


Pupil premium strategy statement: 2020-2021

1. Summary information					
School	All Saint's C E Primary School				
Academic Year	2020/21	Total PP budget	£135,120	Date of most recent PP Review	n/a
Total number of pupils	230	Number of pupils eligible for PP	82 (36%)	Date for next internal review of this strategy	February 2021
Breakdown of pupils eligible for PP in 2020-2021					
	Year Group	Number of Eligible Pupils	% of year group		
	EYFS	3	14%		
	Year 1	8	30%		
	Year 2	12	39%		
	Year 3	16	46%		
	Year 4	9	19%		
	Year 5	15	33%		
	Year 6	19	41%		



All Saints Church of England Primary School

Current Attainment 2019-2020

2020 SATs KS2 Pupils eligible - 40 pupils Spring 2 Year 6 data as no SATs due to Covid	<i>School ALL % achieved</i>	<i>School PP % achieved</i>	<i>School non PP achieved %</i>	<i>National Non Disadvantaged (2018)</i>
% meeting standard or above in reading, writing and maths	47.5%	50%	45.8%	65%
% meeting standard or above in reading	46%	56.3%	62.5%	73%
% meeting standard or above in writing	77.5%	76.5%	83.3%	78%

% meeting standard or above in SPaG	77.5%	76.5%	83.3%	77.9%
% meeting standard or above in maths	52.5%	50%	54.2%	78.6%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers identified by staff (<i>issues to be addressed in school, such as poor oral language skills</i>)				Totals	%
A.	Accepting feedback			26	38%
B.	Self esteem/ emotional issues			36	52%
C.	Enrichment/ access to out of school activity			29	42%
D	Parental engagement			14	20%
E	Underperformance in maths			40	58%
F	Underperformance in reading			44	64%
G	Underperformance in writing			45	65%
H	Underperformance in any other curriculum area			23	33%
I	Attendance			36	52%
J	Behaviour and self regulation			36	52%
2. Desired outcomes					
Issue	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
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 RWM Disadvantaged 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; supporting parents to engage effectively with outside agencies	

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. Children have access to and engage in a broad and balanced curriculum and have their horizons broadened and aspirations raised.
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3. Planned expenditure 2020/2021		
Area of Spend	Focus	Total Allocation
Targeted additional teaching and teaching assistant support	English and Maths : narrowing academic gaps with targeted intervention	£63,809.99
ELSA Support	Personal and social/ emotional	£1,000
Support for homework/ resources and subsidised school visits	Personal and social/emotional	£1000
Curricular and extra-curricular enrichment	Personal and social /emotional	£1000
Learning mentor support: Thrive and SEMH interventions	Learning behaviours and self-esteem/ self-regulation issues	£22,353.33
Family Link Worker support: provision of clothing/ uniform and food parcels	Engaging parents and supporting hard to reach families	£22,353.33
Support for attendance and punctuality: EWO/ Walking Bus and Breakfast Clubs/AHT salary contribution	Supporting parents to get children into school on time so they can learn	£23,603.35
	Total	£135120

Review 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)	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	£20,000	<i>Not possible to provide the additional teacher as the member of staff was absent over a long period (From September 2019) Additionally lock down from March has stalled progress further.</i>

	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Progress meetings to evaluate impact of provision 		
Targeted additional teaching assistant support	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<p><i>All TA timetables were focussed on meeting the needs and closing the attainment gap for our PPG children. Spring 2 data shows the success of this particularly in mathematics : some progress achieved but still an area of need</i></p>
Curricular and extra-curricular enrichment	<ul style="list-style-type: none"> Social skills are developed through participation in a range of clubs provided by the school or external providers Ark Provision for vulnerable pupils Lunchtime interventions 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 	<ul style="list-style-type: none"> 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 	<p>Learning Mentor salary, c£24,000</p> <p>Lunchtime Training & equipment. £1,000</p>	<p>Programme of Ark activities was set up and beginning to be implemented : stalled by long term absence and subsequent resignation of Learning mentor and then Covid lock down . Some progress seen but still an area of need</p>

