

Latymer All Saints Pupil Premium Strategy Statement



This statement details our school's use of pupil premium for the academic years 2022-2024 funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding across the next two academic years and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Latymer All Saints C of E Primary School
Number of pupils in school (2022-2023)	528 (Excl. Nursery)
Proportion (%) of pupil premium eligible pupils (2022-2023)	40%
Academic year/years that our current pupil premium strategy plan covers	2022-2023 & 2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Katy Brennan Headteacher
Pupil premium lead	Moira Boardman Deputy Headteacher
Governor	Vacancy

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year 2022-2023	£255,080
Recovery premium funding allocation this academic year 2022-2023	£ 0 (at time of publishing report)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

Latymer All Saints Pupil Premium Strategy Plan

Statement of intent

In our school:

We love deeply, respecting everyone and treating them with dignity;
we aspire with confidence, working hard and embracing challenge and
we serve God and the community, following the example of Jesus, to create a better world.

Ephesians 5:2 (NLT)

“Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us”

Our intention at Latymer All Saints 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.

Quality first teaching is the expectation we have for all our pupils. This strategy supports disadvantaged pupils to access all aspects of our broad and exciting curriculum, through reducing the challenges and barriers to their learning and life chances. Quality first teaching 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, notably in its targeted support through the school's Power- Up Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, informed by gap analysis, assessment and consultation with the Pastoral Support Team, not assumptions about the impact of disadvantage. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate under-developed oral language skills on entry to school among our disadvantaged pupils, with a continued impact into Reception.
2	Summer data for the current year 5 and Year 6 (2022-2023), showed that the 'on track' percentages in Writing of pp pupils were below non-pp pupils. Percentages here are just for PP pupils across academic years. Year 5: EGP expected + 56.6% 10% lower than all others and in Writing 26.67%, although this is higher than all other children by 2.35%, writing is a focus for PP pupils as for all in year 5. Year 6: EGPS expected + 74.28% which was lower than all others by 4.94% and in Writing expected + 57.14% which was 5.19% lower than all others.
3	In data analysis of maths across the school by the Maths Lead, it has been identified that it is an area for whole school development. 36% of the school cohort are identified as disadvantaged/pupil premium. Across the school the average percentage of disadvantaged/ pupil premium pupils 'on track' in maths was 59% in 2020/21 had increased to 67.31%. This remains an ongoing target.
4	Phonics has been highlighted as an area for development in KS1. The data in year 5 shows that there has been a drop in the expected level achieved from the baseline in Reading and will be a focus for interventions.
5	Learning Mentor logs and Pastoral Support Team meetings provide evidence that pupils are struggling with their emotional wellbeing, with issues around low-mood, body image, self-esteem and anxiety. This continues to be an area of concern going forward.
6	Attendance at the Felix Project and local Church foodbanks, parents seeking support through the Parent Support Adviser regarding food poverty. High percentage of parents unable to pay the maintenance allowance, school collects on average about of 25% of the amount due to the Diocese. School located in an area of high deprivation. Discussions with parents, Social Care referrals and police notifications indicate raising levels of Domestic Violence. This year 2022/2023, the impact of the cost of living rises set to deepen deprivation in the school community.
7	Assessment, SENCO observations, EP referrals indicate there is an increasing number of children with complex needs requiring EHCPs, school have predicted numbers of pupils with EHCPs increasing year on year, as limited Special School places available in the borough.

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
Improved writing and maths attainment among disadvantaged pupils.	End of year data in core subjects shows a higher percentage of pp children on track compared with the Autumn term baseline.(2022 & 2023)
Improvement of Speech, language and Communication skills among disadvantaged pupils in Reception.	EYFS profile assessment shows significant percentage increase of those pupils on track from the baseline September 2022 & 2023
The majority of pupils are equipped with strategies to promote their own emotional health, wellbeing and readiness to learn.	The majority of pupils are able to access first quality teaching in class. Attendance at reflection shows a low rate of recidivism, the majority of Learning Mentor support for pupils is during break times, fewer children being sent out of lessons. Pupil Interviews & questionnaires
SEND Pupils are well supported and make progress towards EHCP and Assessment Cycle aims.	EHCP Annual Reviews Assessment Cycle Meetings with Parents LSA feedback and logs Parental Views/Questionnaires
Parents/carers are able to access partner agencies and community organisations that offer support for their family's wider needs.	Pastoral Team and Team Around the Child (TAF) Minutes. Progress on CP and CIN Plans
In years 2 and 5 the attainment of pp pupils in writing is in line with their non-pp 'on track' peers.	End of year data shows a closing of gaps in these specific year groups and remains in line for other year groups, for the percentage of pupils reaching ARE.
Progress in maths attainment for disadvantaged is accelerated in line with their non-pp premium peers.	End of year data shows an increase in the percentage of pp pupils attaining ARE in maths.

