



All Saints C.E Primary School

Pupil Premium Strategy (2021/22)



This statement details our school's use of Pupil Premium funding (and recovery premium) for the 2021-22 academic year to help improve the attainment of our disadvantaged pupils.

Our Pupil Premium strategy outlines how we intend to spend the funding in this academic year.

School Overview

School Name	All Saints CE Primary School
Number of pupils on roll	225 (191 excluding nursery)
Proportion (%) of pupils eligible for Pupil Premium	48%
Date this statement was published	October 2021
Date this statement will be reviewed	September 2022
Statement authorised by	Ruth Dickinson (Acting Headteacher)
Pupil Premium lead	Ruth Dickinson
Governor lead	Lindsay Yates

Funding Overview

Detail	Amount
Pupil Premium funding allocation for this academic year	£111,255
Recovery Premium funding for this academic year	School Led Tutoring Grant: October 21 - £2,421.56 and January 22 - £2,421.56 COVID Recovery Premium: October 21 - £2,863.75 and January 22 - £2,863.75
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£121,825.62

Statement of Intent

In planning the use of Pupil Premium funding, we have taken into account the context of the school, the needs of the children in school, the effect of the Coronavirus Pandemic and the EEF guidance on the most effective use of funding for recovery and pupil premium.

Objectives of Pupil Premium Spending

We aim to ensure that every child leaves All Saints excited about learning and determined to succeed. We want to equip them with good Literacy and Numeracy skills, as well as self-confidence and resilience. We target the use of Pupil Premium funding to bridge the gap in levels



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of attainment between Pupil Premium and Non-Pupil Premium pupils. An analysis of internal and external pupil data, historical attainment and progress rates was undertaken to ensure that these funds are used to maximum effect. We identified opportunities for children to have an enriched and enhanced experience of the curriculum including musical tuition, a residential visit and out of school learning.

Common barriers to learning for disadvantaged children that are evident within our community are:

- Less support at home
- Below average language and communication skills
- Underdeveloped basic Maths and English knowledge and skills
- A lack of confidence
- More frequent behavioural difficulties
- Attendance and punctuality issues

There may also be complex family situations that prevent children from flourishing. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, which includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals

Barriers

The key barriers to achievement that we have identified among our school community are:

1. Pupils have significantly underdeveloped communication and language skills
2. Pupils enter Nursery/Reception with very low starting points and are not school ready
3. Pupils have below average basic Maths and English skills and knowledge (phonics, reading, spelling, grammar, number bonds, times tables facts)
4. Data analysis shows in-school gaps between Pupil Premium pupils in certain subjects and year groups and non-PP children
5. Following COVID lockdowns, children have larger gaps in Maths and in early reading and phonics - this is due to significantly reduced face-to-face learning with some parents unable to support home learning
6. Some children have unmet Social and Emotional needs and need mental health support
7. Some of the children eligible for Pupil Premium also have Special Educational Needs
8. Home environments do not always support children coming to school ready to learn
9. Attendance and punctuality of certain pupils is a cause of concern



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10. Limited opportunities for children to access enrichment activities when at home

Pupil Premium Strategy

This details how we intend to spend our Pupil Premium funding (and Recovery Premium and School Led Tutoring Grant) this academic year to address the challenges identified for our school community.

Project	Approx. cost	Identified Barriers to Learning and sample Outcomes	Outcome (to be updated at the end of the academic year)
Speech and Language Therapist (1 day/week)	£5,300	Identified barriers: 1, 2 and 3 Outcomes: To intervene early and effectively with children for whom communication skills are concerning thus increasing the chances of children reaching age appropriate expectations. Improve staff diagnostic and intervention skills.	
Learning Mentor	£14,000	Identified barriers: 6, 8 and 9 Outcomes: To work with families in crisis with a view to reducing children becoming subject to Child Protection Plans. Support families needing specific help through signposting them to appropriate agencies and providing advocacy as needed. Provide outreach support to families in need. Closely monitor attendance and work with families to ensure good punctuality. Work with children in nurture groups thereby improving behaviour and reducing the chances of exclusions from school. Liaise with outside agencies to provide support as required to families.	



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Development of the teaching of Phonics - Read, Write, Inc. programme purchased	£4,500	<p>Identified barriers: 2, 3, 4 and 5</p> <p>Outcomes: Consistency in the teaching of phonics across classes. Ongoing CPD provided by the English Hub and Read, Write, Inc. consultant to support delivery of the programme and analysis of data. Yr1 & Yr2 Phonics Screening results will be in line with national figures. Gaps will diminish between PP and Non-PP pupils. Lowest 20% achieving pupils will receive additional 1:1 or small group catch-up.</p>	
Maintain support required in each class to enhance learning	£83,000	<p>Identified barriers: 3, 4 and 5</p> <p>Outcomes: Maintain and improve achievement by ensuring that the staffing structure for supporting children eligible for Pupil Premium remains stable and effective.</p>	
Individual and small group tutoring to meet the needs of individual children to catch up and support learning (Teachers and TAs)	£2,200	<p>Identified barriers: 7</p> <p>Outcomes: Identified children will receive additional 1:1 or small group catch up learning to enable them to make accelerated and gaps between PP and Non-PP children will diminish.</p>	
Additional Educational Psychology support	£1,200	<p>Identified barriers: 7</p> <p>Outcomes: Enable the “Fast tracking” of children with concerns through Ed Psych sessions thereby identifying appropriate strategies for support.</p>	
Enrichment Outcomes including Educational Visits support	£6,000	<p>Identified barriers: 10</p> <p>Outcomes: To enable children of low-income families to access all trips - especially residential. All parents are expected to contribute to every trip.</p>	
Breakfast Club	£6,000	<p>Identified barriers: 8 and 9</p> <p>Outcomes: Promote better attendance, punctuality and readiness for school.</p>	

Total: 122,200