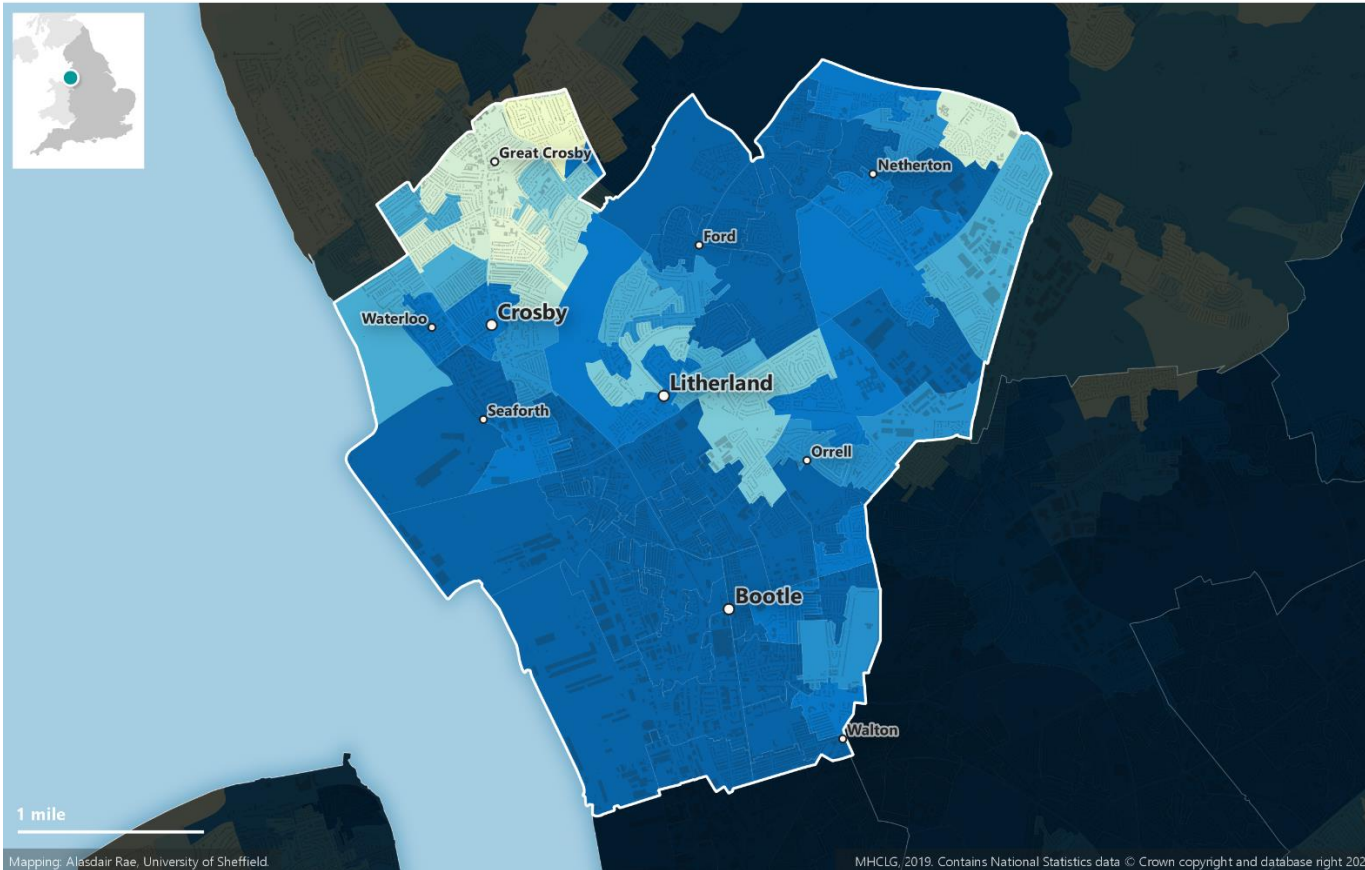
We will consider these areas, alongside school specific areas when allocating funding. These areas will be identified using a wide range of internal data and information, including: attendance data and levels of persistent absence; teacher feedback on pupils’ progress and barriers to learning; Information on wellbeing, mental health and safeguarding.