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: £ 100,000 (Please note those targets that are **highlighted** are replacement targets for 2023-2024)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extending the Learning Support Assistant (LSAs) team to provide targeted support for the increasing number of SEND (EHCP) pupils, identified as disadvantaged and having additional needs.</p>	<p>The school has an established team of LSAs, who are managed by the SENCO. All children with EHCP's have Speech, Language and Communication outcomes, which are set and assessed by a Speech and Language Therapist. LSAs are essential in delivering the Speech and Language sessions that are specifically targeted to meet these outcomes. Evidence: Speech and Language Assessments; Assessment Cycles.</p>	<p>7</p>
<p>Implementation of the Little Wandle Letters and Sounds scheme, whole school training.</p>	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, than general employment in class. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p>	<p>2,3,7</p>

	Teaching Assistant Interventions & Phonics EEF (educationendowmentfoundation.org.uk)	
--	--	--

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

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school focus on writing, to raise the standard and ensure those pupils who are able meet GDS. Little Wandle scheme to support early writing development.	Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. Feedback EEF (educationendowmentfoundation.org.uk)	2
Continued development of the use of available technology in the school to support the curriculum.	There is evidence that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside small group tuition, with teachers providing targeted instruction to the pupils that are not engaging with the technology. Individualised instruction EEF (educationendowmentfoundation.org.uk)	3,4
Developing a programme of one-to-one Tutoring for LAC and PLAC pupils.	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. One to one tuition EEF (educationendowmentfoundation.org.uk)	2,3
Embedding the strategies and approaches from ECASS and to utilise the expertise of the Eiklan trained members of staff.	On average, oral language approaches have a high impact on pupil outcomes of months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. Training can support	1

	adults to ensure they model and develop pupils' oral language skills and vocabulary development.	
--	--	--

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

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To work with the MYME team to complete an audit of Mental Health across the pupils and parents to inform interventions.	Emotional Literacy Support Assistant programme is an established intervention to promote the Emotional Wellbeing of pupils. Training and registration with the LSA Network has been done through Enfield Education Psychology Service. Other Research – ELSA Network	5,6
Developing trauma aware practice and Restorative approaches to behaviour, especially for PLAC & LAC pupils and children who have had involvement with Social Care.	Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time. If interventions take up more classroom time than the disruption they displace, engaged learning time is unlikely to increase. In most schools, a combination of universal and targeted approaches will be most appropriate: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5,6
Pastoral Support Team is maintained, with Learning Mentors. Appointment of new Parent Support Adviser and full-time Learning Mentor Sept. 22 and development of roles through 2022-23 & 2023-24	Although every teacher has a pastoral responsibility, pastoral leaders are “absolutely critical” (Sobel, 2019) for identifying, understanding, and responding to the challenges unique to their school and that means developing sound pastoral structures and systems. The management and administration of pastoral care is crucial and needs someone with their eye on the ball and finger on the pulse in relation to planning, resourcing, monitoring, evaluating, encouraging and facilitating platinum pastoral care.	All

	What does effective pastoral care look like? - Collins Freedom to Teach	
Contingency fund for acute issues	Based on the challenges in our community, the recent mobility of our pupils and the increasing numbers of pupils with additional needs, the school has factored in a small amount as contingency fund to respond to changing needs throughout the academic year.	All

Total budgeted cost: £255,080

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 2022 to 2023 academic year.

