

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School name	All Faiths Children's Academy
Number of pupils in school	224
Proportion (%) of Pupil Premium eligible pupils	27.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years (2022 – 2025)
Date this statement was published	31.12.23
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs K.Jones
Pupil premium lead	Mr A Kershaw
Governor / Trustee lead	Mr D. Morrison

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 96,030
Recovery premium funding allocation this academic year	£ 9,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 105,310

# Part A: Pupil premium strategy plan

## Statement of intent

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by:

- Setting high expectations
- Ensuring pace and challenge within lessons
- Addressing any within-school variance
- Sharing good practice within the school and drawing on internal expertise
- Assessing accurately and making good use of joint levelling and moderation
- Providing wider opportunities such as University visits, trips and residential.

We will ensure that:

- A wide range of data is used – achievement and progress data, pupils’ work, observations, learning walks, and staff, pupil and parent voice
- Assessment data is collected regularly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff attend pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- We use research (such as the EEF) to support us in determining the strategies that will be most effective

## Challenges

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

Challenge number	Detail of challenge
1	A high percentage of pupils entitled to Pupil Premium are also on the Academy’s SEN register (40%) This affects their learning across all curriculum areas.

2	<p>Pupil premium achieve lower than their peers in all subjects when figures are analysed across the whole school.</p> <p><u>Table comparing the percentage of Pupil Premium pupils (without SEN) who are achieving at an age-appropriate level with pupils who are not pupil premium who are achieving at an age-appropriate level (Summer 2 22/23)</u></p> <table border="1"> <thead> <tr> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>PPG/no SEN</th> <th>Not PPG/no SEN</th> <th>PPG/no SEN</th> <th>Not PPG/no SEN</th> <th>PPG/no SEN</th> <th>Not PPG/no SEN</th> </tr> </thead> <tbody> <tr> <td>56%</td> <td>73%</td> <td>50%</td> <td>72%</td> <td>59%</td> <td>79%</td> </tr> </tbody> </table>						Reading		Writing		Maths		PPG/no SEN	Not PPG/no SEN	PPG/no SEN	Not PPG/no SEN	PPG/no SEN	Not PPG/no SEN	56%	73%	50%	72%	59%	79%
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3	Attendance is a concern for Pupil Premium Pupils with 13.1% with less than 90% attendance and 4.9% with less than 85% attendance. This will have a negative impact on progress.																							
4	Some Pupil Premium Pupils are not able to access learning in the morning due to emotional flooding or hunger.																							
5	A high percentage of pupils are witness to DV and DA, or receive inconsistent parenting.																							
6	Pupil's wellbeing and mental health has been affected by the long period of school closure. Parents mental health has also been impacted which has affected their 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
<p>1. <b><u>Ensuring high quality teaching and targeted, impactful interventions resulting in improved outcomes for Pupil Premium pupils (Greater numbers/% achieving age related expectations)</u></b></p> <p>Why? There continues to be a gap between PP Pupils and their non PP Peers in a number of subjects and year groups. Quality first teaching is a priority for all pupils, Quality First teaching will ensure that pupils do not fall behind, their learning is of a high quality and challenging and their needs regularly reviewed and addressed. All pupils including those entitled to PP will meet age-related expectations and make good progress with increasing numbers reaching greater depth due to higher aspirations, expectations and more challenging lessons.</p>	<p>The percentage of pupils achieving age related outcomes will increase year on year.</p>
<p>2. <b><u>Ensuring the prompt and ongoing evaluation of the needs and barriers of pupils entitled to Pupil Premium to ensure that actions are targeted carefully and</u></b></p>	<p>Interventions will be planned once the needs of a cohort have been ascertained. Pupils will be selected for interventions after rigorous analysis of data and discussions</p>

