

FME ever 6 and COVID Catch Up Statement 2023-2024

This statement details our school's use of FME ever 6 (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged students.

It outlines our student premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending had within our school.

School overview

Detail	Data
School name	All Saints School
Number of students in school	73
Proportion (%) of student eligible for FME ever 6	34.25%
Proportion (%) of student eligible for Covid Catch up funding	100%
Academic year/years that our current student premium strategy plan covers	2023-2024
Date this statement was published	January 2024
Date on which it will be reviewed	January 2025
Statement authorised by	Samantha Dangerfield
Student premium lead	Karla King
Director lead	Rachel Smith
Advisory Board Lead	Heather Duxbury

Funding overview

Detail	Amount
FME Ever 6 funding allocation	£27,695.00
Covid Catch-up premium funding allocation	£34,796.50
Recovery Premium Funding for Looked After Children 2023-2024	£0
Student 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	£62,491.50

Part A: Additional Funding strategy plan

Statement of intent

'Achievement For All'

All Saints School believe that no young person should be at a disadvantage regardless of their economic or social standing. The school's philosophy of 'Achievement For All' encompasses each and every one of school community and it is our intent to ensure that the gap between attainment and progress of eligible students and non-student premium students is closed. To ensure that student premium children gain the social and emotional skills to access the knowledge curriculum and develop a love of learning.

To identify the challenges that our student premium children face and the ways that these will be addressed, using research on the most effective strategies provided by the Education Endowment Foundation (EEF).

Our objectives are to:

- Remove barriers to learning created by social and economic background
- Ensure ALL students 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 students to nurture their social and emotional wellbeing and to develop resilience
- Access a wide range of enrichment opportunities to enhance their knowledge and understanding of the world and raise aspirations
- Make use of our own data to set interventions and support.

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 students access effective quality first teaching
- Provide targeted support to quickly address identified gaps in learning
- Target funding to ensure that all students have access to trips, residential visits and first hand learning experiences
- Provide nurture to support students in their emotional and social development

Challenges

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

Challenge number	Detail of challenge
1	Low levels of attainment in phonics, reading, writing and maths on entry
2	Baseline data indicates that students have lower levels of oracy and communication skills and will require specific interventions.
3	The low cognitive ability of some students may reduce the chance of achieving GCSEs
4	Impact of Covid 19 pandemic – lost learning
5	Records show that most of our disadvantaged students will require additional support for anxiety, self-esteem, restricted diets/eating disorders, sensory processing disorders, behaviour management and will require further support from the school.
6	Access to wider opportunities
7	Attendance
8	The financial capacity of families to afford uniform, food and support with school trips and visits.
9	Limited parental support and low aspiration

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 levels of attainment in phonics and reading	<p>All disadvantaged students leave All Saints School as readers (with a reading age of 9 or above)</p> <p>Students develop a love of reading.</p> <p>Reading and spelling tests demonstrate that all students progress.</p> <p>Reading comprehension tests demonstrate an improvement in comprehensive skills among disadvantaged students.</p> <p>Teachers see improvement through engagement in lessons and book looks.</p>
Improved levels of attainment in maths	<p>All disadvantaged students leave All Saints School with the maths and numeracy skills needed to access further education and to develop independent skills.</p>

Improved levels of oracy and communication skills	Assessment and observation indicate that there is a significant improvement in communication skills. This will be evidenced on language link programme, Earwig, by participation in lessons, staff and parent / carer feedback.
All students finish Year 11 having gained qualifications which were aspirational and appropriate	Baseline data and assessments which show progress and ability. Correct qualifications and awards chosen for students to help them in their further education.
Students receive the support they require to become confident individuals. Those who need additional support i.e. from an occupational therapist, counsellor, nutritionist, wellbeing mentor or specifically trained member to staff	Sustained high levels of wellbeing. Strategies in place for learners with specific need i.e. coping with anxiety. Student voice, parent feedback and teacher observations show student success
No eligible student has been disadvantaged and unable to attend any educational trip or visit	Voluntary contributions for school trips for entitled students are waived (if the family still wishes to contribute, they have the right). Each student regardless of financial backing should have an equal opportunity to experience the full offer.
Achieve and sustain improved level of attendance providing support for families with this	Sustained high attendance demonstrated by attendance gap between disadvantaged students and their non-disadvantaged peers being reduced. Families have had support from SLT to engage in promoting attendance. Attendance rates are over 93%
All eligible students have had the opportunity to enjoy both breakfast and lunch provided by the school.	Increased take up of breakfast and packed-lunch provision for eligible students – student voice enables students to choose what they want for meals.
An allowance towards uniform (including shoes and coats which can be used outside school) is provided for students entitled to funding	Students eligible to funding have received uniform, shoes, coats. All students are in full uniform which makes them feel part of the school community.
High quality teaching and learning for all students	Students progress and are assessed using Earwig to show achievement. Lesson walks and student voice surveys show learning is appropriate and adapted for all.
Increased communication and support to help students and their families to engage in learning in school and outside of the school day.	Google classrooms is maintained to enable work to be completed outside the school day

