



## 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	368 (204 Service Families)
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 2023/24 2024/25
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mr Paul Martin Headteacher
Pupil premium lead	Mrs Zoe Jepson Deputy Headteacher/ Pupil Premium Lead
Governor / Trustee lead	Mr Andy Canavan Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,785
Recovery premium funding allocation this academic year	£6,670
School Led Tutoring funding allocation this academic year	£7,290
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£70,745</b>



## 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 all pupil 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 reach their potential.*

*Our strategy is also integral to the wider school plans for education recovery, which includes targeted support through the school-led National Tutoring Programme.*

*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, (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	<b>Language deficit</b> 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 and poor phonic/early reading skills.
2	<b>Attainment of eligible pupils with the potential for GDS.</b> Assessment and observations evidence that, on average, pupils in receipt of Pupil Premium who have the potential to achieve GDS find it increasingly difficult to reason and think at a deeper level. As a result, since the period of school closure, pupils have found it difficult to maintain progress in line with their peers from similar start points.
3	<b>Securing progress and attainment of eligible pupils in core areas of learning.</b> Internal observations and assessments evidence that a majority of pupils in receipt of PP have made good progress and are now attaining at their pre-covid levels. While this is positive and evidences the success of this strategy, we recognise the importance of embedding the progress made, so that it is secured, over time. In addition, there are a small proportion of pupils eligible for PP who require further, in-depth analysis to support further progress.
4	<b>Supporting identified social, emotional and mental health concerns.</b> Assessments and observations with pupils and families indicate that the mental health and well-being of a proportion of pupils and/or their families, has been impacted upon negatively following the pandemic. This has resulted in children not being socially and emotionally ready to access learning due to circumstances at home and/or a lack of self-belief and resilience. As a result, they often have difficulty in being able to focus on and do well in their learning. Teacher referrals for ELSA support remain high, with 24 pupils eligible for Pupil Premium currently accessing pastoral support interventions. In addition, 16 pupils/families have required support through the Early Help process.
5	<b>Attendance</b> 10.2% of disadvantaged pupils have been 'persistently absent' compared to 7% 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.
6.	<b>Parental Engagement</b> Internal observation and analysis of data indicates that, for a small proportion of pupils eligible for PP, parents have difficulty engaging with school and supporting home learning. This negatively impacts upon the progress and often the attitude of these pupils.



## 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"> <li>• <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></li> <li>• <i>The attainment gap continues to be narrowed for pp/ non-pp children.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Any pupils who are identified as 'off-track' are thoroughly assessed, using diagnostic assessments to identify their barriers to learning.</li> <li>• Highly targeted, focused, time limited interventions in place to ensure that barriers are overcome and accelerated progress is made.</li> <li>• Over learning is used as a strategy to support pupils to embed learning into long term memory. Systematic checks ensure that they are able to retain information- know more and remember more.</li> <li>• QFT is at least good and often outstanding, in addition personalised provision within the classroom supports the children to succeed.</li> <li>• Regular opportunities to rehearse/revisit/recall/consolidate key learning and skills is evident in pupil outcomes.</li> <li>• Rigorous and forensic data analysis of on-going assessments and NFER outcomes, alongside book scrutiny's evidence that pupils are making good progress.</li> <li>• The higher order skills of analysis, inference and evaluation are evidence across all subjects and support pupils to be able to question and make links.</li> <li>• All pupils eligible for PP make good progress, from their starting points and are able to embed and build upon previous attainment.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>The language deficit for pupils in receipt of PP funding is diminished.</i></li> <li>• <i>Vocabulary is taught clearly and effectively within and across subjects.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Increased % of PP pupils working at ARE or above across the school in reading and phonics.</li> <li>• Embed the outstanding work on developing vocabulary from last year.</li> <li>• Embed the wide range of opportunities to support language development, with a high focus on developing pupils debating skills, across KS2.</li> <li>• Targeted children within EYFS and Y1 receive additional Speech &amp; Language intervention.</li> <li>• Books are carefully chosen to also match pupil's interests, so that they 'want' to read more, to support vocabulary development.</li> <li>• Reading fluency continues to be a high priority, to ensure that these pupils have the potential to be competent, fluent readers, who are able to comprehend.</li> <li>• Love of reading is promoted with home.</li> </ul>



