

# TOTLEY ALL SAINTS

# Pupil Premium Strategy

# Statement



THE  
DIOCESE OF  
SHEFFIELD  
ACADEMIES  
TRUST

2022-2025

*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.*

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# Pupil premium strategy statement Totley All Saints

## School overview

Detail	Data
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-25
Date this statement was published	Dec 31 <sup>st</sup> 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	Maureen Andrews
Pupil premium lead	Trudi Brown
Governor / Trustee lead	Chris Walch

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,933
Recovery premium funding allocation this academic year	£2,175
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£33,018

# Part A: Pupil premium strategy plan

## Statement of intent

### **THE TASS COMMUNITY: GROWING AND LEARNING TOGETHER**

**“I have come that they may have life, and have it to the full.” John 10:10**

Our aim as a school is for every child to make excellent progress and for every child to access the highest quality education every day. Excellent progress includes academic progress and each child's personal development.

Our distinctly Christian vision drives us to ensure that our focus on excellence is for EVERY child. As a high achieving school we want no child left behind and are striving to ensure that every child achieves their potential. We believe that every child is a precious gift from God and, as such, has infinite worth and value. This means that we commit ourselves to providing an environment based on love and mutual respect where EVERY child can thrive and is supported to achieve their unique & amazing potential as a child of God.

Our values of compassion, justice, forgiveness, selflessness and generosity support our school community to work together in true partnership to benefit all children and particularly the most vulnerable.

We believe that children benefit most, academically and personally when they access a broad, balanced and inspirational curriculum, which is tailored to individual needs and supports each child in knowing and remembering more. We design our curriculum in light of this, with a focus on building the cultural capital all of our children need to be successful as they move on to secondary school and to contribute in society. Our focus on developing an understanding of the world in which we live, through our global neighbours work is essential.

We ensure that when designing our curriculum and provision we consider the challenges all disadvantaged children face and we place their needs central to our planning and school improvement work. This is what helps Totley All Saints to be exceptional.

To ensure we are successful in supporting our most vulnerable children we will

- ✓ Ensure all pupils access highly effective teaching, every day, which is based on current research linked to memory and subject reviews of best practice.
- ✓ Ensure all children are supported to access a broad, progressive and rich curriculum, building cultural capital in line with all pupils in our school community.
- ✓ Prioritise language skills through the precise identification and teaching of vocabulary and providing extensive opportunities to for high quality.
- ✓ Prioritise early reading and phonics, ensuring that our most vulnerable children, particularly those who are at risk of not cracking the phonics code have additional opportunities to practise reading at school.
- ✓ Precisely identify challenges faces by vulnerable children and any barriers to learning for every child and put in place appropriate plans and strategies to address these.
- ✓ Support all children to access extra curricular opportunities provided by school or linked to individual talents and interests.
- ✓ Nurture our culture of the highest expectations for the most vulnerable, and a culture where all staff take responsibility for maximising the progress of disadvantaged children.

In order to fully realise our vision for excellence for our vulnerable children we have a clear definition of disadvantage. For many children an indicator of disadvantage is pupil premium eligibility but the term 'disadvantaged' at Totley All Saints recognises that some children may have socio-economic disadvantage despite not being eligible for pupil premium, particularly given the current challenges following COVID. Indicators of disadvantage may also include: additional needs, challenges linked to attendance, children working with external agencies and being a young carer for example.

