



The Lord Almighty is holy. His glory fills the world. (Isaiah 6:3)

We strive to live holy lives through
“... love that is patient and kind” that “never gives up”
enabling us to “Go out into the world, and love the people we meet.”
(*Saint Paul and Saint Teresa*)

All Saints Academy statement and action plan for: Pupil Premium 2023/24

Date of Statement	December 2023	Responsibility	Full Governing Body
Date of review	September 2024	Approval date	
Commitment to equality	At All Saints Inter Church Academy we believe that the provision of an outstanding education which develops a wide range of skills is crucial for opening up opportunities and increasing the chance of a successful life for every pupil. As a school, we are therefore committed to avoiding discrimination and promoting equality at all levels and recognize that by doing this, attainment and progress of all pupils will be improved.		

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1.0 Document History

Amendments and comments	Name of member of staff reviewing	Date
Version 1 Blank document created.	Mr L Crickwood	September 2020
Version 2 Document initially completed.	Mr L Crickwood	September 2020
Version 3 Document reviewed and updated for 21_22.	Mr D Pickard	November 2021
Version 4 Document reviewed and updated for 22_23.	Mr D Pickard	September 2022
Version 5 Document reviewed and updated for 23_24.	Mr D Pickard	September 2022

2.0 Principles

We have high aspirations for all the children in our school community and believe that all children should be given the opportunity to reach their full potential. We seek, as a school community, to provide personalised learning opportunities and targeted support to allow every child to flourish.

As we recognise that not all pupils who are academically or socially disadvantaged are registered for free school meals, we reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, identified by the school as being vulnerable or disadvantaged in any way.

3.0 Commitment to Equality

At All Saints Inter-Church Academy we believe that the provision of an outstanding education which develops a wide range of skills is crucial for opening up opportunities and increasing the chance of a successful life for every pupil. As an academy, we are therefore committed to avoiding discrimination and promoting equality at all levels and recognise that by doing this, attainment and progression for all pupils will be improved.

Please also refer to the Equality Statement for All Saints Academy.

4.0 What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between pupils from low-income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services.

5.0 The Contribution to aspects of the Curriculum

The Pupil Premium was introduced in April 2011. Schools are free to spend the Pupil Premium as they see fit. However they are responsible for how they use the additional funding to support pupils from low-income families and the other target groups. Schools can use the funding for additional curriculum opportunities for pupils both within and outside of normal school hours as well as to provide a wider range of curriculum opportunities to ensure that money did not become a barrier to equality of access to an enhanced curriculum.

[*OFSTED: The Pupil Premium \(2012\)*](#)

6.0 Legal requirements

It is a legal requirement for schools to publish their Pupil Premium statement yearly. For the current academic year, schools need to include: the school's pupil premium allocation; a summary of the main barriers to educational achievement faced by eligible pupils; how the pupil premium allocation will be spent to address those barriers and the reasons for this approach; how the school will measure the impact and effect of its pupil premium spending and the date of the school's next pupil premium strategy review. For the Previous academic year, schools need to publish: details of how they spent their pupil premium allocation and any information on the impact this had on eligible and other pupils.

This is outlined in Department for Education (DfE) [guidance](#).

7.0 Statement of intent & key Objectives

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level
- ✓ To broaden the experiences of disadvantaged children.

We aim to do this through;

- ✓ Ensuring a 'quality first' teaching approach in every class
- ✓ Ensuring that our curriculum and pedagogical approaches meet the needs of all the pupils
- ✓ Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

8.0 Summary Information for All Saints Interchurch Academy

Academic Year	2023/24	Predicted PP budget	£98,940
Total Number of Pupils	209	Number of Pupils eligible for PP	68 (including 1 pupil Services PP) (33%)

9.0 Main internal and external barriers:

- Vulnerable families and pupils with emotional and social needs
- Tackling Persistence Absentee levels
- Delayed language and vocabulary skills (speaking and reading skills)
- School readiness (low academic baselines on entry, socially and emotionally ready)

10.0 Barriers to future attainment

Some pupils have social and emotional issues which impact on their well-being. They are, therefore, not always emotionally ready for learning and focussing in lessons.

