**Pupil premium strategy statement: 2019-2020**

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| 1. **Summary information**
 |
| **School** | All Saint’s C E Primary School |
| **Academic Year** | 2019/20 | **Total PP budget** | £126,720 | **Date of most recent PP Review** | n/a |
| **Total number of pupils** | 234 | **Number of pupils eligible for PP** | 85 (36%) | **Date for next internal review of this strategy** | December 2019 |
| **Breakdown of pupils eligible for PP in 2019-2020**

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| **Year Group** | **Number of Eligible Pupils** |
| EYFS | 3 |
| Year 1 | 11 |
| Year 2 | 15 |
| Year 3 | 7 |
| Year 4 | 8 |
| Year 5 | 15 |
| Year 6 | 11 |

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| **Current Attainment 2017-2018** |

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| **2018 SATs KS2** *Pupils eligible -* ***x pupils*** | *School ALL % achieved* | *School PP % achieved* | *School non PP achieved %* | *National Non Disadvantaged* |
| % meeting standard or above in reading, writing and maths  | 40.5% | 23.5% | 55% | 65% |
| % meeting standard or above in reading  | 46% | 35.3% | 55% | 73% |
| % meeting standard or above in writing  | 75.7% | 76.5% | 75% | 78% |
| % meeting standard or above in SPaG | 70.3% | 64.7% | 75% | 77.9% |
| % meeting standard or above in maths  | 59.5% | 47.1 | 70% | 78.6% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)**
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|  **In-school barriers identified by staff** *(issues to be addressed in school, such as poor oral language skills)* | **Totals** | **%** |
|  | Accepting feedback | 43 | 51% |
|  | Self esteem/ emotional issues | 55 | 65% |
| **C.** | Enrichment/ access to out of school activity | 30 | 35% |
| **D** | Parental engagement | 33 | 39% |
| **E** | Underperformance in maths | 54 | 64% |
| **F** | Underperformance in reading | 50 | 59% |
| **G** | Underperformance in writing | 58 | 68% |
| **H** | Underperformance in any other curriculum area | 43 | 51% |
| **I** | Attendance | 6 | 7% |
| **J** | Behaviour and self regulation | 43 | 51% |
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| 1. **Desired outcomes**
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| Issue | *Desired outcomes and how they will be measured* | *Success criteria*  |
| **E F G H.** | Pupils make at least expected progress from their starting points e.g. end of FS or KS1; and attainment is in line with national or better - across all year groups  | Children meet age related expectations in reading, writing and maths, or make at least expected progress in RWMDisadvantaged pupils attain in line with or better than their peers, across all year groups  |
| **A B J** | To improve and develop positive learning behaviours  | Pupils engage positively and proactively with their learning  |
| **B** | To support specific emotional needs of pupils  | Pupils able to better manage their emotions and be present in the classroom ready to learn |
| **C D**  | To support children’s access to extra curricular and enrichment activity and develop higher levels of parental engagement | Disadvantaged groups are well represented at extracurricular activity and parents are supported to be more confident to support their child’s learning and homework. |

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| **3. Planned expenditure 2019/2020** |
| **Area of Spend** | **Focus** | **Total Allocation** |
| Targeted additional teacher and teaching assistant support  | English and Maths  | £127,000 |
| Thrive training  | Personal and social/ emotional  | £10,000 |
| Happy Lunchtimes training & play equipment | Personal and social/emotional | £1000 |
| Curricular and extra-curricular enrichment  | Personal and social /emotional | £1000 |
| Learning mentor support | Learning behaviours and self-esteem/ self-regulation issues | £24000 |
| Family Link Worker support | Engaging parents and supporting hard to reach families | £24000 |
|  | **Total** | **£187,000** |

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| **Details of planned expenditure and intended outcomes 2019/20** |

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| **Area of Spend**  | **Intended Outcomes**  | **Actions**  | **Cost** | **Impact Evaluation** |
| Targeted additional teacher support in y6 (DHT teaching 0.4 borderline PPG groups)  | * Improved learning outcomes in reading, writing and maths (making at least expected progress/ meeting end of year expectations)
* Improved confidence for pupils in specified areas
* Learning tasks tailored to specific needs of pupils
* Consolidation of learning completed in classes – time to practise and apply skills
* Pre teaching to prepare pupils for future learning in order to give confidence and give higher levels starting points.
 | * PPG profile documents are live, working documents and regularly updated
* Regular reviews of PP group timetable
* Regular communication between PP teacher and class teachers
* Teaching resources and materials sourced
* Teachers plan for specific needs of PP pupils
* Progress meetings to evaluate impact of provision
 | £20,000 |  |
| Targeted additional teaching assistant support  | * 1:1 and/or small group interventions planned to cater for individual needs
* Support within lessons to improve understanding of learning in reading, writing and maths
* Consolidation of learning completed in classes
* Pre teaching to prepare pupils for future learning in order to give confidence and give higher levels starting points
 | * Teacher and PPG lead teacher (DHT) review – plan interventions to be completed
* Clear communication between teachers and TAs led by DHT
* TAs timetables carefully planned making the best use of morning work, registration, assembly and

