



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Waddington All Saints Academy
Number of pupils in school	369 (216 Service Pupils)
Proportion (%) of pupil premium eligible pupils	11.11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr Paul Martin
Pupil premium lead	Mrs Zoe Jepson
Governor / Trustee lead	Mr Andy Canavan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,455
Recovery premium funding allocation this academic year	£6,670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£59,125



Part A: Pupil premium strategy plan

Statement of intent

At Waddington All Saints Academy we have high expectations for all pupils within our school, irrespective of their background or the challenges they face and believe that with high quality teaching, effective engagement with parents, pastoral support and a personalised approach to meet individual children's needs, every child can be empowered to reach their full potential: academically, socially, emotionally and physically.

The strategies implemented are personalised to enable us to meet the individual needs of pupils who are in receipt of Pupil Premium, including those who are already high attainers, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for Pupil Premium.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity outlined within this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

School leaders have a strong determination to ensure that disadvantaged pupils at this academy receive quality first teaching which is at least good and often outstanding, within every lesson, with an increased focus on areas in which these pupils have fallen behind. This is proven to have the greatest impact on closing the attainment gap and at the same time will benefit the non-disadvantaged pupils. Our aim is to ensure that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers to enable all pupils to catch up.

Our strategy is also integral to the wider school plans for education recovery, which includes targeted support through tutoring and small group intervention.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year. When making decisions about how to allocate our PP funding, we have analysed data thoroughly, and make use of current research from the EEF and The Sutton Trust. Expenditure is strategically planned, closely monitored and the impact reviewed by academic year as shown within this strategy plan.

Our Pupil Premium and Recovery Premium Priorities are to:

- Further increase the rates of progress, where there is low prior attainment and gaps in learning, as a result of school closure during the pandemic (with a focus on phonics, reading fluency, writing and calculation within maths).*
- Further enhanced progress, in all areas of the curriculum, through quality first teaching and focused, personalised interventions programmes, so that staff can quickly address and respond to any barriers within pupils learning.*
- Continue to provide high quality pastoral support to ensure that pupils are able to fully access their education and be physically and mentally healthy.*



Challenges

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

Challenge number	Detail of challenge
1	Assessments and teacher feedback indicate that some pupils in receipt of Pupil Premium demonstrate weaker language skills. This includes: speech and language difficulties; a lack of exposure to wider vocabulary; poor phonic/reading skills and increasingly English as an additional language.
2	Assessment and observations evidence that, on average, Pupils in receipt of Pupil Premium find it difficult to recall/retain prior knowledge, this often results in pupil's achieving lower within their attainment and making slower rates of progress than their peers. The impact of covid-19 has meant that this gap has widened for a number of PP children.
3	Assessments and observations indicate that the education and well-being of a proportion of pupils in receipt of Pupil Premium has been impacted upon by partial school closures. This has resulted in children not being socially and emotionally ready to access learning due to a lack of self-belief, determination and resilience. They can find it difficult to be reflective and often lack self-motivation and confidence to improve. In addition, a small proportion of pupils in receipt of Pupils Premium arrive in school not ready to learn, due to circumstances at home. These elements impact on their ability to focus and do well within their learning. These findings are supported by national studies.
4	<p>Our observations and assessments with pupils and families have identified social and emotional issues for many pupils. As a result, further additional pastoral support is required to enable them to be able to function together well within a social context, so that issues do not impact within the classroom environment.</p> <p>Teacher referrals for ELSA support during the pandemic have increased significantly. 24 number of pupils who are eligible for Pupil Premium are currently accessing pastoral support interventions (1:1 and small group)</p>
5	Assessments and teacher observations indicate that a high proportion of pupils in receipt of Pupil Premium demonstrate weaker core maths skills-particularly within multiplication. The barriers in relation to vocabulary have also impacted upon pupils ability to reason and problem solve.
6	26% of disadvantaged pupils have been 'persistently absent' compared to 3% of their peers during last academic year. Our assessment and teacher feedback indicates that this absenteeism is negatively impacting upon some of disadvantaged pupils' progress.

