

**All Saints CE (A) Primary School
Pupil Premium Strategy – 2019-2020**

This Pupil Premium Strategy 2019 – 2020 is subject to change. We have built in the flexibility to make adjustments as we measure the progress children are making, evaluate their needs and measure the impact of the approaches taken.

1. Summary Statement					
School	All Saints CE (A) Primary School				
Academic Year	2019-2020	Total PP Budget	£44,794	Date of most recent PP review (external)	February 2019
Total number of pupils	416	Number of pupils eligible for PP	38 (11%) (+4 Service PP)	Date of next internal review of this strategy	September 2020
2. Final Data 2018-2019 Year 6					
				Pupils eligible for PP (All Saints)	Pupils not eligible for PP (National Average)
% achieving age related expectations or above in reading, writing and maths					
progress score in reading for pupils eligible for PP					
progress score in writing for pupils eligible for PP					
progress score in maths for pupils eligible for PP					
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A	Limited cultural capital leads to limited experiences and poor vocabulary breath. This impacts attainment across the school in all subjects. <i>Across school ARE gap in Reading- 23%. Writing -24%, Maths -33%</i>				
B	Specific social and emotional skills and family circumstances are impacting attainment and progress.				
C	Limited access to activities and experiences, parent/carer engagement, low aspirations and expectations and inconsistent attendance are having a detrimental effect on pupil attainment. <i>Attainment gap in all subjects when comparing children in receipt of Pupil Premium and their non-Pupil Premium peers across the school.</i>				
External Barriers (issues which also require action outside school, such as low attendance rates)					
D	Attendance and arriving late. 2018 – 2019 pupil premium attendance 95.53%.				
E	Parental engagement and attitudes towards school/ staff.				
F	Parents do not always have the skills, understanding or resources to support their child at home.				
4. Desired Outcomes (specific outcomes and how they will be measured) - cohort targets determined using school data for disadvantaged pupils					
A	Robust leadership systems are in place to ensure PP leadership is distributive and empowers teachers to deliver quality first teaching.				
B	Increased attainment in writing for children in receipt of Pupil Premium so that achievement is in line with national average and the in school gap between PP and non PP narrows.				
C	Increased attainment in reading for children in receipt of Pupil Premium so that achievement is in line with national average and the in school gap between PP and non PP narrows.				
D	Increased attainment in maths for children in receipt of Pupil Premium so that achievement is in line with national average and the in school gap between PP and non PP narrows.				
E	To support parental engagement and provide targeted support to remove social and emotional barriers to learning, raise aspiration and encourage parents to support their child at home; leading to improved attainment and narrowing of in school gap.				

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F	To improve PP attendance to 97% and minimise lateness for children in receipt of PP so that they are present in school and attain/ progress well from their starting points.
5. Planned Expenditure 2019-2020	

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A- Led by Lucy Faulkner								
Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review date	RAG		
						1	2	3
Robust leadership systems are in place to engage and empower teachers to deliver quality first teaching.	Pupil Premium launch meeting to raise awareness of PP and increase accountability.	Raise profile of PP- ensure all staff are aware. Individual barriers and provision identified.	All staff know PP children. Provision is in place to support progress.	Lucy Faulkner	October			
	Teachers to complete class overview for their PP learners.	Individual support and identification of barriers leads to effective provision and deployment of resources.	Provision is in place for learners with PP appropriate to learning barriers.	Teachers	October 9 th			
	PP leader to meet teachers after each assessment point for a PP Progress meeting to discuss impact and actions.	All staff are aware of children's progress and where there is underperformance. Action can be taken to address this.	Teaching assessment shows positive impact of provision. Accelerated progress.	Lucy Faulkner	X3 per year, January, April and July			
	Provide access to all leaders for Hello Data	Leaders know impact, successes and weaknesses for PP children. Action can be taken by leaders.	All leaders are accessing Hello Data and reporting on impact for their areas.	Elaine Place	October			
	Lesson drop ins to replace planned observations	Quality of education monitored accurately by leaders. Improve quality first teaching- training opportunities planned to improve.	Teachers are given clear feedback to improve their practice. The quality of teaching and learning remains consistently strong.	Lucy Faulkner	X3 per year October February June			
	Teaching assistants to also be observed and given written feedback throughout	Maximising the impact of Teaching assistants (EEF project) - feedback to individual TAs will develop practice and improve outcomes for children.	TAS are given clear feedback to improve their practice. TA support is of high quality to move learning forward.	Alison Martin	March			
	Teachers to participate in work looks with senior leaders	Quality professional dialogue improved practice.	Teachers are involved in high quality dialogue about children's learning. Work shows strong progress.	Lucy Faulkner	X3 per year October/ November			
	After data analysis, PP team meet to direct support and provision	To support communication. To ensure action is taken to respond to individual needs. To review and monitor impact.	Rapid action is taken to address weak progress.	Lucy Faulkner	Sep 2019, January, April, July 2020			
Total Budgeted Cost £2000								
Actual spend								
IMPACT •								