The activity we have outlined in this statement is intended to support the needs of all children, regardless of whether they are disadvantaged or not. The strategies used can prevent children becoming educationally disadvantaged and a thriving school community benefits EVERY individual. The activity included in our strategy is also integral to our wider school plans for educational recovery.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments show that a number of our disadvantaged children have greater difficulty in early reading and writing as a result of a number of factors, such as opportunities to practise reading, difficulties with fluency and challenges linked to applying their phonic knowledge. This has an impact over time as children move through school and the most disadvantaged are less likely to reach the expected standard and particularly the greater depth standard in reading and writing.
2	A number of our disadvantaged children have had less opportunities (including through enrichment) to build their knowledge of the curriculum and the world in which they live and to develop the cultural capital to be as successful as their non-disadvantaged peers. This is for a variety of reasons linked to the pandemic and both internal and external to school.
3	Some of the most disadvantaged have less opportunities for high quality talk and for extending their vocabulary to a high standard. This leaves them doubly disadvantaged when working with less disadvantaged pupils within the curriculum and in terms of accessing challenging materials.
4	Emotional Needs; A number of disadvantaged pupils require additional support to meet their bespoke SEMH needs, including behavioural needs, attachment difficulties and trauma. Staff require training to deliver this support.
5	Pupil premium children attend school less regularly than their non-pupil premium peers. At the end of Autumn term attendance for PP children was 92.2%, with 25% being persistent absentees. This is in comparison to 96% and 8.4% in the same measures for non-pupil premium children.