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
<ul style="list-style-type: none"> • <i>Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum, with a focus on phonics, reading, writing and Maths.</i> • <i>The attainment gap is narrowed pp/ non-pp children.</i> 	<ul style="list-style-type: none"> • Those pupils who are identified as 'off-track' are thoroughly assessed, using diagnostic assessments to identify their barriers to learning. AfL is also used consistently, by all staff, to develop a deep knowledge and understanding of individual needs. • Highly targeted, focused, time limited interventions in place to ensure that barriers are overcome and accelerated progress is made. • Little Wandle (validated DfE programme) implemented and used with fidelity to teach phonics within FS and KS1 (and specific children in KS2). Additional resources to support home reading, matched to in-school phonics teaching are in place. • QFT is at least good and often outstanding, in addition personalised provision within the classroom supports the children to succeed. • Regular opportunities to rehearse/revisit/recall/consolidate key learning and skills is evident in pupil outcomes. • Rigorous and forensic data analysis of on-going assessments and NFER outcomes, alongside book scrutiny's evidence that pupils are making good progress. • Specialist Educational Support is utilised as appropriate, as a preventative measure to improve outcomes for pupils eligible for PP funding.
<ul style="list-style-type: none"> • <i>The language deficit for pupils in receipt of PP funding is diminished.</i> • <i>A strong reading culture is embedded across the school and ensures that all pupils develop a love of reading.</i> 	<ul style="list-style-type: none"> • Curriculum plans reviewed to ensure rapid acquisition and use of vocabulary across all areas of the curriculum. • All pupils are exposed to tier 2 and tier 3 vocabulary throughout the curriculum. • A wide range of opportunities are evident to support language development- e.g. debating, holding conversations for different purposes. • Targeted children receive additional Speech & Language intervention.



	<ul style="list-style-type: none"> • High parental engagement in relation to Speech & Language development • Pupil make good progress in reading as a result of consistent implementation of the approach to reading across the school. • Classrooms and shared areas are 'text rich', and pupils regularly engage with a widening variety of books/texts. • Increased % of PP pupils working at ARE or above across the school in reading and phonics. • All children have access to reading at home and at school. • Children are given regular opportunities to change their reading books
<ul style="list-style-type: none"> • <i>Pupils love learning and have access to an engaging, broad and varied curriculum.</i> • <i>Pupils have high aspirations of themselves and others and believe they can do it.</i> • <i>All pupils are exposed to a breadth of experiences that enables them to contextualise their learning.</i> 	<ul style="list-style-type: none"> • The curriculum at all Saints provides children with an exciting, broad and rich learning experience. • Through QFT – staff ensure that visits, events and experiences make learning 'irresistible' and 'memorable'. • Children are systematically exposed to a wide range of social, cultural, enrichment and sporting activities. • Home learning packs are tailored to individual needs and celebrate children's successes. • A larger proportion of pupils evidence positive dispositions for learning.
<ul style="list-style-type: none"> • <i>Pastoral support is well targeted and effective in ensuring that our most vulnerable pupils eligible for PP are fully engaged in all aspects of school life.</i> 	<ul style="list-style-type: none"> • Pupils who receive pastoral support intervention make at least expected progress. • Pre and post measures within pastoral support interventions evidence a positive impact. • Key families are accessing our offer of support through Early Help. • Learning Support Staff are allocated to best meet the needs of all learners, they challenge and guide the children without building an over-reliance on adult support. • Attendance rates for pupils eligible for PP evidentially improves.



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: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD for all FS/KS1 staff to ensure that high quality and specific approaches in the teaching of phonics, early reading and language and communication is consistently in place across FS and KS1.</i></p>	<p>Evidence from the Education Endowment Foundation (EEF): 'Teaching and Learning Toolkit'</p> <ul style="list-style-type: none"> Phonics (+5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Oral language Interventions (+6 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions <p>Key messages from the DfE: The New Reading Framework.</p>	<p>1,2,3</p>
<p><i>CPD for all KS2 staff to ensure high quality teaching in reading (fluency and comprehension), and writing.</i></p>	<p>Evidence from EEF:</p> <ul style="list-style-type: none"> Improving Literacy KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Reading comprehension strategies (5+ months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies 	<p>1,2,3</p>
<p><i>Staff CPD to revisit key aspects of pedagogy to ensure that the Teaching and Learning Policy is consistently in place across the school and delivering at least good, and often outstanding,</i></p>	<p>The Sutton Trust: What makes great teaching? https://www.suttontrust.com/wp-content/uploads/2019/12/What-makes-great-teaching-FINAL-4.11.14-1.pdf</p> <p>Evidence from the EEF:</p> <ul style="list-style-type: none"> Metacognition and self-regulation https://educationendowmentfoundation.org.uk/ 	<p>1,2,3,5</p>