Activity in this academic year

This details how we intend to spend our FME ever 6 (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13,948.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
On going training and CPD for teachers	Spending on improving teaching, including professional development, ensures quality first teaching for all.	1, 2, 3, 4, 7
Standardised diagnostic assessments purchased	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support (CATS, Literacy Online, Fresh Start, Speech and Language Programme, Nessy).	1, 2, 3, 4
Purchase high quality resources to support with teaching	Maths resources – White Rose Maths, place value counters, number lines Reading – library books, Nessy, Fresh Start Humanities - PKC resources Science resources – White Rose Science Physical Education – sports equipment	1, 2, 3, 4
Training for staff to ensure a variety of qualifications are offered to enable all to achieve	Spending on training staff to deliver qualifications suitable for all levels of learner directly impacts the success of their learning.	3, 4
Learning outside the classroom	Provision of seating areas to give opportunities to learn outside the classroom. Provide areas for students to enjoy being outside to enable social skills to be developed and Vitamin D intake	3, 4, 6
Provide time for mentoring and coaching including both external and peer.	Staff coaching model in place. Students supporting each other with peer mentoring and coaching	1, 2, 3, 4, 7

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

Budgeted cost: £19,590.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain our focus on developing high quality teaching through work with all staff.	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged students.” EEF guide to the Student Premium.</p> <p>Developing the following aspects of classroom practice has been shown to have the greatest impact on student learning: quality of explanations retention of information in long term memory and support material to provide students with opportunity for deliberate practise e.g. YouTube videos, Google Forms appropriate scaffolding (EEF teachers toolkit)</p>	1,2,3,4
User of coaching teams and partners	<p>Ensuring good CPD is the leadership intervention that has the most powerful impact on teaching and learning. Student centred leadership (Robinson, 2008) Kraft MA, Blazar D and Hogan D (2018) The effect of teaching coaching on instruction and achievement: A metaanalysis of the causal evidence. Review of Educational Research 88(4): 547–588</p>	1,2,3,4
Daily Fresh Start/Guided reading sessions at student appropriate levels with trained staff	<p>The Fresh Start Programme delivered daily has maximum impact for students</p> <p>Small group tuition + 4 months (EEF)</p>	1, 4
Speech and Language sessions for all students	<p>Speech and Language programme delivered for all through daily intervention sessions for all students in KS2 and 3 and for individuals required in KS4</p> <p>Small group tuition + 4 months (EEF)</p>	1, 4

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

Budgeted cost: £36,709.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Norfolk STEP ON training – Train the Trainer	<p>Norfolk Steps has been supporting schools to promote positive behaviour through evidence-based principles for almost 13 years through Step On and Step Up.</p> <p>Step On is based on sound evidence-based principles which promote positive behaviour strategies such as consistency, de-escalation, behaviour analysis and differentiated planning. This programme also provides guidance and practical advice to develop an understanding of the safe and effective use of everyday physical interventions.</p> <p>Step Up focuses on the safe and effective use of restrictive physical intervention within current legislative frameworks.</p> <p>Providing an existing member of staff with the ability to effectively train the whole staff team in Step On</p>	5
Sensory space in Nurture Base	<p>This provides a safe and supportive space for our neurodivergent students to escape the potentially overwhelming environment of a busy classroom. This encourages those students to succeed socially and academically and can provide them with tools and coping skills to learn more effectively.</p> <p>Social and emotional learning + 4 months (EEF)</p>	5
Contact with parents to promote the value of good attendance	<p>Building good relationships between children, families, staff and senior leaders does enable us to understand the needs of the individual children and how to support in school to reduce the significant anxiety that many of our children experience around school.</p>	7