## 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
All children, particularly the most disadvantaged, will access high quality teaching in phonics and early writing. This, along with additional opportunities to practise key skills, will support children in becoming more fluent, in catching up and in developing a love of reading over time.	<ul style="list-style-type: none"> <li>✓ The teaching of reading, including phonics, and early writing will be of a consistently high standard, with the Little Wandle programme being fully embedded. Gaps in outcomes for disadvantaged children in all year groups will narrow with their peers over the academic year.</li> <li>✓ The percentage of pupil premium pupils achieving R,W,M at the expected and greater depth standards at the end of both FS, KS 1 and KS2 will be at least in line with national for all pupils.</li> <li>✓ The vast majority of disadvantaged children in Reception, Year 1 and year 2 will reach the standard expected for the end of their year group in Phonics, measured by the Little Wandle assessments and Phonics Screening.</li> </ul>
As a result of a high quality, enriched curriculum offer and excellence within teaching disadvantaged children will make excellent progress overall. This will have impacted very positively on outcomes with children becoming more knowledgeable about subjects studied and more children will achieve the expected and higher standards.	<ul style="list-style-type: none"> <li>✓ Teaching in all year groups will be of a consistently high standard. It will be based on research informed practice (Teach Simply, Generative Learning and Rosenshine principles)</li> <li>✓ Approaches to retrieval practice will be embedded and will support children in placing learning in long term memory.</li> <li>✓ The mastery approach will have extended beyond Maths and lessons will be well designed to support children in achieving mastery across the curriculum.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Any PP child falling behind will be identified quickly as a result of rigorous tracking and monitoring and this performance information will be used to inform subsequent provision and timely intervention.</li> <li>✓ There is an increase in the number of disadvantaged children participating in enrichment activities. School will have gone above and beyond in ensuring EVERY pupil premium child accesses an activity linked to their interests.</li> <li>✓ As a result of quality first teaching and effective use of precisely targeted interventions and tutoring, targets are met for all pupil premium pupils across school <i>(See Appendix 1 for targets*)</i></li> </ul> <p><b>* TARGETS SET FOR PUPIL PREMIUM PUPILS REPRESENT CLOSING THE GAP TARGETS</b></p>
<p>Pupil Premium childrens' oral skills and vocabulary repertoire will continue to develop. The systematic approach to the precise identification of vocabulary to be taught and the teaching of vocabulary across the curriculum will be fully embedded and pupils will apply learning within their talk as well as within their reading and writing across the curriculum.</p>	<ul style="list-style-type: none"> <li>✓ Extensive opportunities for talk will be evident across the whole curriculum</li> <li>✓ Children will be able to talk confidently about their learning, engaging proactively in lessons and demonstrating their knowledge across the curriculum using the appropriate Tier 2 and 3 vocabulary. This is shown through a range of monitoring evidence: pupil book study/discussions, lesson observations and work sampling.</li> <li>✓ Children will have the necessary skills and confidence to express their views, opinions and feelings.</li> <li>✓ As a result of retrieval practice and the spiral nature of the, knowledge of vocabulary will be placed into long term memory- PP children will know and remember more!</li> <li>✓ An increased % of pupil premium children across school, in line with targets, make at least expected progress each year and reach the expected standard, with more achieving the greater depth standard.</li> </ul>
<p>Staff are well trained to be able to identify SEMH needs and in developing the appropriate strategies to use to support children. As a result, all children, but especially those who are disadvantaged, are well regulated and effectively supported. Disadvantaged children thrive within learning and within play as a result.</p>	<ul style="list-style-type: none"> <li>✓ As a result of high quality training and support all staff feel empowered and skilled in identifying and addressing SEMH needs, drawing on expertise of the SENDCO when appropriate.</li> <li>✓ Provision for disadvantaged children with SEMH needs is high quality and in line with the Sheffield Support Grid when appropriate.</li> <li>✓ Behaviour within lessons and during playtime will be excellent, evidenced through analysis of relevant behaviour data and observations. As a result of the SEMH support children are able to access learning and have positive play. All pupil premium children thrive and feel safe and happy at Totlely.</li> </ul>
<p>Attendance of all Persistent Absentees will have decreased further and pupil premium children's attendance will be fully in line with non pupil premium peers. This will be as a result of systematic high quality attendance intervention and pastoral support.</p>	<ul style="list-style-type: none"> <li>✓ The % of pupil premium children who are persistent absent from school will have reduced significantly.</li> <li>✓ Overall, disadvantaged children will be attending school more regularly and attendance will be in line with non-disadvantaged pupils.</li> <li>✓ All staff involved in the management of attendance will fully understand their roles.</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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Phonics and early reading</b></p> <ul style="list-style-type: none"> <li>Fully embed the Little Wandle Phonics programme the embedding of assessment processes and keep up programme.</li> <li>Introduce Heat Map reviews to track progress</li> <li>Further development of the role of Reading/Phonics Lead, providing sufficient time for coaching and monitoring.</li> <li>Support new staff to deliver the programme consistently during the year. Training will take place for all new staff and ongoing training for current staff.</li> <li>Purchase new books so books can be more precisely matched to the children's phonic knowledge and support ongoing practice.</li> <li>Training for staff linked to one to one reading to further embed their skills.</li> <li>Review how we teach reading across school and develop whole class teaching of reading further.</li> </ul>	<p>EEF report linked to KS 1 Literacy OFSTED research documents and framework Internal data and monitoring</p>	<p>1, 2</p>
<p><b>Early writing</b></p> <ul style="list-style-type: none"> <li>Training through the trust on the teaching of early writing</li> <li>Review of writing curriculum</li> <li>Implementation of an agreed approach to the teaching of early writing, with a greater focus on transcription.</li> </ul>		<p>1, 2</p>
<p><b>To further develop excellence in teaching with the focus on strategies to ensure learning is placed in the long-term memory: pupils to know and remember more.</b></p> <ul style="list-style-type: none"> <li>Further increase the culture of high expectations of ALL pupils: a unrelenting belief that all can make excellent progress from their starting points and that the quality of all outcomes across the curriculum matters.</li> <li>Develop an agreed/consistent approach to the use of retrieval strategies across school, alongside the effective use of jotters. Retrieval strategies and skills are taught and revisited frequently.</li> <li>Focus on disadvantage within pupil progress meetings to identify any child not fully reaching their targets, including GDS pupils.</li> </ul>	<p>EEF Toolkit The CPD programme is based on evidence based approaches. EEF Toolkit: Teaching Assistants and MITA research The development of Walk Thrus is taking place as part of a well planned Learn Sheffield programme. Oracy21 will be explored by SLT to help develop pupil's early language skills.</p>	<p>1, 2, 3</p>