Limited vocabulary and poor speech and language skills impact on learning, (particularly reading) gaps in prior knowledge, and results in children not yet working at expected levels for their age.

Lack of regular routines including those which give a settled start to the school day and those which support home reading and revision of core knowledge beyond the classroom.

Attendance and punctuality of this group of pupils is not in line with their peers and significantly below the national average.

In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pupil Premium children gap had reduced due to strategies that had been implemented but in many cases these have increased again due to the impact of COVID-19 and differences in access and support with home learning during this period.
B.	Using high quality first teaching strategies is being implemented across the school and pupil premium children have these personalised to help them play an active part in lessons and become more efficient at metacognition and self-regulation but this is inconsistent in places.
C.	Vocabulary bank and range available to the children when they enter the school.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parental expectation of children meaning home learning support and engagement are varied.
E.	Attendance of children is lower therefore gaps are not being closed and can increase as missing further lessons. Covid-19 also means an extensive period of time where the disadvantaged children and families have been in an environment where they feel they belong and are comfortable therefore movement back into school may be compromised.
F.	Experiences for children are limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves.

11.0 Desired outcomes

Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The gap between Pupil Premium children's achievements will decrease therefore allowing overall gap to decrease in both key stages.	An increase in the percentage of children making expected progress and therefore achieving age expected outcomes.
B.	Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress.	High quality teaching and learning strategies are embedded across KS1 and KS2. An increase in the percentage of children achieving age expected outcomes and making expected progress –both Pupil Premium and non-Pupil Premium – would be expected to follow.
C.	High quality texts will be used where appropriate to allow children to access a rich range of vocabulary and this will be highlighted within lessons and provided on display for children to access when writing independently resulting in an increased range of rich vocabulary used by the children within their own writing.	A continuation of the daily Powerful words (Mrs Wordsmith) vocabulary across KS1 and KS2. Pupils are becoming more able to recognise and understand these words in their reading and everyday life and more Tier 2 words to appear in pupils' written work.
D.	Attendance of children Pupil Premium is currently lower therefore gaps are not being closed and can increase as missing further lessons. Aim to increase the attendance and punctuality of Pupil Premium children.	Increase in attendance of Pupil Premium children with a decrease in late arrival to school.
F.	Experiences for children are limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves.	Enrichment opportunities-presented to disadvantaged pupils.

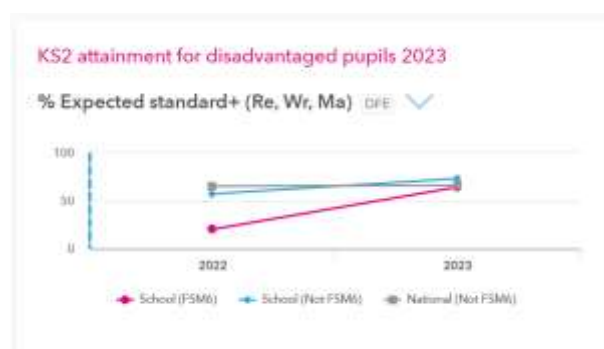
12.0 Breakdown of Pupils for current and previous Academic Year

Academic Year 2022-23 Overall Pupil Premium – 32%					Academic Year 2023-24 Overall Pupil Premium – 32%				
Cohort		All Pupils	PP Pupils	% PP			All Pupils	PP Pupils	% PP
Reception	2029	30	6	20%	Reception	2030	30	8	27%
Year 1	2028	28	10	36%	Year 1	2029	30	9	30%
Year 2	2027	30	9	30%	Year 2	2028	26	9	35%
Year 3	2026	29	11	38%	Year 3	2027	31	10	32%
Year 4	2025	30	6	20%	Year 4	2026	31	10	32%
Year 5	2024	27	13	48%	Year 5	2025	31	8	26%
Year 6	2023	22	9	41%	Year 6	2024	30	14	47%

12.1 Attainment and progress for previous Academic Year

Key Stage 2 SATS results 22/23

	EXS+			GD		
	Cohort	PP	Non	Cohort	PP	Non
Reading	73%	73%	73%	32%	27%	36%
Writing	68%	64%	73%	14%	18%	9%
Maths	73%	64%	82%	27%	27%	27%
Combined	68%	64%	73%	14%	18%	9%