	The link between absence and attainment at KS2 and KS4 + 4 months (EEF)	
Occupational Therapy (25% of total cost)	Occupational therapy addresses the physical, cognitive, psychosocial and sensory components of performance. In schools, occupational therapy practitioners focus on academics, play and leisure, social participation, self-care skills (ADLs or Activities of Daily Living), and transition/ work skills. Occupational therapy's expertise includes activity and environmental analysis and modification with a goal of reducing the barriers to participation. One to one tuition and support + 5 months (EEF)	5
Counselling and Wellbeing Mentor (50% of total cost)	A trained school counsellor gives a young person a place that is focused 100% on their needs – a safe space to help them to understand and cope with what they're going through. Access to support the emotional wellbeing and emotional literacy of students One to one tuition and support + 5 months (EEF)	5
Nutritionist (50% of total cost)	“Across the UK, health professionals in England, Wales and Scotland have warned of a “huge rise” of young people with eating disorders, with reported cases in some areas, quadrupling.” “Anorexia Nervosa has the highest mortality rate of any mental health issue amongst adolescents.” The provision of a qualified Nutritionist (DiplON mBANT CNHC) across the school will assist with support for not only students within the school, but parents too to give them advice and support around restricted diets, dietary requirements and how to introduce additional foods to young people.	5
Additional careers support and guidance provided to the most vulnerable learners to help their transition to post 16 provision.	Hunt, J., Atherton, K., Collerton, E., and Wilkinson, N. (2021), The Behavioural Insights Team, 'Effective Careers Interventions for Disadvantaged Young People' Dodd, V., Hanson, J., & Hooley, T. (2021). 'Increasing students' career readiness through career guidance:	9

	measuring the impact with a validated measure'. British Journal of Guidance & Counselling, pp. 1-14. Long, R. and Hubble, S. Commons Library Research Briefing (7 December 2021) 'Careers guidance in schools, colleges and universities (England)'	
School trips and educational visits	learning outside the classroom contributes significantly to raising standards and improving students' personal, social and emotional development. Our students might not always have the opportunities to visit, cities, museums, the beach, park, theatre, places of worship etc and experience the awe and wonder. Parental engagement +4 months (EEF)	6
Provision of breakfast and lunch	Students receiving nutritional meals are more likely to achieve better concentration during the school day. Parental engagement + 4 months (EEF)	8
Provision of school uniform and learning equipment	Students should not be discriminated against due to financial constraints in affording uniform. An allowance per eligible students will ensure that no student feels disadvantaged by not having correct uniform or equipment. Parental engagement +4 months (EEF)	8

Total budgeted cost: £70,247.50

Part B: Review of the previous academic year

Outcomes for disadvantaged students

We have analysed the performance of our school's disadvantaged students during the 2022/2023 academic year using key stage 4 performance data and our own internal assessments.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged students in 2022/23 was below that of those that are not disadvantaged.

The gap between the scores of our disadvantaged and non-disadvantaged students is similar to previous cohorts. Our analysis suggests the ongoing impact of COVID-19 this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged students. We have identified that some of the approaches we used to boost outcomes for disadvantaged students has had impact.

Absence among disadvantaged students was higher than their peers in 2022/23 and persistent absence was also higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged students is a focus of our current plan.

Our assessments demonstrated that student behaviour improved last year, but challenges around wellbeing and mental health remain significantly

The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Read, Write Inc. Fresh Start and Read, write Inc.	Ruth Miskin
White Rose Maths	White Rose Maths
Speech and Language link	Speech link
Nessy	Nessy Learning Limited
Humanities resources	Primary Knowledge Curriculum
White Rose Science	White Rose Science

Further information

Additional activity

Our strategy will be supplemented by additional activity that is not being funded by FME or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits, particularly for disadvantaged students.
- utilising support from our school Counsellor, Wellbeing Mentor, Nutritionist and OT
- offering a range of high-quality educational experiences during the school day to support learning.

Planning, implementation, and evaluation

In reviewing our current strategy, we evaluated why activity undertaken in the previous year had or had not been effective.

The quality of teaching in classrooms will remain a main focus for our work. In the last year this has been enhanced through teachers completing qualifications. This work, alongside the work of our coaching team and TLCs, is helping further improve the quality of classroom teaching

The main barrier to the attainment of students is their additional need as outlined in their EHCP paperwork. Through the strategies outlined above we will maintain and with some new approaches, increase our focus on attainment.

There is a wide range of study support strategies offered. It is not possible to isolate the impact of any one of these in particular. However, the strategies focus on both academic and pastoral support to help meet the needs of students. In the last year there has been an increased need for pastoral support as we continue to address additional needs resulting from the impact of Covid-19. The majority of our cohort have been long term disadvantaged which means that the strategies will take time to impact. We will continue to review the strategies implemented and work closely with these students and their families

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students. We also used the EEF's families of schools' database to view the performance of disadvantaged students.

We looked at a number of reports and studies about effective use of additional funding, the impact of disadvantage on education outcomes and how to address challenges to

learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for students.