Action	Impact
Extending the Learning Support Assistant (LSAs) team to provide targeted support for the increasing number of SEND (EHCP) pupils, identified as disadvantaged and having additional needs.	Two new LSAs were appointed to the team. However, one of these members of staff had to leave due to ill health. The other member of staff was very successful in giving support to a new child who had joined with an EHCP. They required 1:1 support to deal with the transition from their previous setting.
Developing a programme of one-to-one Tutoring for LAC and PLAC pupils.	LAC & PLAC Pupils received support in the following ways: Funded Breakfast and afterschool activity clubs, home tuition, Art Therapy and music lessons. Impact on those pupils has increased their social inclusion and improved their Social Emotional and Mental Health and learning outcomes.
Developing language/communication rich environments through ECASS implementation across the school. 10 members of staff released to complete Elklan training.	Whole school ECASS Training on 1.9.22. Classrooms all set up to ECASS specifications, to decrease cognitive overload for pupils in class and provide clear reference resources on the walls. 10 members of staff completed Elklan training, bringing up the total of trained Elklan members of staff to 13 across the school in all key stages. Programme of follow up staff meetings and visits by ECASS team to work with staff.

<p>Pastoral Support Team is maintained, with Learning Mentors.</p> <p>Appointment of new Parent Support Adviser and full-time Learning Mentor Sept. 22 and development of roles through 2022-23 & 2023-24</p> <p>Developing trauma aware practice and Restorative approaches to behaviour, especially for PLAC & LAC pupils and children who have had involvement with Social Care.</p>	<p>Parent Support Adviser, settled quickly into new role. Worked four days per week as studying to become an Art Therapist and attending university on 5th day. School has benefited from their therapeutic background, in supporting bereaved families and those families dealing with issues such as eviction and homelessness. They ran parental workshops during Mental Health Awareness week. Continued Felix project and set up healthy cooking workshop for parents and children.</p> <p>PSA and LM able to support the Attendance officer with families of concern, to identify what support is needed to improve attendance of those children.</p>
<p>Developing Gap Analysis to accurately inform maths planning, teaching & Learning.</p>	<p>These strategies are fully embedded in the assessment routines within school.</p>

Externally provided programmes

Programme	Provider
VLE (online resource)	MathsWatch
Numbots (online resource)	Maths Circle Ltd
Timetables Rock stars (online resource)	Maths Circle Ltd
Phonics, Grammar, Maths Work Books	CGP

KS1 and KS2 Pupil Premium assessment outcomes 2022 and 2023

Y1 Attainment

% in each group (number of pupils)

	EGPS			Maths			Reading			Writing		
	Bel ow	Expe cted+	Exce eding	Bel ow	Expe cted+	Exce eding	Bel ow	Expe cted+	Exce eding	Bel ow	Expe cted+	Exce eding
Base line All (89)					84.71 % (72)			64.71 % (55)			58.82 % (50)	
Base line PP (39)					87.18 % (34)			64.1% (25)			56.41 % (22)	
Sum mer 2 All (87)	47. 13 % (41)	52.87 % (46)	20.69 % (18)	49. 43 % (43)	50.57 % (44)	11.49 % (10)	45. 98 % (40)	54.02 % (47)	24.14 % (21)	56. 32 % (49)	43.68 % (38)	1.15% (1)
Sum mer 2 PP (40)	60. 0% (24)	40.0% (16)	22.5% (9)	60. 0% (24)	40.0% (16)	7.5% (3)	50. 0% (20)	50.0% (20)	15.0% (6)	60. 0% (24)	40.0% (16)	0

(Number of children)

*No GPS baseline in year 1

- Where % do not add to 100 this is due to rounding.
- Where the YG PP number and then numbers with results are not equal, this is due to pupil mobility.