<p><b>Develop consistently high quality teaching through an effective system of CPD, including coaching from senior leaders</b></p> <ul style="list-style-type: none"> <li>• Staff training linked to the DSAT Teach Simply Model with a focus on generative learning, working memory and retrieval practice and schema building.</li> <li>• Within all CPD staff to consider the implications for pupils not yet at the expected standard. How can learning be adapted to meet the needs of all children?</li> <li>• In core subjects focus on the development of teaching strategies to support achievement at the Greater Depth standard.</li> <li>• Maths lead to support all teaching in embedding the mastery approach.</li> <li>• Use of teacher coaching and mentoring to support targeted and incremental improvement for all staff, regardless of experience and expertise</li> <li>• The DSAT Teach Simply approach will be developed and fully embedded into teaching and learning.</li> <li>• Release time for senior leaders to support teachers in classrooms and with planning</li> </ul>	<p>Internal data and monitoring outcomes</p> <p>EEF Toolkit: Meta-cognition and Self-regulation</p> <p>Research linked to Research ED In Action publications, Rosenshine, Retrieval Practice- Kate Jones and Generative Learning: Fiorella, Mayer and Enser)</p> <p>Marc Rowland: Addressing Educational Disadvantage</p>	
<p><b>Wider curriculum</b></p> <p>To engage all pupil premium children in a high quality curriculum, which places equal value on core and foundation subjects:</p> <ul style="list-style-type: none"> <li>- Review and refine all curriculum documentation to ensure the curriculum is ambitious for all</li> <li>- Develop strategies with staff for adaptive teaching, retrieval practice and scaffolding</li> <li>- Review the timetable to provide more time for subjects beyond Maths and English.</li> <li>- Coaching and mentoring for subject leaders to review and develop their subjects further. Provide time for identified leaders to work with staff on curriculum design with a particular focus on Pupil Premium children.</li> <li>- Further develop assessment for learning and approach to summative assessments for the wider curriculum</li> <li>- Support teachers in identifying opportunities for high quality talk in curriculum plans.</li> </ul>	<p>OFSTED subject reviews and framework demonstrate the importance of a high quality curriculum across all schools.</p> <p>EEF Toolkit</p> <p>Trust Hubs promoting development of all curriculum areas.</p> <p><b>Marc Rowland research on importance of a broad and balanced curriculum for engaging the disadvantaged</b></p>	1, 2, 3
<p><b>Pupil Premium pupils' oral skills and vocabulary repertoire will continue to improve over time with a focus on application the wider curriculum across the whole curriculum.</b></p> <ul style="list-style-type: none"> <li>- Training and development linked to the teaching of vocabulary and staff's understanding of how to identify appropriate vocabulary to teach and how to deliver this in the classroom.</li> <li>- Work with the Sheffield Cluster leads on development of vocabulary across the curriculum</li> <li>- Review vocabulary progression across all subjects</li> <li>- Develop use of pupil book study to monitor and evaluate our approach to vocabulary development at Tier 2 and Tier 3 level.</li> </ul>	<p>Internal observation and assessments</p> <p>Pupil Book Study training demonstrating the importance of vocab development</p> <p><b>Research such as Bringing words to life (Isabel Black) importance of precise vocab instruction.</b></p>	3
<p>Music tuition: ensure access to Music Tuition for all through wider opportunities in school for cornet for Year 5 children</p>	<p>Marc Rowland: Addressing Educational Disadvantage</p>	2