<p><b><u>have greatest impact on the pupils learning and wellbeing.</u></b></p> <p>Why? Pupil Premium pupils vary in their needs which when planning interventions and support these are taken into account. Our strategy and actions are fluid and regularly reviewed through both discussion and data and all adults understanding the needs of the child. Their needs or barriers may be addressed in a number of ways and this will vary term by term, year by year and as cohorts vary and include things such as ELSA, specific interventions, Speech and Language etc.</p>	<p>with relevant adults, they will then be prioritised by need.</p> <p>Termly reviews will take place to enable progress to be monitored. PP pupils will make progress against the targets set within each intervention.</p> <p>For the 23/24 academic year, new whole-class targets have been set for all individual children. PP children have been identified to make teachers aware of who they are and to ensure that their progress is being accurately tracked through-out the year.</p>
<p><b><u>3. Improving the attendance of Pupil Premium pupils.</u></b></p> <p>Why? The attendance of Pupils at All Faiths is slightly above the National Average, however there is a core of non-attender pupils who are having an impact on these figures. The attendance of Pupil Premium pupils is below that of their peers and remains so despite intensive intervention. The attendance officer will now work to break down attendance barriers with these pupils and families.</p>	<p>All groups of pupils will have attendance of at least 90%. If pupils are persistent absentees learning will be provided to continue to access education at home, if they are able.</p> <p>Our dedicated attendance officer has been and will continue to be tenacious when improving attendance percentages.</p>
<p><b><u>4. Ensure the engagement of Pupil Premium pupils during periods of remote learning.</u></b></p> <p>Why? During the last period of remote learning and hybrid teaching the engagement of pupil premium pupils was lower than that of their peers .(44.5% for PPG, 52.6% for non-PPG). This was due to a variety of factors including lack of technology, no internet, parental reluctance. Should a period of remote or hybrid teaching take place in future pupils need to have all the resources necessary to learn from home.</p>	<p>The engagement of Pupil premium pupils engaging in remote learning (either via Teams or Seesaw) will increase to match that of their peers.</p>
<p><b><u>5. Support children and families who have witnessed or experienced DV or DA to reduce the emotional impact and lifelong influence</u></b></p> <p>Why? There is a high level of DV and DA in Medway with an increasing trend that is above the national average. It is also identified that ‘Children were present in the house in 40.9% of DA cases, and over 20% of the time the victim thought the child had witnessed DA incidents’(Kent Public Health Observatory Domestic Abuse Needs Assessment, Oct. 2020). This has an impact on the child’s emotional wellbeing, behaviour and cognitive ability to learn</p>	<p>Requests for information are responded to in a timely manner and support is provided for children and families who have, or are, experiencing DV and DA to enable them to have their needs met.</p>

<p><b>6. To enable all children to enter class showing behaviour for learning and readiness to learn.</b></p> <p>Why? A proportion of All Faiths pupils live in chaotic households or in households where finances are stretched, therefore they enter school unsettled or hungry. In order to allow them to settle prior to school pupil premium pupils are invited to attend Breakfast Club free of charge so they can separate from the home environment to reduce emotional flooding and receive a nourishing breakfast.</p>	<p>Pupils will enter class calm and ready to learn as their primary needs will be met.</p>
<p><b>7. To promote good mental health across the entire school community.</b></p> <p>Why? Pupil's wellbeing and mental health has been affected by the long period of school closure. Parents mental health has also been impacted which has affected their children. A range of interventions are to be made available, depending on the level of need of pupils – ELSA, Mental Health Support Worker, Play Therapist. Parents can be signposted to services by the DSLCF.</p>	<p>Pupils well-being will increase to reduce emotional flooding and give them the strategies to self-regulate their emotions and express them in an appropriate way.</p>

## 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: £5,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strood Hub CPD Training Days*	Thinking skills are used effectively across the school to enhance learning opportunities for all pupils. The EEF toolkit states metacognition has very high impact for very low cost based on extensive evidence.	1
IHasco training*	Safety for pupils is increased and Thinking skills are effective (see above).	1
NACE training sessions*	All pupils are challenged within their thinking. The EEF toolkit states that mastery learning is a low cost and high impact approach.	1
TA's attend training and are encouraged to 'up-skill' themselves.*	The EEF toolkit suggests there is a high impact outcome for interventions that are run by Tas.	1