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B- Led by Mel Barrett and Emily Powell (MB, EP)								
Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review date	RAG		
						1	2	3
Increased attainment in writing for children in receipt of Pupil Premium so that children in receipt of PP achieve in line with national average attainment. The outcomes below will be achieved. % ARE - PP children only Writing Year 2- 100% Year 3- 100% Year 4- 86% Year 5- 67% Year 6- 63%	Piece of writing from previous year to be stuck in books at the start of the year	High expectations to be held from the start of the year.	Children make progress from their starting point at the end of July 2019).	Mel Barrett	September			
	English lessons to be planned using text drivers. Staff meeting to remind staff of need for clear Audience/ Purpose.	Staff need reminding of need for Audience/ Purpose. Rich texts lead to rich and broad learning opportunities.	Children know the purpose and audience. Writing outcome targets will be met.	MB/ EP	September			
	Enriching writing opportunities e.g. writer visits, poetry performances.	To raise aspirations and get children excited to write.	Children enjoy writing and are motivated and engaged in learning.	MB/ EP	Ongoing			
	Phonics training, led by external Literacy consultant, to improve teacher subject knowledge in KS2. Teachers to ensure spelling is taught and planned for.	Literacy consultant found gaps in phonics across KS2 which was holding back writing progress. EEF shows phonics to accelerate progress.	All KS2 teachers are clear on how to support phonics and spelling across KS2. Writing outcome targets will be met.	MB/ EP	Three times per year, January, April and July			
	Scaffolding tools introduced and used across school.	PP training course 2018 showed importance of consistent resources.	Scaffolding tools are being used. Writing outcome targets will be met.	MB/ EP	December			
	Staff training in Tier 1, 2 and 3 vocab. Vocabulary rich learning opportunities to be planned	'Mind the Gap' by Alex Quigley shows the importance of specific vocabulary teaching to improve outcomes.	Children understand vocabulary to enable learning. Writing outcome targets will be met.	MB/ EP	March			
	Teachers to slow the writing process down for some children with a focus on quality not quantity.	Pupil Premium review Feb 2019 showed that some PP learners were writing quantity but not quality work.	Children are taking the time to write and focus on quality. Progress for writing is good + evident in work.	MB/ EP	Ongoing			
	Helicopter stories to be consistently planned for weekly in EYFS.	Early Years staff attended training to inspire creative writing so children see themselves as a writer.	Helicopter stories each week. Children are engaged in writing and enjoy it. Outcomes in writing are good.	Lucy Faulkner	Weekly			
	Teachers in Year 2, 5 and 6 (due to data trends) to be released weekly to provide 1:1 tutorials	EEF shows +8 months for feedback and +5 for 1:1 tuition. Teachers have quality time to give 1:1 feedback and tuition.	PP children benefit from quality teacher support. Writing outcome targets will be met.	Lucy Faulkner	Ongoing			
Teaching assistant to work with targeted children (in and out of class) to assess gaps in writing and improve outcomes in Year 5.	EEF shows strong impact of tuition and targeted support.	Writing outcome targets will be met.	Lucy Faulkner	Ongoing				
Total Budgeted Cost £9000								
Actual spend								
IMPACT								