<ul style="list-style-type: none"><li>• <i>Pupils love learning and have access to an engaging, broad and varied curriculum.</i></li><li>• <i>Pupils have high aspirations of themselves and others and believe they can do it.</i></li><li>• <i>All pupils are exposed to a breadth of experiences that enables them to contextualise their learning.</i></li></ul>	<ul style="list-style-type: none"><li>• All pupils eligible for PP have a 'Champion' assigned. Part of this role is to engage regularly with the pupils and celebrate their achievements, so that they feel confident and 'love' their learning.</li><li>• QFT is at least good, and often outstanding. Visits, events and experiences make learning 'irresistible' and 'memorable'.</li><li>• Children are systematically exposed to a wide range of social, cultural, enrichment and sporting activities.</li><li>• Home learning packs are tailored to individual needs and celebrate children's successes.</li><li>• A larger proportion of pupils evidence positive dispositions for learning.</li></ul>
<ul style="list-style-type: none"><li>• <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></li></ul>	<ul style="list-style-type: none"><li>• Pupils who receive pastoral support intervention make at least expected progress.</li><li>• Pre and post measures within pastoral support interventions evidence a positive impact.</li><li>• Key families are accessing our offer of support through Early Help.</li><li>• Good relationships formed with families who can be 'hard to reach'.</li><li>• 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.</li><li>• Attendance rates for pupils eligible for PP evidentially improves.</li><li>• Attendance of pupils eligible for PP at extra-curricular clubs increases across the year.</li></ul>



## 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: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD for all new FS/KS1 staff to ensure that the high quality and specific approaches to the teaching of phonics, early reading and language and communication, is fully embedded and consistently in place across FS and KS1.</i>	<p>Evidence from the Education Endowment Foundation (EEF): 'Teaching and Learning Toolkit'</p> <ul style="list-style-type: none"> <li>Phonics (+5 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></li> <li>Oral language Interventions (+6 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></li> </ul>	1,3
<i>CPD for all staff to further develop the use of mastery approaches, to support pupils to develop the high order skills of analysis, inference and evaluation.</i>	<p>Evidence from EEF:</p> <ul style="list-style-type: none"> <li>Mastery learning (5+ months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></li> <li>Reading comprehension strategies (5+ months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></li> </ul>	1,2,3
<i>Staff CPD to develop subject specific pedagogy, so that we are using the best approaches to impact upon pupil knowledge and skills progression.</i>	<p>The Sutton Trust: What makes great teaching? <a href="https://www.suttontrust.com/wp-content/uploads/2019/12/What-makes-great-teaching-FINAL-4.11.14-1.pdf">https://www.suttontrust.com/wp-content/uploads/2019/12/What-makes-great-teaching-FINAL-4.11.14-1.pdf</a></p> <p>Evidence from the EEF:</p>	1,2,3



<p>Staff CPD on retrieval strategies, so that pupils can remember and recall more with greater ease.</p> <p>CPD for new staff to ensure that there is a consistent approach to Quality First Teaching and provision within each classroom. (Modelling, scaffolding, metacognition, AfL, challenge, etc)</p>	<ul style="list-style-type: none"> <li>Metacognition and self-regulation  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> </li> </ul>	
<p>Time allocated for Pupil Premium Lead to carry out strategic leadership (cost of cover)</p> <p>1 day per half term</p> <p>Coaching with ECTs</p> <p>1 hours per week x 6 weeks</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	<p>All</p>