# Index of Multiple Deprivation 2019



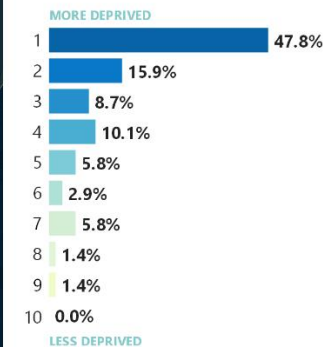
Ministry of Housing,  
Communities &  
Local Government

## BOOTLE



### Constituency profile

% of LSOAs in each national deprivation decile



### What this map shows

This is a map of Index of Multiple Deprivation (IMD) 2019 data for **Bootle**. The colours on the map indicate the deprivation decile of each Lower Layer Super Output Area (LSOA) for England as a whole, and the coloured bars above indicate the proportion of LSOAs in each national deprivation decile. The most deprived areas (decile 1) are shown in blue. It is important to keep in mind that the data relate to small areas and do not tell us how deprived, or wealthy, individual people are. LSOAs have an average population of just under 1,700 (as of 2017).



## **Ultimate Objectives**

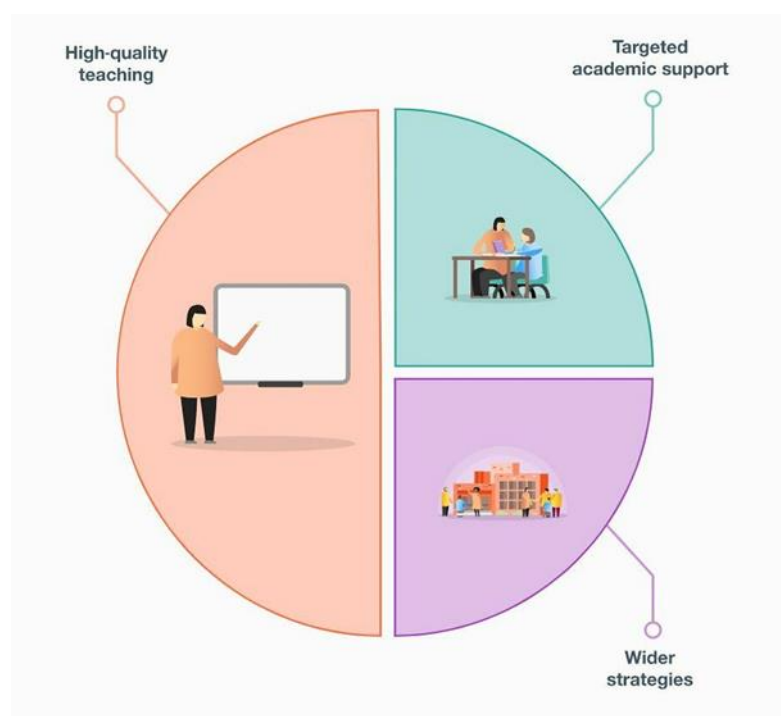
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils to ensure that all pupils are supported to reach their full potential
- To address and reduce non-academic barriers to learning (attendance and punctuality, mental health and well-being including through the Thrive programme, financial support through breakfast club and signposting to support agencies)
- To ensure all pupils access quality first teaching in all areas of the curriculum irrespective of the challenges that they face
- To develop a high quality oracy curriculum which will increase confidence and communication skills and lead to better learning outcomes
- To provide effective targeted academic support for those children that are underachieving or making limited progress

## How does our current plan work towards achieving these objectives?

We have chosen interventions that have been proven to have the most impact by looking at the Educational Endowment Foundation's (EEF) *Teaching and Learning Toolkit* and *Guide to Pupil Premium*. We have also monitored and analysed the impact current school strategies and interventions have had on pupil progress and well-being to decide if these strategies and interventions should continue.

The *Guide to Pupil Premium* suggests a tiered approach to Pupil Premium spending.

This ensures a balanced approach by focussing on improving teaching, targeted academic support and wider strategies.



***Quality first teaching is the most important lever schools have to improve outcomes for disadvantaged (and all) pupils (EEF).***

High quality teaching is fundamental to our approach in improving outcomes for learners. All staff are aware of the strategy and their own roles and responsibilities within the plan and are supported to deliver this through high quality CPD and through sharing good practice. At All Saints we have a relentless focus on developing quality first teaching and a curriculum that is inclusive and accessible to all. We use whole school assessment systems and robust NFER teacher administered assessments to plot pupil progress and attainment in order to evidence impact and ensure consistent challenge and support.