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C- Led by Emily Powell and Mel Barrett (EP and MB)								
Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review date	RAG		
						1	2	3
Increased attainment in reading for children in receipt of Pupil Premium so that children in receipt of PP achieve in line with national average attainment.	Re-vamp book swap boxes.	To enable all children to have access with quality reading material. To improve the reading culture across the school and ensure all children have access to books.	All children are aware of book swap boxes. Children and parents are using these.	MB/ EP	December			
	Weekly library group to support reading engagement and enjoyment.	To build links with the community library for wider reading opportunities. Children sign up to a library card so they can use the library again.	Children are excited to read. Children read regularly in and out of school. Group shows impact in data outcomes.	Viki Papparides	April 2020			
The outcomes below will be achieved. <i>% ARE - PP children only</i> Reading Targets for July 2020 Year 1 67% Year 2 100% Year 100% Year 4 86% Year 5 67% Year 6 63%	EYFS language screening tool (Welcomme) to be used.	Early Years language can predict future academic success and reading ability.	Language screening tool is used. This leads to early identification and intervention to improve language levels.	Jane Tallman				
	ARCH reader support to target PP children and support progress.	Regular reading practise can improve reading accuracy.	ARCH reader support shows accelerated progress from starting point (reading ages).	MB/ EP				
	EYFS targeted reading and direct work with PP children to support accelerated progress (e.g. daily reading)	Regular reading practise can improve reading accuracy.	PP children are read with x2 per week. Books are changed regularly. Reading outcomes are good.	Jane Tallman				
	Teaching assistant to work with targeted children (in and out of class) to assess gaps in reading and improve outcomes in Year 5.	EEF shows strong impact of tuition and targeted support.	PP children benefit from quality support. Tutorials show impact on learning and outcomes in writing.	Lucy Faulkner	Ongoing			
Total Budgeted Cost £5000								
Actual spend								
IMPACT								

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D- Led by Hania Myers and Marcus Grant (HM, MG)								
Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review date	RAG		
						1	2	3
Increased attainment in maths for children in receipt of Pupil Premium so that children in receipt of PP achieve in line with national average attainment. The outcomes below will be achieved. % ARE - PP children only Maths Targets for July 2020 Year 1 67% Year 2 100% Year 3 100% Year 4 83% Year 5 100% Year 6 63%	All lessons to be planned to teach specific vocabulary.	'Mind the Gap' by Alex Quigley shows the importance of specific vocabulary teaching to improve outcomes.	Vocabulary is taught in all maths lessons. Children understand key vocabulary.	HM/ MG	July 2020			
	Adults to provide targeted support in lessons to target gaps in attainment. Maths leads to monitor closely in learning walks.	EEF shows small group tuition to be effective (+4 months)	Adults target key children in class to close gaps in learning.	HM/ MG	Ongoing			
	Same day intervention for maths to continue every afternoon with a focus on PP. SLT to monitor closely to review impact.	Children given immediate support to address misconceptions.	Same Day Intervention leads to progress in maths. Learning gaps are identified and closed rapidly. Maths outcomes strong.	HM/ MG	Ongoing			
	Contact parents of disadvantaged children who are underachieving in maths and invite in to share resources and games that may help at home. Maths packs to be made and shared with PP families where needed.	Some parents of PP learners do not feel confident to support maths at home. Parental aspiration and attitude towards maths is proven to link to children's attainment.	Parents feel that they have the resources they need to support children. Outcomes in maths are strong.	Lucy Faulkner	December 2019			
	Set up homework club/ support; parents and child together along with school staff.	Some parents of PP learners do not feel confident to support maths at home.	All PP learner's complete maths homework which improves outcomes in maths. Parents feel more confident to support with homework.	Viki Pappardes	July 2020			
	Teachers in Year 2, 5 and 6 to be released weekly to provide 1:1 tutorial to enable individual feedback and teaching to improve writing outcomes. <i>Feedback form to be completed and monitored.</i>	EEF shows +8 months for feedback and +5 for 1:1 tuition. Teachers have quality time to give 1:1 feedback and tuition. ()	Teachers use targeted time to address misconceptions and close learning gaps. Children make good progress n maths.	Lucy Faulkner	Jan, April and July 2020			
Teaching assistant to work with targeted children (in and out of class) to assess gaps in writing and improve outcomes in Year 5.	EEF shows that targeted support can accelerate progress.	Teachers use targeted time to address misconceptions and close learning gaps. Children make good progress n maths.	Lucy Faulkner	Jan, April and July 2020				
Total Budgeted Cost £8000								
Actual spend								