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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>1 to 1 Reading</b></p> <ul style="list-style-type: none"> <li>- Provide additional adult time for 1 to 1 reading</li> <li>- Provide appropriate training for all</li> </ul>	<p>OFSTED subject reviews demonstrate the importance of early reading and phonics</p> <p>Training for LW emphasising the need for regular practice and keep up work</p>	3
<p><b>Targeted support for PP children with SEMH needs, across school</b></p> <ul style="list-style-type: none"> <li>- Additional support for the new SENDCO from Lead Practitioner for DSAT with SEMH/ASC specialism</li> <li>- Staff training linked to development of strategies in supporting SEMH/ASC in the mainstream provision.</li> <li>- Training for staff linked to Sheffield Support Grid</li> <li>- Develop further the use of Birmingham toolkit for identified children to impact on provision and progress</li> <li>- Development of the use of Zones of Regulation materials</li> <li>- De-escalation training.</li> <li>- Diagnostic assessments for SEMH explored and introduced across school.</li> </ul>	<p>EEF SEND 5 a day and SEND reports</p> <p>Sheffield backlog of external agency support and initial assessment leaving families vulnerable- early identification even more urgent</p>	4 and 1,2, 3
<p><b>Phonics and early reading intervention support</b></p> <ul style="list-style-type: none"> <li>- In FS and KS 1 introduce/refine a system for keep up phonics and early reading intervention introduced into the afternoons to ensure no child falls behind- reteach opportunities.</li> <li>- All staff have a clear knowledge of who their PP pupils are .This group is precisely targeted for support which is outlined pupil progress plans</li> <li>- Diagnostic assessments are completed each half term, and these are monitored closely for ongoing accelerated progress.</li> <li>- Continue to extend the Reading for Pleasure approach and an extra-curricular reading club to target and inspire PP pupils.</li> </ul>	<p>Internal data and monitoring outcomes</p> <p>EEF Toolkit: Reading Comprehension Strategies</p> <p>DFE Reading Framework Document and research into validated Phonics Programmes</p> <p>EEF Toolkit: Oral Language Intervention and small group intervention</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Phonics Toolkit Strand Education Endowment Foundation</p>	1, 2 and 3
<ul style="list-style-type: none"> <li>- Additional Teaching assistant staffing to support same day intervention and catch up teaching for small groups and individuals</li> </ul>		
<ul style="list-style-type: none"> <li>- Subsidise the school-led tutoring funding for pupils who would benefit most from additional tuition outside of the school day.</li> </ul>	EEF Toolkit	2,3,4

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance:</b></p> <ul style="list-style-type: none"> <li>- Review systems for monitoring and managing attendance, with a particular focus on PAs.</li> <li>- Introduce daily monitoring of PP pupils struggling with attendance, using individual family action plans when required.</li> <li>- Access to free breakfast club provision for all with PA attendance issues to support attendance and wellbeing.</li> </ul>	<p>Internal data and monitoring outcomes</p> <p>Data analysis</p>	<p>5</p>
<p><b>Pupil Engagement</b></p> <p>Increasing engagement in wider school life to impact on expectations and aspirations, and to support positive engagement in learning:</p> <ul style="list-style-type: none"> <li>- Extra Curricular activities targeting Sport, Reading, Music and Art for all pupils but with clear allocation, encouragement and targeting of pupils with additional needs.</li> </ul> <p>Target PP pupils for Junior Leadership team, CREW council, Play Leaders, Merit Captains and classroom roles when appropriate.</p>	<p>EEF Toolkit: Arts and Sports Participation</p>	<p>2,5</p>
<p><b>Extra-curricular funding</b></p> <ul style="list-style-type: none"> <li>• When appropriate, a subsidy will be offered to children in the receipt of PP in order to allow them access to a wider range of activities to broaden children's experiences and support mental wellbeing.</li> </ul>	<p>Internal monitoring of educational visit and wider opportunity uptake by PP pupils</p>	<p>2 and 4</p>
<p><b>Parental Engagement and support programme</b></p> <ul style="list-style-type: none"> <li>- Run a range of parental workshops linked to the importance of attendance supporting keeping pupils safe in the community, supporting understanding of phonics and early reading and essential skills support for Maths.</li> <li>- Family workshops linked to Maths and Reading for Pleasure.</li> <li>- Targeted parental programmes linked to behaviour, attendance, SEMH and SEND.</li> <li>- Establish Reading Volunteer training and programme.</li> <li>- Support the work of the PTA and encourage families to get involved</li> <li>- Work with families when appropriate to support with uniform or to signpost to agencies linked to housing, family breakdown, housing, mental health, food banks etc</li> </ul>	<p>EEF Toolkit: <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-pupils-learning/">educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-pupils-learning/</a></p>	<p>1, 2, 3, 4 and 5</p>

**Total budgeted cost: £ 36,000**