

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Compton All Saints'
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	20.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	Oct 2022
Date on which it was last reviewed	Sept 2024
Date of next review	September 2025
Statement authorised by	David Ware
Pupil premium lead	David Ware
Governor / Trustee lead	Jonny Hingston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,063.75
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£20,063.75

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery. We analyse pupil attainment to identify trends for disadvantaged pupils, so that we can target support to areas where there is the greatest need and close the gap in attainment.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Underpinning this is the importance of high expectations. Our children are individuals and our approaches chosen annually will reflect this. This is so that our disadvantaged children have:

- *equal opportunities to non-disadvantaged children*
- *access to high quality teaching and learning tailored to their needs*
- *good educational outcomes that will enable them to achieve their aspirational goals*

Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning, specifically literacy skills, which have impacted attainment in writing but also in mathematics.
2	Less developed social and emotional skills that can impact well-being and academic attainment.
3	25% of pupils eligible for pupil premium also require SEND support.
4	Attendance of Pupil Premium Groups was lower than non-PP groups last academic year.
5	Limited range of opportunities and experiences can provide challenges to learning and wellbeing in school.

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
High expectations that 100% of pupils eligible for pupil premium achieve ARE or above in reading, writing and maths.	Pupils who are not currently ARE make more progress from their lower starting points and achieve ARE in Reading, Writing and Maths. Identified pupils achieve Greater Depth.
Pupils eligible for pupil premium are supported to develop their social and emotional skills and understanding.	Pupils are observed to have the social skills required to help form good relationships and have secure self-regulation so they can be successfully engaged in their learning and school life.
Pupils eligible for pupil premium who are also on the SEND register receive support and/or targeted interventions to help overcome specific barriers to learning.	Pupils who are not currently ARE make accelerated progress from lower starting points in Reading, Writing and Maths.
Children in receipt of Pupil Premium have equal access to education and opportunities as their non PP peers.	Attendance of PP children in school and extracurricular opportunities is in line with their non PP peers.
100% of pupils eligible for pupil premium have access to extra - curricular opportunities, including before and after school clubs, as well as all school trips and residential.	Pupils have equal access to child care enabling parents/carers to have greater flexibility for work commitments. Children are ready to learn and are in school promptly at the start of the day.

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: £9,063.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Improve the progress of disadvantaged students through high-quality teaching and learning. Adaptive Teaching has a PP/SEN focus through CPD, monitoring and classroom teaching.</i></p>	<p><i>The EEF highlights the importance of teachers regularly completing continuous professional development. We regularly review or practices, look for training opportunities to address ongoing areas in the school which need improving.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development</p>	1,3
<p><i>Effectively use data tracking points based on high-quality assessment to identify disadvantaged students for interventions</i></p>	<p>EEF toolkit has shown that the effective use of feedback can result in +8 months progress in a year for disadvantaged pupils.</p>	1,3
<p><i>Embedding and consolidating High quality teaching through English and Maths Lead core provision</i></p>	<p>Ongoing emphasis on quality first teaching by developing core classroom teaching strategies that improve the literacy capabilities of the whole class.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Text Drivers providing ‘inspirational starting points for teachers planning and can be used to plan opportunities for the teaching of reading and spoken language as well as writing.’ HIAS</p>	1,3

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Specific Support for pupils social and emotional well-being including to ELSA & Therapeutic Story writing Ongoing development of social and emotional learning through Structured programmes eg ELSA, TSW (Therapeutic Story Writing) and TALA (Therapeutic</i></p>	<p>The EEF highlights the benefits of social and emotional learning: 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</p> <p>Social and emotional interventions in education are shown to improve skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. The ELSA includes ‘take away’ tasks for follow-up in the class room to help generalise skills taught. Feedback to key staff, during and after an ELSA programme, is an integral part of the intervention and aimed to maximise the positive impact on child’s outcomes.</p>	<p>1,2,3</p>
<p><i>Targeted interventions with individuals or small groups such as precision teaching, Time to talk, ‘Speed-Up! Handwriting’ Provided by HLTA or LSAs</i></p>	<p>Research shows that interventions carried out by teaching assistants have a greater impact if there is a clearly specified approach. Targeted interventions can benefit pupils progress by an average of 4 to 6 additional months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=interventions</p>	<p>1,3</p>
<p><i>Targetted Phonics and early literacy interventios such as Nussy.</i></p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: word-gap (Oxford University Press)</p>	<p>1,3</p>

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School uniform as well as other financial support offered to pupil premium families to help with the costs of equipment needed for school.</i>	Financial hardship should not hinder inclusion or impact on the child’s sense of belonging and self-worth. To ensure our children thrive we first need to meet the most basic of their needs. ‘Maslow’s Hierarchy Needs’	4,5
<i>Admin Officers will monitor and track attendance figures and put in place interventions to improve attendance, using robust whole-school approach with parents and outside agencies</i>	<p>Embedding good practice set out in DfE’s guidance on working together to improve school attendance.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	4
<i>Pupils participate fully in extracurricular, enrichment activities, trips, residential trips, swimming (travel costs) and peripatetic music.</i>	<p>Financial hardship should not hinder inclusion or impact on the child’s sense of belonging and self-worth. Full access to all trips and extra-curricular activity is always encouraged and costs subsidised or activity provided for free.</p> <p>Government website states that “It has been proven that music plays a key role in brain development. This is because it helps with the nurturing of language, motor skills, emotional intelligence and collaboration skills.”</p>	4, 5
<i>Contingency fund for acute issues</i>	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £20,063.75

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 2023 to 2024 academic year.

An analysis of attainment data from 2023-24, highlighted that of disadvantaged pupils across the school, 38.9% met age related expectations in maths, 61% in reading and 44% in writing. These figures are all lower than previous years. As such, we will ensure we focus our budget for pupil premium to address learning outcomes for the 2024-25 academic year.

We recognise the significant link between poor attendance and under achievement and attendance of our pupils is closely monitored. Data for our pupil premium group was positive. The average attendance for pupil premium children in 2023/24 was 94.5%, this was only slightly lower than the attendance of non-pupil premium children of 96.1%.

ELSA programmes were provided for 45% of children with pupil premium in 2023-24. This is an increase on the previous year. The impact of these interventions has increased pupil self-esteem and improved their skills including self-regulation and assertiveness.

100% of children in receipt of pupil premium were able to attend class trips, including a 5-day residential in year 5/6; swimming in year 3/4 was also fully subsidised for eligible pupils; 60% attended our before/after school provision or an after-school club thus ensuring all pupils have equal access to child care, and curriculum enrichment experiences, regardless of financial hardship. As a school with relatively low numbers with pupil premium, this helps ensure the children have a secure sense of belonging and equality with their non-disadvantaged peers.

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	High quality teacher and access to support through class LSA – including interventions and 1:1 support.
What was the impact of that spending on service pupil premium eligible pupils?	The number of Pupil Premium children is too small to be able to report on anonymously.