afternoon intervention time * Rigorous monitoring (half termly) by DHT/ PPG lead
 | £107,000 |  |
| Curricular and extra-curricular enrichment  | * Social skills are developed through participation in a range of clubs provided by the school or external providers
* Ark Provision for vulnerable pupils
* Happy lunchtimes programme in place to ensure all pupils access a positive lunch time
* Talent and efforts in non-academic subjects are celebrated and help to develop self confidence
 | * Learning Mentor to lead Ark activities : groups planned and impact monitored by AHT for behaviour and pastoral (TR)/ SENCo (AV)
* BM to arrange funding assistance (as appropriate) for clubs /resources/ residential / uniform/ dinners
 | Learning Mentor salary, c£24,000Lunchtime Training & equipment. £1,000  |  |
| Thrive Training  | Thrive approach embedded across school | * Pupils and parents further aware of how to be resilient, creative, risk taking – more positive towards learning; more confident in tackling new learning and able to be present in classrooms, ready for learning
* Exclusions decrease for violent behaviour
 | £10,000 (3 x Thrive practitioner training + supply costs) |  |
| Family Link worker | * Engaging parents and supporting hard to reach families
 | * Pupils needs identified
* Information used to inform provision
* Provision of family learning gives hard to reach parents an easier route to access school and feel more confident to support their child’s learning
 | C£24,000 |  |
| **TOTAL SPEND £186,000 (PPG available £126,720; balance/ overspend £59,280)** |

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| **4. Review of expenditure**  |  |
| **Previous Academic Year** | **2018-2019** |  |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:**  | **Lessons learned**  | **Cost** | **Impact evaluation** |
| Improved outcomes for disadvantaged pupils  | Targeted support – teacher and LSA | * Most pupils made progress in their small group sessions and targeted work groups. Increased confidence allows them to participate more actively in class lessons
* The continued use of PPG profiles for all PPG pupils ensures staff have a clear vision of pupils needs and qualitative as well as quantitive improvements.
* Reading results are better than national for PPG across all year groups and in line or better for maths
* 1-1 pastoral support enables pupils to discuss friendship issues, thus enabling them to focus on learning
 | * This key part of DHT/ PPG lead role needs far greater emphasis and monitoring to ensure greater impact and timetabled regular liaison with staff.
* Re launch and train staff in the use of PPG profiles – embed practice
* Focus on ALL PPG pupils but particularly those just below ARE/ GDS
 | £25,070 | This action was not implemented with the necessary rigour due to budgetary constraints and insufficiently rigorous financial planning the additional staffing plans were not implementedInsufficient monitoring and lack of consistent review cycle meant that this action had limited if little impact |
| Improved Self Esteem/learning behaviours | Character Education | All classes/staff using growth mindset approach – mentioned in Ofsted reportPupils using vocabulary to support their approaches to learning - familiarity embedded with ‘character’ team namesPupils develop strategies to overcome their own barriers to learning – learning muscles discussed to reflect on learning  | Develop to engage parents through Thrive programmeDevelop Happy Lunchtimes and provide additional training and support for lunchtime staff focussing on key vulnerable children | £300 | Some impact through emotional coaching but because of a lack of rigour and staff changes in approach this has not had enough impact on key children |
| Specific Needs identified/supported via external experts | Educational PsychologistCounsellor  | Ed Pschy reports used to inform planning for PPG pupil needs.Also used reports to obtain EHCP for a pupilProfessional programme of counselling supporting emotional needs of some PPG pupils | Continue to access external agencies as appropriate | £1500 | Minimal impact as a lack of rigorous targeting, baseline information and outcome monitoring means that impact unclear. Counsellor costs equated to £12,000 rather than allocated £1,500 so not good value for money |
| Increase access to Curricular/ Extra curricular activities  |  funding clubs /music lessons/ residential for PPG pupils | Access to Y6 residential allows all pupils to experience the enrichment of the visit and participate fullySupporting sporting and music clubs/lessons enables pupils to participate in non academic activities, positively improving their confidence and range of skills. | Continue to monitor more closely for PPG update and staff to create a wider range of clubs for children to participate in, with focus on PPG children | £2000 | Successful, continue to monitor this: club registers need to be more rigorously evaluated for PPG numbers etc |
| Measuring impact of PPG progress | Monitoring and evaluation of PPG spending | Regular review of PPG outcomes and impact of interventions informs provisionInterventions adapted as neededExternal advisers review outcomes for all , including PPG.   | Continue to EvaluateConsider a specific review of PPG |  | Pupil Progress meetings need far more rigorous focus on PPG children , gaps and how staff are overcoming barriers to learning by consistent use of PPG profiles |