

All Saints CE (A) Primary School

Pupil Premium Strategy – 2020-21

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.

Covid 19 Risk assessment measures will impact the implementation of this strategy. Intended actions which will be affected by Covid 19 are highlighted yellow and we intend that these will resume once it is safe to do so.

1. Summary Statement					
School	All Saints CE (A) Primary School				
Academic Year	2020-21	Total PP Budget	£52,350	Date of most recent PP review (external)	February 2019
Total number of pupils		Number of pupils eligible for PP	36 (+4 Service PP)	Date of next internal review of this strategy	December 2020
2. Final Data 2019-2020 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			Not possible due to Covid 19	Not possible due to Covid 19	
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 reading at home. This impacts vocabulary breadth which in turn impacts attainment across the school in all subjects. <i>Across school ARE gap in Reading 2019 was -23%.</i> School reading resources are not matched to phonic knowledge. Phonics results 2019 below national in 2019 at 77%				
B	All Saints is a large school with a large number of subject leaders. PP leadership needs to be distributed and everybody's responsibility.				
C	Loss of learning due to Covid 19. Gaps in learning for all year groups but will be particularly challenging for those sitting statutory assessments in 2021.				
D	Engagement of learners with PP at school and home is not always strong due to curriculum being too restricted or not matched to experiences or PP families.				
External Barriers (issues which also require action outside school, such as low attendance rates)					
E	Attendance. As of Spring term 2020, PP attendance was 94.76% and non PP was 96.16%				
F	Specific social and emotional skills and family circumstances are impacting attainment and progress. 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 (see school analysis).</i>				
4. Desired Outcomes (specific outcomes and how they will be measured) - cohort targets determined using school data for disadvantaged pupils					
A	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. In school gap to reduce from 23% in KS1/KS2. Phonics attainment will improve from 77% to in line with national attainment.				
B	Robust leadership systems are in place to ensure PP leadership is distributive and empowers teachers to deliver quality first teaching. Quality of teaching and learning with learning for PP children being good or better 100% of the time.				
C	For 100% of children with PP to transition back to school post Covid 19 lockdown and to be achieving well from their starting point (individual data and progress measures).				
D	To improve curriculum engagement and outcomes through a rich and broad curriculum. Pupil voice shows high level of engagement and children in receipt of PP funding achieve well in all curriculum areas.				
E	To improve PP attendance to 97% so that children are present in school and attain/ progress well from their starting points.				
F	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 from 2019 which was <i>Reading- 23%. Writing -24%, Maths -33%</i>				

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A- Led by Emily Powell and Alison Martin (EP and AM)								
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
<p>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. In school gap to reduce from 23% in KS1/KS2.</p> <p>Phonics assessment attainment will improve from 77% to in line with national attainment.</p>	Split English leadership between two senior staff. Ensure phonics is regularly monitored and observed on school monitoring overview.	Clear and focused leadership to accelerate school improvement. AM has experience in quality phonics. EEF shows phonics has moderate impact.	Reading attainment and phonics attainment will improve. Phonics will be regularly monitored and teaching of phonics will be consistently good leading to good outcomes matching national average expectations.	Alison Martin	July 2021			
	Targeted coaching/ mentoring and bespoke training as needed to develop staff confidence, skill set and quality first teaching.	Bespoke training/ coaching will improve Quality First teaching.	Teaching is consistently good for all pupil's. Support is offered to teachers and training provided where needs arise.	Lucy Wheatcroft	July 2021			
	Purchase and introduce book scheme (and associated resources) which is matched directly to children's phonic knowledge and reading ability (from EYFS to Year 5) Train staff and parents.	OFSTED good practice is for reading materials to match to children's phonic abilities. This ensures reading materials are accessible and progressive. EEF shows phonics has moderate impact.	Staff are trained and understand the new scheme. Parents and informed. Children progress through the scheme as they improve with phonic knowledge and make good progress in reading as a result.	Alison Martin and Emily Powell	December 2020			
	Introduce assessment and tracking system for phonics from Nursery to Phase 6.	Rigorous assessment leads to quality first teaching and identification of gaps in learning and necessary action.	Tracking implemented. Tracking enables teaching to be targeted to learning needs. Phonics is consistently taught well and children achieve well in phonics.	Alison Martin	December 2020			
	All KS1 teaching assistants to focus on reading in afternoon sessions to support the lowest achieving 20% of children.	EEF shows strong impact of tuition and targeted support.	PP children benefit from additional intervention support and attain well. The lowest achieving 20% make accelerated progress.	Alison Martin	Ongoing			
	Targeted ARCH reader support to target PP children and support progress.	Regular reading practise can improve reading accuracy. EEF shows benefit of targeted support.	ARCH reader support shows accelerated progress from starting point (reading ages).	Mel Barrett	July 2021			
Total Budgeted Cost £7,000								
Actual spend £								
IMPACT								