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

Budgeted cost: £63,234

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions for Speech and Language, Emotional Literacy, maths and Precision Teaching run by Teaching Assistants.*	The EEF toolkit suggests there is a high impact outcome for interventions that are run by TAs. Oral learning interventions have been seen to be very high impact for very low cost based on extensive research. Self-regulation has also been proved to be an approach which is very high impact for very low cost.	1 2
On-line interventions to be funded for identified pupils (Nessy/Dynamo) *	Research has proved that these interventions have a high impact compared to cost, when used regularly and effectively.	1 2

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

Budgeted cost: £36,526

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Attendance officer, rewards for attendance.*	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="https://www.gov.uk/government/consultations/improving-school-attendance-support-for-schools-and-local-authorities">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a>	3
Designated Safeguarding Lead for Children and Families (DSLFC) to be employed full time.*	The latest OFSTED report says that 'The arrangements for safeguarding are effective.' And 'Leaders make pupils' safety and well-being their number one priority.' This is achieved by giving the DSLFC a permanent full-time role. <a href="https://www.ofsted.gov.uk/publications/10111417-All-Faiths-Childrens-Academy-138182-final-pdf.pdf">10111417-All-Faiths-Childrens-Academy-138182-final-pdf.pdf</a>	5 7
Breakfast club to be subsidised and free for Pupils in receipt of PPG. *	The Department for work and pensions identifies that 'Before the coronavirus pandemic, as many as 1.7 million children in the UK were living with food insecurity, at risk of hunger in the morning, according to government figures.' <a href="https://www.gov.uk/government/consultations/households-below-average-income-an-analysis-of-the-income-distribution-fye-1995-to-fye-2020">Households below average income: an analysis of the income distribution FYE 1995 to FYE 2020 - GOV.UK (www.gov.uk)</a> In the 6 months March-August 2020, the Food Foundation reported that 2.3 million children were living in households that had experienced food insecurity.	6

ELSA and Play Therapist to be available to pupils where there is an identified need. *	<a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	7
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NB: \* indicates those activities approved in the PP Guidance document “Menu of Approaches”