<p><i>Quality First Teaching and provision within each classroom.</i> <i>(Modelling, scaffolding, metacognition, AfL, challenge, etc)</i></p>	<p>education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
<p><i>Time allocated for Pupil Premium Lead to carry out strategic leadership (cost of cover)</i> <i>1 day per half term</i> <i>Coaching with ECTs</i> <i>1 hours per week x 6 weeks</i></p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	<p>All</p>

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>High quality, structured, evidence based interventions, delivered by highly competent Learning Support Assistants, to address barriers to learning.</i> <i>Including: ELKAN, precision teaching, handwriting, fine motor, phonics, spelling, pre and over learning in SpAG and arithmetic/multiplication facts.</i> <i>Support will be strategically deployed to need through data analysis</i></p>	<p>Targeted small group intervention based on a specific barriers to learning can be an effective method in supporting pupils to fill these gaps and make progress.</p> <p>EEF research- effective use of teaching assistants recommendation 5. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>This is also a proven strategy within school.</p> <p>Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’: Individualised instruction + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction Small group tuition +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,5</p>



<i>and provision maps.</i>		
<i>A highly trained Learning Support Assistant to identify the specific learning barriers in relation to reading fluency (KS2) and to then plan and implement bespoke intervention to support progress.</i>	<p>It is well known that if pupils are not fluent readers, then they cannot comprehend. This strategic approach is in place to ensure that all pupils leave our school as competent and fluent readers who are able to comprehend.</p> <p>Evidence from EEF –Improving Literacy KS2.</p> <ul style="list-style-type: none"> Improving Literacy KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 <p>Recommendation from DfE ‘The Reading Framework’.</p>	1,2
<i>All pupils eligible for PP funding to be allocated a Learning Support Assistant Champion who will support them with their homework and targets.</i>	<p>This has been in place for the last 3 years in school and has been very successful in engaging parental support from home and ensuring that pupils are practising key skills.</p> <p>37/40 Pupils eligible for PP completed homework each week for the autumn term 2020.</p>	1,2,3,5

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

Budgeted cost: £ 6,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA interventions to support pupil well-being.</i>	<p>This is a proven strategy which is already in place within school. Our Pastoral Support Team played an essential part in supporting our pupils during the pandemic and on their return to school.</p> <p>EEF- Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3,4,
<i>Attendance monitoring</i>	<p>During the summer term we implemented a meet and greet for key pupils. This was effective in ensuring that identified pupils had a positive start to the school day</p>	



	and also meant that we were able to respond proactively when a pupil didn't arrive. This is an aspect of provision that we would like to continue this academic year.	
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Total budgeted cost: £ 55,100



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 suggest that overall our Catch Up plan was robust and supported teachers to create a clear plan to ensure that pupils eligible for Pupil Premium were able to get back on track to reach their potential. Interventions/support was allocated strategically during the summer term, to ensure maximum impact and this led to 81% of pupils achieving in-line with their start points and pre-covid attainment in July. Catch up was a particular success in Y6 with 100% of pupils eligible for Pupil Premium meeting the expected standard in reading/writing and maths.

Further analysis highlighted that the performance of a proportion of pupils eligible for Pupil Premium had dipped, particularly in Years 3 and 4 (31%). Our assessment of the reasons for these outcomes are primarily linked to the impact of Covid-19. During this period, the education of these children was disrupted alongside additional challenges within their home life.

During the academic year we made clear adjustments to our plans to maximise their impact on pupil progress, despite this children were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we have intended and have implemented in previous years. We worked to mitigate this impact by ensuring that interventions and 1:1 support was still available during periods of partial closure and remote learning, as well as providing additional resources to make sure that all children were able to access our remote learning offer.

The implementation of strategies to support improvements in persistence absence, including attendance monitoring, quick intervention and pastoral support, had a level of success for specific individuals over the year. This has been measured by the increased levels of parental engagement, and consequently specific targeted pupils attending school more regularly, for periods of time. This was however impacted upon by covid-19, with bubble and partial closures, alongside children/families becoming ill and increasingly worried. Persistence absence for the school during this academic year was 3% and for Pupil Premium was 26%, as a result this is something that will continue to form part of our strategy for the academic year 21/22.

Our assessments and observations indicated that well-being and mental health were significantly impacted upon last year, due to Covid-19 related issues. To work to mitigate this, we redirected some of the funding towards offering an enhanced pastoral support package, including ELSA interventions when required. The impact of this was



positive for our disadvantaged pupils, based upon parental and pupil feedback. This is an area which we will continue to build upon, as evidenced within this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	