

# Pupil Premium Strategy Statement

## Surrey Hills All Saints Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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                                     | Surrey Hills All Saints Primary School |
| Number of pupils in school                      | 155                                    |
| Proportion (%) of pupil premium eligible pupils | 17.4%                                  |
| Academic year covered by statement              | 2022-2023                              |
| Date this statement was published               | 1 <sup>st</sup> September 2022         |
| Date on which it will be reviewed               | 1 <sup>st</sup> September 2023         |
| Statement authorised by                         | Simon Coles (Head)                     |
| Pupil premium lead                              | Jane O'Donnell                         |
| Governor / Trustee lead                         | Steven Welding                         |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £23,946 |
| Catch Up funding allocation this academic year  | £3726   |
| National Tutoring School Led allocation this academic year  | £3190   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £30,862 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Surrey Hills All Saints we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

### **Our ultimate objectives are to:**

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their nondisadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

### **Achieving our objectives:**

#### **In order to achieve our objectives and overcome identified barriers to learning we will:**

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning.
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

### **Key Principals:**

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Regular parental engagement, especially for families we don't see on a regular basis.                         |
| 2                | 40% of our disadvantaged children are also on the SEND register.  |
| 3                | Gaps in some of our disadvantaged pupils phonological awareness.  |
| 4                | Attendance of particular disadvantaged children still presents as a barrier, despite efforts to address this. |

## 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   |
|--|--|
| DP children will make expected progress or better in reading, writing and maths.                                 | <p>Teacher and formative assessment will show accelerated progress for DP children in the core areas.</p> <p>A higher proportion of DP pupils will reach ARE at the end of KS1 and KS2.</p> <p>Those DP pupil with SEND will fulfil their specific SEND outcomes through targeted interventions and personalised approaches to learning.</p> |
| Pupils phonological awareness will improve through the school wide implementation of RWI and Accelerated reader. | <p>The number of DP pupils passing their phonics screen will improve on last year and be higher than national figures</p> <p>Data from Accelerated reader in KS2 will demonstrate progress in pupils reading levels and associated comprehension.</p>  |
| DP pupils will experience a wider array of extra-curricular activities alongside their core curriculum.          | <p>DP pupils will engage in trips, residentials and after school clubs.</p> <p>The number of DP pupils engaging in sporting fixtures and clubs will rise.</p>  |

|   |   |
|---|---|
| The % attendance of DP pupils will improve on previous years figures and family engagement will also improve.       | The HSLW will continue to support families in need.<br><br>Breakfast club provision will be offered to specific pupils.                                     |
| DP pupils will be emotionally ready for learning each day and have the resilience to overcome emotional challenges. | ELSA and Play Therapy will support specific pupils throughout the year.<br><br>Lunchtime nurture provision will be offered to those pupils who may need it. |

## 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: £2,400

| Activity  | Evidence that supports this approach  |
|---|---|
| Invest CPD time in further training of SSP (read Write Inc) leader and staff across the school to implement catch up programmes. Invest in the release of specific staff from teaching to implement and monitor the programme.<br>(£1200) | The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. (EEF)  |
| Purchase Accelerated Reader resources and invest CPD time in the training of staff across the school. Invest in the release of specific staff from teaching to implement and monitor the roll out of the programme.<br>(£1200)            | The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF) |

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

Budgeted cost: £ 18,690

| Activity   | Evidence that supports this approach   |
|--|--|
| Strategic planning and monitoring of disadvantaged children by the Inclusion Lead: <ul style="list-style-type: none"> <li>• Strategic planning</li> <li>• Liaison with parents</li> <li>• Provision of emotional support for individual pupils</li> <li>• Pupil progress meetings</li> </ul> (£8000) | Increase in engagement and children ready for learning alongside their peers in the classroom with less need for interventions over time Children progress within their learning parameters increases to reduce the gap to reach ARE by 6 months |
| LSA's that focus on the progress of disadvantaged children within specific Year groups of concern / within specific classes (Year 3, 4 and 6)<br>(£7500)   | The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. (EEF)  |
| Increasing hours of an established teaching member of staff to provide 2 additional hours per week School Led tutoring sessions<br>(£3190)   | Increase in engagement and children ready for learning alongside their peers in the classroom with less need for interventions over time Children progress within their learning parameters increases to reduce the gap to reach ARE by 6 months |