Teaching is supported and enhanced by high quality interventions wider strategies ensuring a well-structured high-quality curriculum is accessible to all. Following EEF recommendations, our pupil premium spending plan is underpinned by research around a number of high impact interventions/strategies including

- Lexia
- Voice 21
- Wellcom
- Thrive
- Forest School
- P4C

In order to measure impact, we ensure starting points are clear and recorded and that impact is regularly analysed. Adaptations to the interventions/strategies are made using this information and next steps for learners are identified.

## Challenges

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

Challenge		Detail of challenge
1	Poor attendance and punctuality and a lack of readiness to learn	<ul style="list-style-type: none"> <li>• For several years, extensive efforts and many approaches to tackling attendance have been made. Attendance continues to be a challenge and attendance and punctuality has declined since the Covid-19 pandemic</li> <li>• DFE Analyse School Performance data (pre-pandemic) shows that for 3 years the attendance of PP pupils has been below that of all other pupils. Current data shows that this trend is continuing</li> <li>• 2020-21 Attendance for PP eligible pupils was 4% lower than that of all non-PP pupils</li> <li>• 2020-21 Persistent absence data for PP eligible pupils was higher than that of all non-PP pupils</li> <li>• Assessments and observations indicate that absenteeism is negatively impacting upon the progress of disadvantaged pupils. If children are not in school, they cannot be taught and are not learning. Gaps in knowledge and skills are evident in assessments</li> <li>• Social, emotional and mental wellbeing has been exacerbated by Covid-19 Some pupils are showing a lack of resilience and self-regulation and are displaying signs of anxiety</li> <li>• Reduced opportunities for socialisation, leisure and enrichment during the pandemic have exacerbated the extent and severity of concerns</li> <li>• Teacher referrals and parental requests for support have markedly increased during the last 12 months</li> </ul>
2	Underdeveloped speech, language and communication skills which impacts greatly on comprehension skills	<ul style="list-style-type: none"> <li>• Low level of language/vocabulary/schema upon entry (exacerbated by Covid-19). This has been Identified by day to day classroom discussion, transition/baseline data, Welcomm assessments and observations</li> <li>• Assessments indicate underdeveloped oral language skills and vocabulary skills, particularly upon entry to school</li> </ul>



3	Low attainment on entry to the Early Years Foundation Stage in all areas, low attainment in KS1	<ul style="list-style-type: none"> <li>Historically low attainment in key areas of reading, writing and maths</li> <li>Added to the already low entry levels the lost learning during the pandemic and poor engagement from parents with home learning, the gaps have widened in all areas</li> <li>There are more marked differences the younger the children are. (School data including EYFS profile, Phonics results, NFER tests analysed)</li> </ul>
4	High % of mobility, SEND and EAL pupils. Teachers having to adapt resourcing and planning to cater for ever changing cohorts	<ul style="list-style-type: none"> <li>In 2020-21, 63 children joined the school during the school year (not including new reception intake). This has a major impact on workload for teachers as baseline assessments need to take place and other agencies are often involved</li> <li>36 % of disadvantaged pupils are also identified as SEND children.</li> <li>19 % of disadvantaged children are EAL, 30% of which are identified as SEND</li> </ul>
5	Lack of consistent parental support for children's learning	<ul style="list-style-type: none"> <li>Increasing numbers of parents/guardians requiring outside agency support to effectively safeguard and parent their children</li> <li>Persistent lack of engagement from a large minority regarding equipping pupils for school (uniform, breakfast, home reading, signing letters, supporting school decisions)</li> </ul>

## 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
Attendance and punctuality improves for all pupils who are currently under 95% attendance – Challenge 1	<ul style="list-style-type: none"> <li>By the end of the plan attendance and punctuality data will show a marked improvement</li> <li>The target will be to attain at least the national % attendance for pupils in all categories and for the % of persistent absentees to reduce to at least the national figure (8% in 2019)</li> <li>These figures will be analysed termly</li> </ul>

