

# Pupil premium strategy statement For All Saints' CE Primary School 2020-21

1. Summary information					
School	All Saints' CE Primary				
Academic Year	2020-21	Total PP budget	£25,520	Date of most recent PP Review	Sept 2020
Total number of pupils	332	Number of pupils eligible for PP	13 (4%)	Date for next internal review of this strategy	Jan 2021

2. Current attainment – summer 2020 – Covid 19 has prevented in depth school data		
KS 2 – Year 6 (6 pupils) – 3 pupils with high SEND needs	<i>Pupils eligible for PP (your school)</i>	<i>Non PP</i>
% achieving ARE in reading, writing and maths	67%	89%
% making ARE in reading	67%	100%
% making ARE in writing	67%	91%
% making ARE in maths	67%	98%
KS 1 – Year 2 (3 pupils) - 3 pupils with high SEND needs		
% achieving in reading, writing and maths	67%	79%
% making progress in reading	100%	92%
% making progress in writing	67%	87%
% making progress in maths	67%	87%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Diminishing the differences in KS2 literacy and numeracy between disadvantaged students and others.
<b>B.</b>	Social, emotional and mental health issues for some pupil premium children are making it difficult for them to learn effectively and make progress.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>A.</b>	Ensure all parents are aware of pupil premium funding and how to access this to ensure school can support all children who are eligible for funding. This is particularly important during the Covid crisis and many families working from home, furloughed or lost jobs.
<b>B</b>	Pupil attendance/lateness and home challenges for some of PP children.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Target PP children to achieve ARE in all core subjects. This includes targeting higher attaining PP children to achieve greater depth and working with smaller groups.	Pupils eligible for PP make at least the same progress as 'other' pupils
<b>B.</b>	Mental health issues targeted with focus support. Increase confidence, resilience and broaden experience and give behaviour management strategies.	Children's mental health issues being supported in school with focus action plan through Jenbys and nurture groups. Happy to be at school and positive behaviour supporting learning.
<b>C.</b>	To improve attendance of identified pupils	Absence/lateness % reduced.
<b>D.</b>	Increased take up of pupil premium funding for eligible parents	An increase in the amount of pupils in receipt of pupil premium funding particularly in EYFS and KS1. High quality provision demonstrated on the provision maps is continued including support from parental involvement worker/mental health champions. Catering manager/SBM encouraging and supporting applications.

5. Planned expenditure					
Academic year		2020-21			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Target PP to achieve ARE in all core subjects. This includes targeting higher attaining PP children to achieve greater depth.	Deployment of highly skilled teaching assistants to support quality first teaching across school. High emphasis on scaffold, support and challenge	Reduced group size in KS2 for core subjects greater teacher pupil ratio (circa 1:22). Focussed delegation of adult support within quality first teaching sessions to ensure learning support is precise and effective for all pupils. Opportunity for pre teaching and same day intervention.	School monitoring systems including effective use of additional staff, interventions and book looks. Data analysis on individual progress and discussion at pupil progress meetings will support class groupings.	SLT	End of each term

Improve outcomes in maths.	Continue West Yorkshire Maths Hub curriculum.	Evidence from data and assessments that mastery teaching increases pupil outcomes, understanding and confidence	Whole staff training, book looks, maths audit, lesson observations, Pupil progress meetings, pupil interviews and assessment data	SLT Maths lead	termly
Improve outcomes in English	Embed the reading scheme throughout school. Greater writing opportunities and use of dialogic teaching.	By following the 5 stage planning as suggested on the Philip Web staff training sessions children spend much longer delving into the comprehension side of the text, through fun and engaging ways, so that they then have the tools to apply this to their writing	Whole staff training, book looks, English audit, lesson observations, Pupil progress meetings, pupil interviews and assessment data	SLT Eng lead	Termly
<b>Total budgeted cost</b>					£19,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
SEMH issues targeted with focused support for PP children	Focused sessions with Health Mentor in school, parental involvement worker supports families beyond school time, Jenbys trained staff, art therapist & Ed Psych	Research from PAC-UK suggests that supporting children's emotional literacy and executive functioning skills helps to address mental health issues. Some of the PP children need nurture and behaviour support	SENDCo to Line manage work of health champion/ pupil support worker, Jenbys support workers, art therapist and Ed Psych	SLT Health champion Jenbys	Termly
<b>Total budgeted cost</b>					£8,687
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Subsidising the cost of extra-curricular opportunities and visits leading to improved social	Clubs subsidised or free of charge dependent on individual need, Music lessons free for pupil premium children,	Enable all PP children to have same access to opportunities as other children in school	Ensure parents are aware of opportunities available to them via correspondence	HT/SBM	Termly

interaction opportunities	Wrap around care to support families				
Access to educational visits for all	To ensure that all children are able to attend the residential visits by subsidising these	This universal benefit is planned to reflect the falling income for vulnerable families as a result of the government's welfare reforms.	Take up of this subsidy will be monitored by the office manager	Office manager	Termly
<b>Total budgeted cost</b>					£1000
<b>Overall Total Budget Cost</b>					£28,687

## 6. Review of expenditure - £34,880

Previous Academic Year	2019-20
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To support inclusion in activities and visits – £1,500

Pupil support worker time – £4,000

Y3/4 support for small group teaching & interventions – £10,000

Y5/6 support for small group teaching & interventions – £14,000

Jenbys – £1,500

1:1 support /interventions – £2880

Resources – £1,000

### Impact 2019-20 – this is in light of the National Covid 19 lockdown from March 2020

Statutory reporting of Attainment in year 2 & 6 is highlighted in the above table

Attendance for the academic year is Pupil Premium 72.34 and not Pupil Premium is 71.95

Overall attainment across all year groups taking into account some year groups had 0, 1 or less than 3 PP in the cohort and therefore not statistically viable.

Achieve ARE in subject	Maths	Reading	Writing	RWM combined
Pupil Premium	80%	80%	53%	46%
Non Pupil Premium	88%	90%	85%	80%