**Total budgeted cost: £105,310**

## Part B: Review of the previous academic year Outcomes for disadvantaged pupils

<p><b>Priority 1</b>  <b>Ensuring high quality teaching and targeted, impactful interventions resulting in improved outcomes for Pupil Premium pupils (Greater numbers/% achieving age related expectations and greater depth)</b></p>	<p><b>Attainment:</b>  Children receiving PPG saw a small increase in attainment across Reading, Writing and Maths from the 21/22 to the 22/23 academic year.</p> <p>PP children who achieved expected or above age-related expectations the end of the 21/22 academic year:  Reading = 44%  Writing = 37%  Maths = 46%</p> <p>PP children who achieved expected or above age-related expectations the end of the 22/23 academic year:  Reading = 46%  Writing = 38%  Maths = 53%</p> <p>It should also be noted that children receiving PPG saw an increase in attainment in from the 21/22 to the 22/23 academic year in the following areas:</p> <ul style="list-style-type: none"> <li>- GLD (71% rose to 100%)</li> <li>- Phonics (26% rose to 50%)</li> <li>- MTC – 25/25 (0% rose to 69%)</li> </ul> <p><b>Progress:</b>  On average, pupils not receiving PPG were found the make more progress than those receiving PPG last academic year. However, the gap between the groups has closed when compared to the progress which was made over the 21/22 academic year.</p> <table border="1" data-bbox="517 1688 1367 1830"> <thead> <tr> <th colspan="4">Progress for the 21/22 academic year</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>+0.1</td> <td>+0.1</td> <td>+0.7</td> </tr> <tr> <td>Non-PP</td> <td>+0.6</td> <td>+0.7</td> <td>+1.0</td> </tr> </tbody> </table> <table border="1" data-bbox="517 1865 1367 2007"> <thead> <tr> <th colspan="4">Progress for the 22/23 academic year</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>+0.6</td> <td>+0.3</td> <td>+0.7</td> </tr> <tr> <td>Non-PP</td> <td>+0.6</td> <td>+0.5</td> <td>+0.8</td> </tr> </tbody> </table>	Progress for the 21/22 academic year					Reading	Writing	Maths	PP	+0.1	+0.1	+0.7	Non-PP	+0.6	+0.7	+1.0	Progress for the 22/23 academic year					Reading	Writing	Maths	PP	+0.6	+0.3	+0.7	Non-PP	+0.6	+0.5	+0.8
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<p><b><u>Priority Point 2</u></b>  <b>Ensuring the prompt and ongoing evaluation of the needs and barriers of pupils entitled to Pupil Premium to ensure that actions are targeted carefully and have greatest impact on the pupils learning and wellbeing.</b></p>	<p>Interventions were planned by the SENCO to address specific areas of need. Class teachers planned in-class intervention for pupils who were finding the curriculum a challenge.</p> <p>Interventions that have had an impact will continue during 2023 – 24. Teachers will identify Gaps in learning during the morning, or using PiXL assessments, and TA's will address these explicitly during the 1st hour of the afternoon.</p>
<p><b><u>Priority Point 3</u></b>  <b>Improving the attendance of Pupil Premium pupils.</b></p>	<p>There are 8 children who are in receipt in PPG whom attendance has been a concern.</p> <p>The attendance officer has monitored these children closely. Attendance meetings have been held with all of the children with 7 having been referred to Medway Council where they need to provide further medical evidence. 1 is due to unauthorised absence linked to parental health and also now requires further medical evidence.</p>
<p><b><u>Priority Point 4</u></b>  <b>Ensure the engagement of Pupil Premium pupils during periods of remote learning</b></p>	<p>There have been no further periods of remote learning. Where pupils have needed to isolate work has been set and marked by the class teacher using Seesaw. Although there have been no further periods of remote learning the impact of Covid continues to have an impact on pupils, especially those who were unable to engage with learning. Teachers will now continue to use assessments, observations and discussions with children and families to ensure any gaps in learning are identified in a timely manner and intervention put in place.</p>
<p><b><u>Priority Point 5</u></b>  <b>Support children and families who have witnessed or experienced DV or DA to reduce the emotional impact and lifelong influence</b></p>	<p>5 pupils in the school have witnessed, or live-in families where there has been, DV or DA within the last year. These families have been supported by the DSLCF, and other members of school staff. The parents have been supported to engage with the police and to seek alternative accommodation. The children have been supported by the school ELSA, DSLCF and SENCO to ensure that their mental and emotional well-being is protected. The school has liaised with external services where necessary.</p>
<p><b><u>Priority Point 6</u></b>  <b>To enable all children to enter class showing behaviour for learning and readiness to learn.</b></p>	<p>During the 22/23 academic year, 27% of pupils in receipt of PPG have attended breakfast club. This has ensured that they are not hungry and enter class calm and ready to learn.</p> <p>During the 23/24 academic year, 41% of the children who so far attend breakfast club are in receipt of PPG.</p>
<p><b><u>Priority Point 7</u></b>  <b>To promote good mental health across the entire school community.</b></p>	<p>The Mental Health Support Worker from NELFT has supported 3 pupils, none of which were in receipt of pupil premium. 6 families were referred to Triple P by the DSLCF</p> <p>For the 23/24 academic year, PULSE has started to be used in Years 3, 4, 5 and 6 as a way for children to 'check in' with their</p>



	mental wellbeing. They complete a series of questions which asks them to reflect on their wellbeing. If there are any concerns, this gets flagged to our safeguarding lead who can then check in with the children.
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## Externally provided programmes

Programme	Provider
Nessy Literacy Support	<a href="#">Nessy Literacy Support Literacy support for dyslexia that follows the Science of Reading   Nessy</a>
Dynamo maths support	<a href="#">Dynamo maths support Dynamo Maths – Helping Overcome Dyscalculia &amp; Maths Difficulties</a>
Speechlink	<a href="#">Speechlink Speech and Language Link</a>
Languagelink	<a href="#">Languagelink Speech and Language Link</a>