

Pupil Premium Strategy Statement

School overview

Metric	Data
School name	All Saints CEVA Primary School and Nursery Unit
Pupils in school	209
Proportion of disadvantaged pupils	(24) 11%
Pupil premium allocation this academic year	£31, 680
Academic year or years covered by statement	2020-21
Publish date	November 2020
Review date	September 2021
Statement authorised by	Emma Johnston Head Teacher
Pupil premium lead	Alice Corr
Governor lead	Claire Le Maistre

Disadvantaged pupil progress scores for last academic year (2019 data due to Covid 19)

Measure	Score
Reading	50%
Writing	67%
Maths	90%

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	68%
Achieving high standard at KS2	16%

Measure	Activity
Priority 1	Improve disadvantaged children's reading and writing attainment at the end of KS2 so that they achieve in line with their non-disadvantaged counterparts
Priority 2	Improve attainment for all disadvantaged pupils across the school so that children have the basic foundation of skills in reading, writing and maths to achieve ARE at the end of KS2
Barriers to learning these priorities address	*Oral language skills in EYFS are historically lower for children eligible for PP than for other pupils. This slows reading progress in subsequent years. Evidence sources collected, suggest that poverty of language is a key barrier to achievement at all levels, particularly for children who are disadvantaged.

	<p>*Wellbeing issues for pupils (mostly eligible for PP) and low aspirations are having detrimental effects of their academic progress and that of their peers.</p> <p><i>*Attendance rates for pupils eligible for PP are 95.7% (below the target of all children of 96%). This reduces their school hours and causes them to fall behind on average.</i></p>
Projected spending	<p>*Spending will focus on small group and 1 to 1 interventions to target disadvantaged pupils to close gaps in learning. A provision map will monitor spending per pupil per term.</p> <p>*Money will be spent on programs such as 'Third Space Learning' to improve outcomes for children in KS2</p> <p>*Money will be spent on employment of Pastoral Support worker to offer interventions to improve children's learning behaviours and mental wellbeing</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	EYFS- 100% of PP to achieve ARE at the end of Foundation Stage KS1- 50% of PP to achieve ARE at the end of Y2 KS2- 72% of PP children to ARE at the end of Y6	June 2021
Progress in Writing	EYFS- 100% of PP to achieve ARE at the end of Foundation Stage KS1- 50% of PP to achieve ARE at the end of Y2 KS2-74% of PP children to ARE at the end of Y6	June 2021
Progress in Mathematics	100% of PP to achieve ARE at the end of Foundation Stage KS1- 50% of PP to achieve ARE at the end of Y2 At least 85% of disadvantaged pupils achieve ARE or above at the end of KS2	June 2021
Phonics	50% disadvantaged pupils to reach expected standard in phonics screening check	June 2021
Other Wellbeing	For all class teachers to complete a Rainbow chart (Boxhall, SEMH Rainbow and SDQ scores) before and after interventions and to monitor impact of these interventions on children's academic attainment	Monitor each term

Targeted academic support for current academic year

Measure	Activity
Priority 1	Improve proportion of PP children achieving ARE in reading, writing and by the end of KS2. Using FFT targets for PP/Ever6 children.
Priority 2	Improve proportion of PP children achieving ARE in reading, writing and maths across KS2. Using FFT targets for PP/Ever6 children
Barriers to learning these priorities address	Address wellbeing issues for PP pupils so that all children demonstrate positive learning behaviours. Monitor and address poor attendance issues with PP pupils and families.
Projected spending	Weekly small group and 1:1 interventions for pupils with an experienced TA, in addition to standard lessons in reading. Additional class focus for PP children in class writing lessons. £4,000