12.2 Closing the gap

End of KS2	21/22			22/23		
	PP	Non PP	GAP	PP	Non PP	GAP
% achieving EXS+ in combined measure	20%	57%	-37%	64%	73%	-9%
% achieving GD in combined measure	N/A	N/A	N/A	18%	9%	+9%
Progress in the combined measure EXS	-30%	-2%	-28%	+21%	+18%	+3%
Progress in the combined measure GD	-2	-4	-2	+18%	+6%	+12%
Progress score in reading	-1.8	2.1	-3.9	-0.1	3.3	-3.4
Progress score in writing	-6.1	-2.1	-4	0.4	2.1	-1.7
Progress score in maths	0.2	3.2	-3	2.1	3.6	-1.5

- The attainment of pupils at the end of KS2 improved considerably in all areas in 22/23 and this is evidenced in the improved outcomes in the combined measure. The gap in attainment between PP and Non PP pupils was reduced by 28% from -37% to -9%.
- PP pupils out performed their non PP peers at greater depth by 9%.
- Whilst there remains a progress gap in all three areas that make up the combined measure, the gap was reduced in all three subjects.

13.0 Review of expenditure from previous academic year (22/23)

Quality of teaching for all- £ 15,000

- Improve teaching through evidence led structure and practice.
- Improve curriculum to help pupils to acquire new skills or knowledge quickly in all subjects.
- Effective and accurate assessment of all pupils.

Ofsted inspection in November 2022 recognised improvements in curriculum and quality first teaching.

As a result of accurate assessments and appropriate adaptations, overtime PP pupils made good progress and achieved well.

Targeted support- £ 56,500

- Pupil Premium Plus
- TA Intervention To provide 1:1 or small group intervention to support the progress and outcomes of the targeted children.
- Play Therapy To provide children with a safe space to discuss their feelings and life experiences with a professional therapist.

The quality of the school's work in developing and implementing a Personalised education Plan for a Looked after Child eligible for PP+ was commended by the virtual school and a successful transition to the next stage of learning completed.

Intervention work by TAs was effective in closing the gap for targeted pupils and as a result, pupils eligible for the pupil premium out performed their non PP peers in achievement at the expected standard and in achievement and progress at greater depth of the standard.

Play therapy was instrumental in supporting a successful transition to high school for 3 pupils and supported 2 children to develop a more positive narrative about themselves as learners.

Alternative approaches- £ 6,500

- Enrichment opportunities presented to disadvantaged pupils.

All PP pupils who requested it were supported to attend the school residential in year 6.

Every child at All Saints was given the opportunity to attend three curriculum visits over the course of the year.

14.0 Proposed spend of Pupil Premium – 2023/24

Academic year 2023-24	Pupil Premium Budget	£98,940
<ul style="list-style-type: none"> • Quality of teaching for all - £ 15,000 • Targeted support - £ 56,500 • Alternative approaches - £ 6,500 <p>These three approaches enable the school to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.</p>		

14.1 Quality of teaching for all

Quality of teaching for all					
Desired outcome	Chosen action / approach	Evidence and rationale.	Monitoring	Cost	Review
	<p>Improve teaching through evidence led structure and practice.</p> <p>Curriculum with Unity Schools Partnership (CUSP). CUSP CPD resources support implementation. School focus this year on; Adaptive teaching approaches and scaffolding aids.</p>	<p>Learning is systematically planned and direct instruction supports acquisition of content.</p>	<p>CPD over the course of the year to develop understanding of key pedagogical approaches that underpin the curriculum.</p> <p>Development of subject leaders and governors to monitor effectively within operational overview.</p>	<p>£9,000</p>	Ongoing in operational overview
	<p>Improve curriculum to help pupils to acquire new skills or knowledge quickly in all subjects.</p> <p>CUSP is a knowledge-rich curriculum structure that is Connected, Cumulative, Coherent</p>				
<p>Increase access to quality texts.</p>	<p>High quality texts also develop a child’s love of reading. To provide hard copies of all core texts from the CUSP literature spine for all children (1:2).</p>	<p>High quality texts allow children to access a rich range of vocabulary. Having access to this increased range of rich vocabulary enables the children to use this within their own writing.</p>	<p>Ongoing monitoring programme by the SENDCO, SLT and Governors.</p>	<p>£9,000 based on CUSP literature spine.</p>	<p>Next review cycle</p>