Y2 Attainment

% in each group (number of pupils)

	EGPS			Maths			Reading			Writing		
	Bel ow	Expe cted+	Exce eding	Bel ow	Expe cted+	Exce eding	Bel ow	Expe cted+	Exce eding	Bel ow	Expe cted+	Exce eding
Base line All (78)	44. 87 % (35)	55.13 % (43)	14.1% (11)	41. 03 % (32)	58.97 % (46)	11.54 % (9)	48. 72 % (38)	51.28 % (40)	17.95 % (14)	60. 26 % (47)	39.74 % (31)	2.56% (2)
Base line PP (36)	47. 22 % (17)	52.78 % (19)	8.33% (3)	41. 67 % (15)	58.33 % (21)	11.11 % (4)	58. 33 % (21)	41.67 % (15)	19.44 % (7)	69. 44 % (25)	30.56 % (11)	5.56% (2)
Sum mer 2 All (72)	41. 67 % (30)	58.33 % (42)	13.89 % (10)	34. 72 % (25)	65.28 % (47)	9.72% (7)	34. 72 % (25)	65.28 % (47)	16.67 % (12)	45. 83 % (33)	54.17 % (39)	0
Sum mer 2 PP (36)	44. 44 % (16)	55.56 % (20)	5.56% (2)	36. 11 % (13)	63.89 % (23)	5.56% (2)	38. 89 % (14)	61.11 % (22)	19.44 % (7)	50. 0% (18)	50.0% (18)	0

(Number of children)

- Where % do not add to 100 this is due to rounding.
- Where the YG PP number and then numbers with results are not equal, this is due to pupil mobility.

Y3 Attainment

% in each group (number of pupils)

	EGPS			Maths			Reading			Writing		
	Bel ow	Expe cted+	Exce eding	Bel ow	Expe cted+	Exce eding	Bel ow	Expe cted+	Exce eding	Bel ow	Expe cted+	Exce eding
Base line All (81)	37. 04 % (30)	62.96 % (51)	4.94% (4)	25. 93 % (21)	74.07 % (60)	13.58 % (11)	23. 46 % (19)	76.54 % (62)	12.35 % (10)	29. 63 % (24)	71.60 % (57)	2.47% (2)
Base line PP (23)	34. 78 % (8)	65.22 % (15)	4.35% (1)	17. 39 % (4)	82.61 % (19)	4.35% (1)	17. 39 % (4)	82.61 % (19)	8.7% (2)	26. 09 % (6)	73.91 % (17)	4.35% (1)
Sum mer 2 All (82)	34. 15 % (28)	65.85 % (54)	18.29 % (15)	37. 8% (31)	62.2% (51)	20.73 % (17)	32. 93 % (27)	67.07 % (55)	15.85 % (13)	43. 9% (36)	56.1% (46)	2.44% (2)
Sum mer 2 PP (26)	38. 46 % (10)	61.54 % (16)	15.38 % (4)	38. 46 % (10)	61.54 % (16)	15.38 % (4)	30. 77 % (8)	69.23 % (18)	19.23 % (5)	42. 31 % (11)	57.69 % (15)	3.85% (1)

(Number of children)

- Where % do not add to 100 this is due to rounding.
- Where the YG PP number and then numbers with results are not equal, this is due to pupil mobility.

Y4 Attainment

% in each group (number of pupils)

	EGPS			Maths			Reading			Writing		
	Below	Expected+	Exceeding	Below	Expected+	Exceeding	Below	Expected+	Exceeding	Below	Expected+	Exceeding
Base line All (54)	29.63% (16)	70.37% (38)	22.22% (12)	24.07% (13)	75.93% (41)	18.52% (10)	25.93% (14)	74.07% (40)	25.93% (14)	50.0% (27)	50.0% (27)	3.7% (2)
Base line PP (19)	44.44% (8)	55.56% (10)	22.22% (4)	27.78% (5)	72.22% (13)	22.22% (4)	22.22% (4)	77.78% (14)	22.22% (4)	61.11% (11)	38.89% (7)	5.56% (1)
Summer 2 All (56)	42.86% (24)	57.14% (32)	7.14% (4)	35.71% (20)	64.29% (36)	14.29% (8)	48.21% (27)	51.79% (29)	14.29% (8)	62.5% (35)	37.5% (21)	0
Summer 2 PP (22)	54.55% (12)	45.45% (10)	4.55% (1)	45.45% (10)	54.55% (12)	22.73% (5)	54.55% (12)	45.45% (10)	9.09% (2)	72.73% (16)	27.27% (6)	0

(Number of children)

- Where % do not add to 100 this is due to rounding.
- Where the YG PP number and then numbers with results are not equal, this is due to pupil mobility.