<p>Improved social and emotional well-being resulting in a readiness to learn - Challenge 1</p>	<ul style="list-style-type: none"> <li>• Teacher observations, pupil progress meetings, discussions with pupils will show the impact of strategies implemented to improve social and emotional well-being</li> <li>• A reduction in referrals by staff to CK and KC regarding social and emotional well-being</li> <li>• Lesson observations will show the readiness of children to learn and their resilience when tackling challenge</li> </ul>
<p>Improved speech, language and communication skills leading to improved reading and comprehension skills – Challenge 2</p>	<ul style="list-style-type: none"> <li>• The Voice 21 Oracy programme will be fully embedded at the end of this plan after extensive CPD and planning</li> <li>• EYFS data and Welcomm assessments show an and observations indicate significantly improved speech and language skills for target pupils.</li> <li>• Phonics scores RWI assessments, NFER and SATS data improves for reading fluency and comprehension and the gaps are narrowed for disadvantaged children</li> <li>• Pupils confidently apply the skills taught in phonic sessions to reading across the curriculum so that fluency is not a hindrance to comprehension</li> <li>• Pupils progress through book bands and RWInc assessments at the expected rate</li> <li>• Through CPD staff understand and implement the pedagogy and explicit teaching that will support pupils to develop better vocabulary knowledge, oracy skills, reading fluency and comprehension</li> </ul>
<p>Improved attainment in the Early Years Foundation Stage and KS1 in all areas –Challenge 3</p>	<ul style="list-style-type: none"> <li>• Data for disadvantaged children shows a reduced gap in attainment and progress in all areas of learning (School data including EYFS profile, Phonics results, NFER tests analysed, SATS)</li> </ul>
<p>Barriers to learning for SEND pupils, EAL pupils and pupils new to the school are reduced through early identification of needs and</p>	<ul style="list-style-type: none"> <li>• SEND reviews/planning meetings, observations and assessments show that pupils are making progress</li> </ul>

ensuring inclusive quality first teaching and interventions –  
Challenge 4

- School appointed Educational Psychologist to quickly identify needs
- The approach of ‘Assess, Plan, Do Review’ successfully identifies strategies that work with pupils with SEND
- EAL and children new to school’s needs are met through effective quality first teaching and interventions

More consistent parental support for children’s learning with children being more ready for learning – Challenge 5

- Increasing numbers of parents/guardians supporting their children which in turn will impact on learning and attitudes to learning
- Decreasing numbers of children who are not equipped or prepared for the school day
- Much improved attendance at parent workshops
- More children supported with home learning

## 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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Voice 21 Oracy Project CPD and classroom implementation	<ul style="list-style-type: none"> <li>• Evidence strongly suggests that oral language interventions (and those designed to improve early spoken language) have a high impact for a low cost.</li> <li>• The Voice 21 CPD programme will be tailored to meet the needs of our pupils in this local area</li> <li>• There will be milestones to reach in the programme which will measure impact in the areas of academic attainment, personal and social gains including increased self-esteem and confidence</li> <li>• The evidence base includes: <i>The EEF Teaching &amp; Learning Toolkit - Oral Language Interventions</i>, <i>Voice 21 Impact, Case studies &amp; Research Impact</i>, <i>Chartered College of Teaching: The Importance of Oracy in Teaching &amp; Learning Report</i></li> </ul>	2 3 4
Forest School CPD	<p>The New Economics Foundation (NEF) evaluation suggests Forest Schools make a difference in many ways including:</p> <ul style="list-style-type: none"> <li>• <b>Confidence:</b> children had the freedom, time and space to learn and demonstrate independence</li> <li>• <b>Social skills:</b> children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</li> <li>• <b>Communication:</b> language development was prompted by the children's sensory experiences</li> </ul>	1 2 3 4