	Funding of Third Space Learning for PP children in KS2 (initially starting in Year 6) due to the impact of the previous year. £4,000
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Wider strategies for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> -Improved oral language skills in EYFS Using the Wellcomm assessment tool, Colourful Semantics and the 'I Can' speech and language programme -Staff training/ procurement of top-up Speech and Language Therapy from a private Speech and Language therapist. -Staff training on developing communication and language in targeted teaching for children at risk of not achieving ARE in S&L. -Quality role play and small world play resources to encourage language rich experiences within EYFS
Priority 2	<ul style="list-style-type: none"> -Address wellbeing issues for PP pupils so that all children demonstrate positive learning behaviours. - Identify a targeted behaviour intervention for identified students. Track progress from starting to end point. -Provide uniform for PP children. -Offering equal access to enrichment for all pupils.
Barriers to learning these priorities address	Wellbeing issues for pupils (mostly eligible for PP) and low aspirations are having detrimental effects on their academic progress and that of their peers.
Projected spending	Pastoral Support and SALT interventions £10,000 Enrichment opportunities and help with uniform costs £12000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	For all Teachers and TA's to know their Pupil Premium children within the class and to know/ set targets to improve progress within the areas of learning. For all Teachers and TA's to understand that these children need extra help so that the gaps between disadvantaged and non-disadvantaged pupils are closed.	<p>20 day challenges introduced for all PP pupils across the school with monitoring and review periods</p> <p>Analysis of 20 day challenges compared against children's books and progress.</p> <p>Book scrutinies, lesson observations and learning walks will show that there is not a disparity or negative discrimination towards PP children.</p>

	Continuation of new 3 week Big Write rotation in KS2 and 2 week Big Write rotation in KS1. Continuation of Maths Mastery planning and implementation of lessons.	
Targeted support	For all TA's to be well trained in the intervention programme that they are delivering and be knowledgeable of each PP child's barrier to learning. Pastoral mentor and inclusion manager to support interventions which develop children's emotional wellbeing, positive behaviours and attitudes to learning.	Rigorous Pupil Progress meetings ensure expected progress. Class teachers to complete a Rainbow chart (Boxhall, SEMH Rainbow and SDQ scores) before and after these interventions. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.
Wider strategies	Fund all extra-curricular clubs and trips for all PP children. Poor attendance	Monitor spending using provision map Monitor PP children's attendance using provision map

Review: last year's aims and outcomes (2019 due to Covid 19)

Aim	Outcome
Improve proportion of PP children achieving ARE in reading, writing and maths across KS2. Using FFT targets for PP/Ever6 children	Staff learnt a range of effective and efficient feedback strategies which have been implemented in the classroom to enable children to make more progress throughout a lesson. These strategies have been highlighted during lesson observations and on learning walk record sheets. An implementation of the 3 week Big Write rotation showed a really positive impact in the books of children in KS2. An external moderator commented on the system in place and the impact that it had had from the start of the year. 20 day challenges were introduced and teaching staff used these effectively to promote progress for disadvantaged children. Records and books showed these were having a high impact on the children selected.

<p>Improve proportion of PP children achieving ARE in maths in KS1. Using FFT targets for PP/Ever6 children</p>	<p>All teaching staff received high quality training on maths mastery and 'Maths No Problem' books were purchased for KS1. At the end of the year, disadvantaged children in Years 1 and 2 outperformed their peers in maths with 100% of disadvantaged pupils meeting age related expectations.</p> <p>At the end of KS2, disadvantaged children outperformed their peers in maths with 90% reaching age related expectations compared to 83%. 5 out of the 6 children who received Third Space Learning met age related expectations in Maths. The child who did not meet age related expectations had an accelerated progress score and was also on the SEND register.</p>
<p>Improve oral language skills for children in EYFS Using the Wellcomm assessment tool.</p>	<p>Children have been assessed by a speech and language therapist and have set programmes in place which are delivered by members of staff.</p> <p>Staff are now highly trained in order to support children with speech and language difficulties.</p> <p>Improving early speech and vocabulary is starting to impact upon reading and writing in EYFS and KS1.</p> <p>Staff are Sounds Write trained so that the teaching of phonics is consistent across the school. As a result, the number of children passing the 2019 Phonics Screening was in line with the National Average.</p>