



Additional Funding Policy

(including FSM Ever 6 and Service Children Ever 6)

Date: March 2023

Review date: March 2025

Approved by Advisory Board: March 2023

Signed:

S. Day

Registered address: All Saints School (Lessingham) Limited. Company no: 10323174 Rookery Farm,
Reynolds Lane, Potter Heigham, Great Yarmouth NR29 5LY

Version Control

Version	Date of review/change(s)	Page and paragraphs affected	Summary of update
new	March 2023		

Our aim

The targeted and strategic use of FSM Ever 6 and Service Children Ever 6 funding will support us in achieving our aim of helping address the inequalities that some children face who are considered 'the most disadvantaged' in schools.

We do this by:

- Delivering high quality learning experiences inside and outside the classroom.
- Providing a range of group and individual interventions designed to support the learning, behaviour, personal, social and emotional development of those with identified needs.
- Offering a rich and varied menu of activities designed to engage and motivate pupils, raising their aspirations and creating a positive view of learning.

Principles

- We ensure that teaching and learning opportunities meet the needs of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals (FSM) will be socially disadvantaged. For the purpose of this policy FSM children will include past as well as current recipients.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the additional funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Any group will be made up of FSM children and non FSM children, where their needs are similar, or where meeting their needs helps to create a learning environment more conducive to success for all.

Provision and Objectives

Full details can be found in the schools 'Strategy Statement'

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
- Student progress meetings run by the curriculum manager and the headteacher will take place three times a year to identify any gaps that are not already being addressed and put in place strategies to address these.

Reporting

- It will be the responsibility of the Headteacher, or a delegated member of staff, to produce regular reports for the Directors and Advisory Board on:
 - The progress made towards 'narrowing the gap' for socially disadvantaged pupils
 - An outline of the provision in place at school and the associated costs
 - An evaluation of impact, in terms of the progress made by the pupils receiving pupil premium funded provision.
- The Directors of the school will ensure that there is an annual statement to parents on how the funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out mindful of any requirements published by the Department of Education.

This policy and the funding statement will be published on the school's website.

Data Protection

The School will process this as sensitive personal data in accordance with its data protection policy. Data collected by the School as part of this policy will be held securely and accessed by, and disclosed to, individuals only for the purposes of supporting the employee who is suffering the abuse.

Inappropriate access or disclosure of employee data constitutes a data breach and will be reported in accordance with the school's data protection policy immediately. It may also constitute a disciplinary offence, which will be dealt with under the school's disciplinary procedure.

FME ever 6 and COVID Catch Up Statement 2022/2023

This statement details our school's use of FME ever 6 (and recovery premium for the 2022 to 2023 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	75
Proportion (%) of student eligible for FME ever 6	44.5%
Proportion (%) of student eligible for Covid Catch up funding	99 %
Academic year/years that our current student premium strategy plan covers	2022-2023
Date this statement was published	January 2023
Date on which it will be reviewed	January 2024
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	£31,870.00
Covid Catch-up premium funding allocation	£17,065.00
Recovery Premium Funding for Looked After Children 2022-2023	£350.42
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	£49,285.42
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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-eligible 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 students 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, behaviour management and will require further support from the school.
6	Access to wider opportunities
7	Attendance and previous school refuser prior to joining All Saints
8	The financial capacity of families to afford uniform, food , technology/broadband, access to transport
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	All disadvantaged students leave All Saints School with the maths and numeracy skills needed to access further education and to develop independent skills.
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 or specifically trained member to staff, have this opportunity	Sustained high levels of wellbeing. Strategies in place for learners with specific need i.e. coping with anxiety. Increased self-esteem and engagement In some cases, reduction in self-harming 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. Support for transport (after school hours) also in place to ensure attendance Support also in place for items needed for school trips (for example residential)
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 packed-lunch provision for eligible students – student voice enables students to choose what they want for meals.

<p>An allowance towards uniform (including shoes and coats which can be used outside school) is provided for students entitled to funding</p>	<p>Students eligible to funding have received uniform, shoes, coats. All students are in full uniform which makes them feel part of the school community.</p>
<p>High quality teaching and learning for all students</p>	<p>Students' progress and are assessed using Earwig to show achievement. Lesson walks and student voice surveys show learning is appropriate and adapted for all. Student council reps feedback into</p>
	<p>weekly meetings to discuss how to make additional improvements.</p>
<p>Increased communication and support to help students and their families to engage in learning in school and outside of the school day.</p>	<p>Google classrooms is maintained to enable work to be completed outside the school day Technology sent home for students requiring access to this (for example chrome books and reader pens)</p>

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: £12,277.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing 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, D.	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 Fresh Start resources Revision aids	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
Purchase BBC: microbit packs and accessories to enhance the technology offer within the school	Computing curriculum has been developed to enable meet National Curriculum requirements and students are able to access specialist fields	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: £13,277.25

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	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	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: £24,030.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole Staff Mental Health First Aid for Schools</p> <p>Norfolk STEPS training</p> <p>LGBTQ+ Norfolk focus group and all staff training.</p>	<p>All our students in school need support with mental health. Having all staff trained enables us to support students. Staff also need additional support when working closely with our students and supporting them with their emotions.</p> <p>Social and emotional learning + 4 months (EEF)</p>	<p>5</p>
<p>Sensory space in Nurture Base</p>	<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>	<p>5</p>
<p>Contact with parents to promote the value of good attendance</p> <p>Early help support and good communication with professionals (social workers etc..)</p>	<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> <p>The link between absence and attainment at KS2 and KS4 + 4 months (EEF)</p>	<p>7</p>

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, selfcare 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 (25% of total cost)	A trained school counsellor gives a young person a place that is focused 100% on their needs – a safe space to	5
	help them to understand and cope with what they're going through. One to one tuition and support + 5 months (EEF)	
Additional careers support and guidance provided to the most vulnerable learners to help their transition to post 16 provision. Work Experience support also in place using Norfolk County Council provider	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: 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)'	9
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, post16 providers, 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: £49,584.74

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 2021/22 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 2021/22 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 2021/22 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

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 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 attendance. The strategies outlined above we will maintain and with some new approaches we will increase our focus on attendance.

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 and carers, 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.