<p>Effective and accurate assessment of all pupils.</p> <p>Termly diagnostic NFER tests to be undertaken by KS1 and KS2 pupils for maths, and reading to be undertaken every term.</p> <p>Monitoring of progress will be regular with diagnostic tests for maths, and reading to be undertaken every term. Staff to meet with SLT for Pupil Progress Meetings Termly.</p>	<p>Effective and accurate assessment ensures that pupils can be given appropriately scaffolded support in their areas of need to ensure that they make good progress.</p>	<p>Ongoing monitoring programme by subject leaders, SLT, SENCO and Governors.</p>	<p>£9,000</p>	<p>Next review cycle</p>
	<p>EEF report on the Impact of school closures on the attainment gap and the EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21</p>	<p>Ongoing monitoring by subject leaders, SLT, SENCO and Governors.</p> <p>PPR meetings</p>		<p>Next review cycle</p>
Total estimated budgeted cost for Quality of Teaching				£27,000

14.2 Targeted support

Targeted support					
Desired outcome	Chosen action / approach	Evidence and rationale.	Monitoring	Cost	Review
TA Intervention	To provide 1:1 or small group intervention to support the progress and outcomes of the targeted children.	EEF report: Making Best Use of Teaching Assistants	Ongoing monitoring programme by the SENDCO, SLT, class teachers and Governors.	£45,000	At each terms Pupil Progress meeting and at the next review cycle.
Total estimated budgeted cost for targeted support					£55,000

14.3 Alternative approaches

Alternative approaches					
Desired outcome	Chosen action / approach	Evidence and rationale.	Monitoring	Cost	Review
Financial support	We offer some limited financial support to students of low income families for uniform, music lessons and equipment.	<p>Wellbeing and readiness for school leading to reduction in concerns for key families.</p> <p>Enrichment opportunities presented to disadvantaged pupils.</p>	Ongoing monitoring programme by the business manager, SLT, SENCO and Governors.	<p>Music Lessons £2,000</p> <p>Uniform £1000</p> <p>Equipment £1000</p>	Next review cycle
Extra-curricular Subsidy/trips	Enrichment opportunities presented to disadvantaged pupils.		Ongoing monitoring programme by the business	Sports clubs £1,000	Next review cycle

	<p>Trip and visits across the school including School Journey, curriculum visits, and workshops in school.</p> <p>Support for attendance at sports after school clubs to develop skills and sportsmanship.</p> <p>Support for disadvantaged pupils to attend holiday clubs.</p> <p>Places provided at after school club for disadvantaged pupils.</p>	<p>manager, SLT, SENCO and Governors.</p>	<p>Ace-Base £1000</p> <p>Trips and swimming lessons £10,000</p>	
Total estimated budgeted cost			£ 16,000	

15.0 How will we measure the impact of Pupil Premium expenditure in 2023/24

- We will continue to evaluate the impact on each pupil at the end of each term through rigorous Pupil Progress Meetings.
- Data analysis will show and improvement in outcomes for disadvantaged children – tracked termly on the in school assessment tracker.
- Evaluation will focus on academic gains and how pupils’ self-confidence has developed as a consequence of the interventions and ‘extra’ programmes which aim to raise progress.
- Significant improvement in attendance will be evident with PP children and their disposition and attitude to learning will be greater as documented by class teachers.
- Pupil and parent views.
- Attendance officer reports demonstrate improvement in attendance.

16.0 Review cycle responsibilities

This strategy will be reviewed and updated after Pupil Progress Meetings have taken place. Reviews will be presented to the governing board by the head teacher. It is the responsibility of the office staff to monitor policies and key legal statements which are close to their review cycle and inform an appropriate member of staff that a review of this policy is necessary.

17.0 Staff induction

As part of their induction, new staff members and Governors will be made familiar with this statement and asked to ensure compliance with its procedures at all times.

18.0 Linked policies

This document and the procedures found within should be read in conjunction with other related policies, including:

- Equality Statement for All Saints Academy
- Assessment Policy
- Special Educational Needs and Disability Policy
- Financial regulations