	<ul style="list-style-type: none"> <li>• <b>Motivation:</b> the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</li> <li>• <b>Physical skills:</b> these improvements were characterised by the development of physical stamina and gross and fine motor skills</li> <li>• <b>Knowledge and understanding:</b> the children developed an interest in the natural surroundings and respect for the environment</li> </ul>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £175,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic support using <ul style="list-style-type: none"> <li>• School based intervention teachers</li> <li>• Interventions delivered by Learning Support Assistants</li> <li>• Informed by school tracking systems</li> </ul>	<ul style="list-style-type: none"> <li>• Making Best Use of Teaching Assistants - EEF report</li> <li>• Evidence-based interventions - all with clear starting points and regular monitoring/impact reviews, assessments and end points. These include: Welcomm, RWI 1:1 interventions, Rapid Read, Power of 1, Power of 2, Lexia, Mastering Number</li> <li>• Explicit links to classroom teaching made - pre teaching and precision teaching</li> <li>• Oral language interventions (and those designed to improve early spoken language) have a high impact for a low cost.</li> <li>• EEF impact report showed that children offered Lexia made the equivalent of two additional months' progress in reading, on average, compared to other children. This result has a high security rating.</li> <li>• Tuition targeted at specific needs and knowledge gaps are an effective method to support low attaining pupils or those falling behind, both one to one: EEF Teaching &amp; Learning Toolkit. "Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy."</li> </ul>	2 3 4

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

Budgeted cost: £ 118,005

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive and PSHE (inc resources / time/CPD etc)	<p>The impact Thrive has on children and young people and the communities around them has been evidenced in a number of studies. Thrive helps to develop resilience in young people. (Hart and Heaver 2015)</p> <ul style="list-style-type: none"> <li>• Staff using the Thrive Approach feel more equipped to manage behaviour and better able to support more vulnerable children. (Office for Public Management 2013)</li> <li>• Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance. (McGuire-Snieckus et al 2015)</li> </ul>	1
Attendance and Pastoral Support Officers	<ul style="list-style-type: none"> <li>• Research by the Centre for Social Justice details the national impact of the Covid-19 pandemic upon school attendance - Kids Can't Catch Up If They Don't Show Up.</li> <li>• Improving School Attendance – DFE</li> <li>• Early help and signposting for parents who may need support</li> </ul>	1 5
Educational Psychologist	<ul style="list-style-type: none"> <li>• Quality reports used to inform teaching approaches and ensure that evidence based interventions are sourced and implemented for particular areas of need</li> </ul>	4 3
Art Therapy	<ul style="list-style-type: none"> <li>• Emotional well-being is key to good learning. Employing the services of an art therapist to address some of the emotional and mental wellbeing issues of the children is one strategy that we employ.</li> </ul>	1

<p>Enrichment opportunities to broaden experiences and improve life chances</p>	<ul style="list-style-type: none"> <li>• Incorporating enriching activities/educational experiences impacts on vocabulary development and understanding of the world</li> <li>• This will include trips, visitors, clubs and experiences broaden the horizons of our disadvantaged pupils impacting positively on their aspirations and life chances</li> <li>• Areas of spending will include an additional minibus, active play supervisor, playpod and Now Press Play</li> </ul>	<p>1 2</p>
<p>Breakfast Club</p>	<ul style="list-style-type: none"> <li>• Eating a nutritious breakfast prepares children well for the day and attending a breakfast club has a positive impact on attendance and punctuality.</li> <li>• This is evidenced in the EEF document - EEF Projects &amp; Evaluation - National School Breakfast Programme</li> </ul>	<p>1 5</p>
<p>Parental Workshops</p>	<ul style="list-style-type: none"> <li>• Engaging well with parents and upskilling them to better support their children has a positive impact upon school/parent relationships and the progress their children make.</li> </ul>	<p>5</p>

**Total budgeted cost: £ 313,005**

## 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.

As robust national data is unavailable this report will refer to evidence that is not numerically based

#### Priority 1

All staff were trained in teaching strategies to ensure all learners are engaged and challenged (RWInc phonics, Talk Less Teaching and Maths Hub Mastery)

Learning walks and DFE English hub reports indicate that the strategies are being well implemented and that pupils are making progress in the SSP and in maths fluency.

#### Priority 2

Invested in resources to ensure effective delivery of the training outlined– phonic readers, practical maths materials, staff time to deliver interventions using this training and materials.

Learning walks indicate that the resources are being used effectively and pupil voice shows the positive effect concrete materials have had on confidence when children are talking about maths

NFER data and pupil progress meetings during 2020-21 identified gaps and underperformance for disadvantaged pupils. The Covid-19 impact disrupted attainment in all subject areas to varying degrees. As evidenced nationally, school closure was most detrimental to our disadvantaged pupils and they were not able to fully benefit from all pupil premium funded plans to the degree we had intended.