Y5 Attainment

% in each group (number of pupils)

	EGPS			Maths			Reading			Writing		
	Bel ow	Expe cted+	Exce eding	Bel ow	Expe cted+	Exce eding	Bel ow	Expe cted+	Exce eding	Bel ow	Expe cted+	Exce eding
Base line All (74)	32. 43 % (24)	67.57 % (50)	31.08 % (23)	28. 38 % (21)	71.62 % (53)	36.49 % (27)	28. 38 % (21)	71.62 % (53)	29.73 % (22)	75. 68 % (56)	24.32 % (18)	2.7% (2)
Base line PP (30)	43. 33 % (13)	56.67 % (17)	23.33 % (7)	36. 67 % (11)	63.33 % (19)	30.0% (9)	40. 0% (12)	60.0% (18)	23.33 % (7)	73. 33 % (22)	26.67 % (8)	3.33% (1)
Sum mer 2 All (82)	34. 57 % (28)	65.43 % (53)	25.93 % (21)	40. 74 % (33)	59.26 % (48)	12.35 % (10)	39. 51 % (32)	60.49 % (49)	9.88% (8)	59. 26 % (48)	40.74 % (33)	1.23% (1)
Sum mer 2 PP (33)	42. 42 % (14)	57.58 % (19)	24.24 % (8)	39. 39 % (13)	60.61 % (20)	0	39. 39 % (13)	60.61 % (20)	12.12 % (4)	63. 64 % (21)	36.36 % (12)	3.03% (1)

(Number of children)

* Where % do not add to 100 this is due to rounding.

- Where the YG PP number and then numbers with results are not equal, this is due to pupil mobility.

Y6 Attainment

% in each group (number of pupils)

	EGPS			Maths			Reading			Writing		
	Bel ow	Expe cted+	Exce eding	Bel ow	Expe cted+	Exce eding	Bel ow	Expe cted+	Exce eding	Bel ow	Expe cted+	Exce eding
Base line All (84)	50. 0% (42)	50.0% (42)	10.71 % (9)	39. 29 % (33)	60.71 % (51)	15.48 % (13)	45. 24 % (38)	54.76 % (46)	8.33% (7)	84. 52 % (71)	15.48 % (13)	0
Base line PP (30)	66. 67 % (20)	33.33 % (10)	6.67% (2)	56. 67 % (17)	43.33 % (13)	3.33% (1)	56. 67 % (17)	43.33 % (13)	3.33% (1)	90. 0% (27)	10.0% (3)	0
Sum mer 2 All (84)	25. 0% (21)	75.0% (63)	33.33 % (28)	23. 81 % (20)	76.19 % (64)	27.38 % (23)	23. 81 % (20)	76.19 % (64)	15.48 % (13)	30. 95 % (26)	69.05 % (58)	0
Sum mer 2 PP (30)	33. 33 % (10)	66.67 % (20)	23.33 % (7)	40. 0% (12)	60.0% (18)	13.33 % (4)	33. 33 % (10)	66.67 % (20)	3.33% (1)	46. 67 % (14)	53.33 % (16)	0

(Number of children)

Provisional KS2 statutory outcomes %

	EGPS		Maths		Reading		Writing		Combined (R/W/M)	
	EXS+	Higher standard	EXS+	Higher standard	EXS+	Higher standard	EXS+	Higher standard	EXS+	Higher standard
All	77	41	76	28	82	33	69	0	61	0
PP	67	30	63	17	70	33	53	0	47	0

- Where % do not add to 100 this is due to rounding.
- Where the YG PP number and then numbers with results are not equal, this is due to pupil mobility.

Year Group	Baseline			Summer 2		
	Number of pupils	Number of Pupil Premium pupils	% of YG	Number of pupils	Number of Pupil Premium pupils	% of YG
R	69	16	23	69	24	35
1	89	39	44	87	40	46
2	78	36	46	72	36	50
3	81	23	28	82	26	32
4	54	19	35	56	22	39
5	74	30	41	83	33	40
6	84	30	36	84	30	36