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E- Led by Lucy Faulkner						
Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review date	RAG
To support parental engagement and provide targeted support to remove social and emotional barriers to learning, raise aspiration and encourage parents to support their child at home; leading to improved attainment and narrowing of in school gap.	PP lead to send letters to all PP families and to meet with PP families. Use parent/carer voice to identify steps towards raising aspirations in children.	To build good communication and rapport between home/ school. PP families can feel that school is an unapproachable, threatening place.	All PP families have been met with or spoken to so they know who the PP lead is and they have a chance to suggest ideas to support their child further.	Lucy Faulkner	January 2020	
	EYFS to target PSED which has been identified as a barrier to attainment.	PSED is a barrier to achieving GLD in Early Years.	PSED outcomes improve in EYFS.	Jane Tallman	July 2020	
	Increased presence of PP team and all senior leaders (class assemblies, workshops and school events, start and end of school).	EEF Toolkit shows that parental engagement is consistently associated with pupils' success at school	Parents communicate with the school if they have concerns/ questions.	Lucy Faulkner	July 2020	
	Change language of 'Parent Teacher Interviews' to 'Parents Evening' Leaders to meet and greet parents on entry to school.	PP families can feel that school is an unapproachable, threatening place. Language of Parent Teacher Interviews may be intimidating.	100% PP families meet with the class teacher to hear how their child is doing with their learning.	Lucy Faulkner	November and April	
	All PP families to meet with teacher for a parent evening meeting. Deputy SENCO to support with home visits if necessary.	Parents attendance at PTIs results in them being informed about their child's learning. EEF shows parental engagement to have impact on progress.	100% PP families meet with the class teacher to hear how their child is doing with their learning.	Viki Papparides	November and April	
	Deputy SENCO to work with vulnerable and / or underperforming children/ families.	Individual barriers to learning can be identified. Families in hardship/ facing challenging situations are supported-improving life chances.	PP children achieve well. Communication between home/ school is strong. Parents feel listened to (survey).	Viki Papparides	July 2020	
	Provide support for attendance on residential trips, school visits and extra-curricular clubs.	Children can engage in social and emotional learning opportunities (EEF shows effective). All children given fair chance despite financial barriers.	PP children attend trips, residential trips and school clubs where they would like to.	Viki Papparides	July 2020	
	Online calendar to improve sharing of information with parents through the School Jotter app and website.	EEF Toolkit shows that parental engagement is consistently associated with pupils' success at school	Parents know what is happening in and around the school.	Lucy Faulkner	July 2020	
Total Budgeted Cost £15,794						
Actual spend						

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F- Led by Lucy Faulkner									
Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review date	RAG			
To improve PP attendance to 97% and minimise lateness for children in receipt of PP so that they are present in school and attain/ progress well from their starting points.	Introduce new attendance policy. Ensure staff and families are all clear on this policy.	Attendance of individual children is tracked. Regular attendance improved achievement.	All staff and parents/ families are clear on the new policy and approaches.	Lucy Faulkner	September 2020				
	Introduce attendance reward systems across the school.	Attendance to be celebrated- good attendance is promoted. Regular attendance improved achievement.	Attendance rewards established. PP attendance is 97% or above. Good attendance leads to narrowing attainment gap between PP / Non PP.	Viki Papparides	October 2020				
	Attendance team to meet every month to discuss attendance data and trends.	Tracked attendance. There is a link between parental engagement and attendance.	PP attendance is 97% or above. Good attendance leads to narrowing of in school gap between PP / Non PP.	Lucy Faulkner	Monthly in attendance meetings.				
	Staff to monitor lateness and be visible at the school doors to challenge lateness.	Lateness can be identified quickly and action taken.	Lateness is minimal for PP children. Incidents of late are followed up.	Lucy Faulkner	Monthly				
	Produce a monthly individual absentee report showing lateness of PP eligible children.	Lateness can be identified quickly and action taken.	Lateness is minimal for PP children. Incidents of late are followed up.	Viki Papparides	Monthly in attendance meetings.				
	Deputy SENCo to engage with families of identified children to discuss reasons for absence and agree a way forward.	Parents can be supported to get their child to school. Regular attendance improved achievement.	PP attendance is 97% or above. Good attendance leads to narrowing of in school gap between PP / Non PP.	Lucy Faulkner	Monthly in attendance meetings.				
	Letters to be sent home termly for all children below 97% attendance	Consistent message is sent to parents. Regular attendance improved achievement.	PP attendance is 97% or above. Good attendance leads to narrowing of in school gap between PP / Non PP.	Lucy Faulkner	Monthly in attendance meetings.				
	Where attendance is a concern, action is taken immediately.	Consistent message is sent to parents. Regular attendance improved achievement.	PP attendance is 97% or above. Good attendance leads to narrowing of in school gap between PP / Non PP.	Lucy Faulkner	Monthly in attendance meetings.				
	After school and breakfast club- Funded places according to need.	To provide opportunities for social interaction. To help families get to school on time.	Children are in school on time and enjoy breakfast/ after school club.	Lucy Faulkner	July 2020				
Total Budgeted Cost £5000									

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Actual spend
IMPACT