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

Budgeted cost: £ 48,745

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality, structured, evidence based interventions, delivered by highly competent Learning Support Assistants, to address barriers to learning.</p> <p><i>Including: ELKAN, precision teaching, handwriting, fine motor, phonics, spelling, pre and over learning.</i></p> <p>Support will be strategically deployed to need through data analysis and provision maps.</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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>This is also a proven strategy within school.</p> <p>Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’:</p> <p>Small group tuition +4 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1,2,3,6</p>



<p><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>	<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"> <li>Improving Literacy KS2</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	<p>1,2,3,6</p>
<p><i>School Led Tuition by a qualified teacher.</i> 1:1/ 1:2/ 1:3</p> <p><i>(Year 5 &amp; 6- 12 hours per week)</i></p> <p><i>(Years 3 &amp; 4- 6 hours per week)</i></p>	<p>We will utilise the Nation Tutoring Programme funding, in line with Government guidance, to support our School Led Tutoring Programme.</p> <p>Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’: Individualised instruction + 4 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>	<p>1,2,3</p>
<p><i>All pupils eligible for PP funding to be allocated a Learning Support Assistant ‘Champion’ who will provided personalised support to meet need, e.g. homework and targets.</i></p>	<p>This has been in place for the last 4 years in school and has been very successful in engaging parental support from home and ensuring that pupils are practising key skills.</p> <p>33/40 Pupils eligible for PP completed homework each week for the summer term 22.</p>	<p>1,2,3,4,6</p>

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

Budgeted cost: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>ELSA interventions to support pupil well-being.</i></p>	<p>This is a proven strategy which is already in place within school.</p> <p>EEF- Teaching and Learning Toolkit: Social and Emotional Learning (+4 months)</p>	<p>4,5,6</p>



	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	
<i>Meet &amp; Greet provision.</i> <i>Attendance monitoring</i>	<p>Last academic year 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 and also meant that we were able to respond proactively when a pupil didn't arrive. Monitoring of attendance enables us to act swiftly when concerns begin to emerge.</p> <p>This is an aspect of provision that we would like to continue this academic year.</p>	4,5,6
Welfare officer to be the first port of call in the delivery of our 'Early Help Offer'.	<p>Last academic year, we developed the role of our Welfare Officer to work with families who required early help. This has had a significantly positive impact on pupil/parent well-being and engagement, as well as supporting the family to improve outcomes.</p> <p>This is an aspect of provision that we would like to continue this academic year.</p>	4,5,6
All pupils to access an aspect of the extra-curricular offer.	<p>Last year we further developed our extra-curricular offer, based upon feedback from pupils. All pupils who attended provided positive feedback.</p> <p>This is an aspect of our provision that we want to ensure all pupils eligible for PP access.</p>	4,5

**Total budgeted cost: £ 70,745**



## 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 2021 to 2022 academic year.

Intended outcomes 2021-2022	Impact																																								
<p><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></p> <p><i>The attainment gap is narrowed pp/ non-pp children.</i></p>	<p>Out of the 46 pupils identified as eligible for pupil premium, 87% made at least expected progress and are back on-track to their pre covid attainment levels.</p> <table border="1" data-bbox="596 846 1134 1115"> <thead> <tr> <th colspan="5">% making good progress from their starting points.</th> </tr> <tr> <th>Year group</th> <th>No of pupils eligible for PP</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>10</td> <td>80%</td> <td>80%</td> <td>90%</td> </tr> <tr> <td>2</td> <td>4</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>3</td> <td>7</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>4</td> <td>2</td> <td>100%</td> <td>50%</td> <td>0%</td> </tr> <tr> <td>5</td> <td>12</td> <td>75%</td> <td>83%</td> <td>83%</td> </tr> <tr> <td>6</td> <td>11</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table> <p>We having successfully implemented 'Little Wandle' across FS and Y1. External monitoring has judged our provision as strong and 100% of Y1 pupils eligible for PP passed the phonics screening test.</p> <p>Monitoring evidences that interventions have been highly targeted, based upon assessment data to support pupils to overcome specific learning barriers.</p> <p><b>Next steps:</b></p> <p>Further, in-depth analysis of gaps within learning for the small proportion of pupils who remain off-track. Consider external assessments to support as appropriate.</p> <p>Direct NTP funding to support pupils who are not currently reaching their full potential.</p>	% making good progress from their starting points.					Year group	No of pupils eligible for PP	Reading	Writing	Maths	1	10	80%	80%	90%	2	4	100%	100%	100%	3	7	100%	100%	100%	4	2	100%	50%	0%	5	12	75%	83%	83%	6	11	100%	100%	100%
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<p><i>The language deficit for pupils in receipt of PP funding is diminished.</i></p>	<p>Language and communication has been a high priority, including ELKAN trained staff deliver high focused interventions. These evidence based interventions have supported good progress for key pupils.</p>																																								