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

Budgeted cost: £9,772

| Activity  | Evidence that supports this approach   |
|---|--|
| Play Therapy: Cost of one fully qualified play therapist one morning a week for 5 months.<br>(£775)   | The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions |
| Nessy Spelling and Reading and Hairy Reading catch up programme available daily from 8am-8:30am to provide support for catch up in Reading and spelling and provide quiet calm entry to school before main body of pupils to support well-being and getting ready to learn.<br>(£200) |  |
|   | have an identifiable and valuable impact on attitudes to learning and social relationships in school. (EEF)  |

|   |  |
|---|--|
| <p>Part-time ELSA's support children with a range of challenges, allowing them to access learning with a reduced level of anxiety. (£4502)</p>  | <p>Government research has shown, (Public Health England Briefing, 2014) that: 'education and health are closely linked. So promoting the health and wellbeing of pupils and students within school and colleges has the potential to improve their educational outcome and their health and well-being outcomes'.</p> |
| <p>Free access to clubs, including breakfast club or more specific curriculum linked clubs.<br/><br/>(£500)</p>   | <p><i>Improved attendance of our DP/Vulnerable/CP child</i></p>  |
| <p>Home School Link Worker support for parents where children are vulnerable due to home-life difficulties. Identification and removal of barriers for those children and families where possible.<br/><br/>(£3795)</p> | <p><i>The DFE report 2010</i><br/><br/><i>'Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation.'</i></p>                                       |

**Total budgeted cost: £30,862**

## Part B: Review of outcomes in the previous academic year

Please see Impact of Disadvantaged Funding 2020-2021 on school website by clicking the link or visiting:

|  |
|--|
| <p><b>Review against our objectives:</b></p> <ul style="list-style-type: none"> <li>Remove barriers to learning created by poverty, family circumstance and background. <i>We have provided all teachers with high quality CPD in Read Write Inc to ensure that pupils access effective quality first teaching. We provided targeted intervention to remove barriers for reading using a Literacy for all approach.</i></li> <li>Narrow the attainment gaps between disadvantaged pupils and their non disadvantaged counterparts both within school and nationally. <i>We have provided targeted intervention with Accelerated Reader and supported children with a rigorous intervention programme to quickly address identified gaps in learning. 48% of PP children achieved expected in Reading of whom 30% are also children with SEND.</i></li> </ul> |
|--|

- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.

*RWI CPD and training has supported all teaching staff to build their knowledge so that all children can read fluently. 92% of children passed their phonics tests and 80% achieved reading in KS2 (both above national), 72% in KS1.*

- Develop confidence in their ability to communicate effectively in a wide range of contexts

*A range of support including our Home School Link Worker, Elsa and Playtherapy together with targeted breakfast club places and nurture provision at lunchtime has improved confidence in children.*

- Enable pupils to look after their social and emotional wellbeing and to develop resilience.

*Positive relationships have been built with disadvantaged pupils and their families by the Home School Link Worker to support in a wider context. This has had a beneficial effect on pupil and family wellbeing. The Home School Link Worker has also been involved with families struggling with low attendance. ELSA programme continues to support vulnerable pupils in this academic year; impacting positively on engagement and well-being; in readiness for learning. Internal assessments show that online interventions, such as Nessy is beginning to have a positive impact on the progress of disadvantaged pupils.*

- Access a wide range of opportunities to develop their knowledge and understanding of the world.

*Free opportunities for enrichment activities such as residentials, a free place to every PP child in a club and school trips and visits have been offered to enable children to build their knowledge*