Thrive Training	Thrive approach embedded across school	<ul style="list-style-type: none"> • 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)	1 Thrive Trained Lead resigned but 2 SLT now licensed practitioners who have subsequently trained staff and Learning Mentor fully in the Thrive Approach. Exclusions decreased
Family Link worker	<ul style="list-style-type: none"> • Engaging parents and supporting hard to reach families 	<ul style="list-style-type: none"> • 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	Family Link worker played a key role in lock down supporting vulnerable children and their families; delivering food parcels; supporting with benefits and regular (at least weekly) wellbeing calls. Parents report that they felt supported and the FLW has the Trust of PPG and all parents. They have a link to the school and this needs to continue
<p>TOTAL SPEND £186,000 (PPG available £126,720; balance/ overspend £59,280)</p>				

Planned expenditure/ strategy for 2020/21

Desired outcome	Chosen action/approach	Estimated impact:	Cost	Impact evaluation
Improved outcomes for disadvantaged pupils	Targeted support – teacher and LSA	<ul style="list-style-type: none"> • 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 quantitative 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 	Contribution to salary costs c £63,809.99	
Improved Self Esteem/learning behaviours	Learning Mentor/ Family Link worker and ELSA intervention Implementation of Thrive strategies and interventions	<p>All classes/staff using Thrive interventions and emotional coaching strategies approach</p> <p>All children screened</p> <p>Interventions (group and individual) in place for key children to close neuro gaps</p> <p>Pupils and staff using shared vocabulary to support their emotional response and regulation -</p> <p>ELSA interventions timetabled and adhered to</p>	Salary contribution towards Learning mentor/ FLW and ELSA C£43,206.66	

<p>Improved attendance and punctuality of PPG children and decrease in PA for PPG and hard to reach families suffering from anxiety</p> <p>Attendance (All xx%; PPG xx %) PA: All: xx%; PPG: xx% % lates: All: xx%; PPG: xx%</p>	-Mental health First Aid qualification for Learning Mentor who cascades training to staff	PPG pupil mental health is strongly and proactively supported. Decrease in the number of PPG school refusal due to anxiety and mental health issues	£500	
	Creation of AHT role to focus on behaviour/ pastoral and attendance to ensure a strategic and targeted approach	Improvement in PPG attendance and punctuality and decrease in PA to narrow the gap to at least national levels	Contribution to salary costs c£21,603.35	
	supported home visits to work closely with children and families by FLW and LM	Improvement in PPG attendance and punctuality and decrease in PA to narrow the gap to at least national levels	Contribution to salary costs as above	
	Engagement of EWO to support legal process	PPG families are supported and challenged to ensure children are in school and ready to learn	£1000	
	Creation of walking bus	PPG children arrive on time and safely to school and in good spirits and health	£1000	
	provision of breakfast in school	PPG children are well fed and have basic needs met to enable them to settle more quickly to self regulation and academic challenge	£0: funded through National breakfast scheme	

	Prizes and rewards to celebrate best/ most improved attendance for families and classes	Whole families are motivated to achieve attendance improvements not just the individual child	£1000	
	Provision of equipment and school uniform	PPG children have access to clean uniform and study materials	£1000	
Increase access to Curricular/ Extra curricular activities	funding clubs /music lessons/ residential for PPG pupils as well as home learning materials and equipment	Access to residential and extra curricular activity allows all pupils to experience the enrichment of the visit and participate fully Supporting sporting and music clubs/lessons enables pupils to participate in non academic activities, positively improving their confidence and range of skills.	£2000	
Rigorous measurement of impact of PPG strategy	Introduction of tracking sheets to monitor impact for individual children completed by class teachers as a key part of termly PPMs	-Teachers have far greater knowledge, understanding and ownership of the progress of PPG children whether this be academic or pastoral. -renewed focus enables and ensures more rapid progress towards narrowing attainment and emotional gaps identified	£0	

TOTAL SPEND £135,120