<p><i>A strong reading culture is embedded across the school and ensures that all pupils develop a love of reading.</i></p>	<p>The key messages from the DFE: The New Reading Framework have been consistently implemented. Quality 'story time' is a high focus across FS and Y1.</p> <p>Curriculum plans have been reviewed to ensure rapid acquisition of vocabulary and this is clearly evident within the learning environment and pupil outcomes. As a result, pupil's ability to be able to talk about their learning and engage in high level conversations has evidentially improved.</p> <p>The Reading Policy has been reviewed and developed to ensure that the teaching of reading is systematic in supporting pupils to be fluent, competent readers who can comprehend. In addition, there has been a high focus on ensuring classroom are 'text' rich. Consequently, the 'love of reading' is high evident across the school.</p> <p>78% (91% not including SEN) of pupils eligible for PP, are achieving EXS within reading. 93% of pupils in Years 1 &amp; 2 passed the phonics screening test.</p> <p><b>Next steps:</b></p> <p>Continue to embed reading and vocabulary developments, to ensure that successes are secured and built upon.</p> <p>Develop pupil's ability to debate- across KS2.</p> <p>My Book Blog will no longer be used. Identify strategies for how we bridge this gap.</p>
<p><i>Pupils love learning and have access to an engaging, broad and varied curriculum.</i></p> <p><i>Pupils have high aspirations of themselves and others and believe they can do it.</i></p> <p><i>All pupils are exposed to a breadth of experiences that enables them to contextualise their learning.</i></p>	<p>'Pupil Premium Champions' are allocated to each individual to ensure that they have tailored support which enables them to be successful. This is a strategy that has been in place for a number of years and has provided on-going proven success. This has also been recognised as exemplary practise by the academy trust.</p> <p>Pupil voice evidences that pupils eligible for PP feel well supported to do their best.</p> <p>High academy improvement focus on ensuring that quality first teaching is at least good and often outstanding, including an increase in 'irresistible' learning opportunities.</p> <p><b>Next steps:</b></p> <p>To work with the Sports Premium Lead to ensure that the uptake of clubs for pupils eligible for PP is increased.</p>



	<p>To re-establish the academies broad and rich offer of learning experiences and visits, so that it is in-line with the pre-pandemic offer.</p>
<p><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></p>	<p>The development of a 'Welfare Officer' post has enhanced the pastoral support provision that we are able to offer.</p> <p>Good relationships have been established with all families, eligible for PP, who require support through Early Help. This has directly impacted by reducing attendance concerns for specific targeted pupils.</p> <p>For the academic year 21/22 PA for pupil premium children was 10.2%, compared to 7.8% for non-pupil premium children. While this is a significant reduction from the previous academic year (24%), there is still further work to be done to build upon this success.</p> <p>Clear pre and post measures for pastoral interventions are securely in place and these evidence positive impact, including supporting pupils to be able to get back to their learning. Feedback from pupils and parents evidence positive impact.</p> <p><b>Next Steps:</b></p> <p>Further TAC training for Welfare Officer. So that our Early Help offer can be further embedded, without increasing the workload for teachers.</p> <p>Continue to embed the Pastoral Support offer.</p>

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
My Book Blog	Ruth Miskin
Literacy Shed	Ed Shed
Times Tables Rock Stars	TTRS