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B- Led by Lucy Wheatcroft								
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 ensure PP leadership is distributive and empowers teachers to deliver quality first teaching. Quality of teaching and learning with learning for PP children being good or better 100% of the time.	Introduce electronic way of recording PP eligibility so all staff have access to PP register.	Raise profile of PP- ensure all staff are aware.	All staff know PP children.	Lucy Wheatcroft	September 2020			
	All teachers to complete class overview to identify needs and actions for 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.	Lucy Wheatcroft	December 2020 and ongoing			
	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 Wheatcroft	X3 per year, January, April and July			
	Provide training to all leaders for Hello Data so they can monitor PP achievement and take action.	Leaders know impact, successes and weaknesses for PP children. Action can be taken by leaders.	All leaders access Hello Data and report on impact for their area. Action is taken to target underperformance/ trends.	Lucy Wheatcroft	January 2021			
	All key leaders in school given non-contact time to enable them to monitor their subject. All subject leaders to ensure a PP element to all monitoring. All leaders to include PP in pupil voice.	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.	Juliette Little and Lucy Wheatcroft	July 2021			
	Targeted mentoring and coaching of teaching staff where needed to improve quality of teaching across curriculum.	Bespoke training/ coaching will improve Quality First teaching.	Teaching is consistently good for all pupil's. Support is offered to teachers and training provided where needs arise.	Lucy Wheatcroft	July 2021			
	Teaching assistants observed working with PP children 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 2021			
	Teachers to participate in work looks with senior leaders. PP books always included.	Quality professional dialogue improved practice.	Teachers are involved in high quality dialogue about children's learning. Work shows strong progress.	Lucy Wheatcroft	X3 per year October/ November			
Total Budgeted Cost- £15,500								
Actual spend								
IMPACT								

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C- Led by Lucy Wheatcroft								
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		
For 100% of children eligible for PP to transition back to school post Covid 19 lockdown and to be achieving well from their starting point (individual data and progress measures).	First term to have a focus on nurture/ wellbeing and children being happy and healthy at school. Jigsaw resources used.	Covid has caused huge disruption to children's learning and home-life, well-being.	Children are happy and healthy at school. Children appear happy to	Lucy Wheatcroft	December 2020			
	PP register to be RAG rated based upon family context. Individual actions to be taken for each pupil depending on needs. Phone calls in PP families as needed and outside/ virtual meetings if possible.	Individual needs identified and individual support tailored to need rather than generic support.	PP children are happy at school and achieving well. Provision is tailored to meet needs of family.	Lucy Wheatcroft	October 2020			
	Check in with all PP pupils from School and Family support worker.	Provide individual support, gain family voice and take any necessary action.	PP families are listened to. School are aware of any concerns/ issues and action is taken. Provision is tailored to meet needs of family.	Viki Papparides	October 2020			
	PP lead or School Family support worker to speak with all teachers to check PP children have settled well and any necessary action.	PP remains a high priority across the school. Staff have opportunity to ask questions or seek individual provision.	PP children are achieving well and happy. Where there are concerns, PP leader is aware and action planned for/ provision made available.	Lucy Wheatcroft or Viki Papparides	November 2020			
	Provide resources for individual children as needed e.g. pencil cases/ books/ resources packs	All children have range of individual needs.	Individual needs identified and planned for. Children make good progress	Lucy Wheatcroft or Viki Papparides	July 2021			
	Remote learning plan written and consideration taken to PP pupils who do not have access to a device. Families contacted to check that they have access to a device. Opportunities to access a device offered within the school week to enable all pupils to access homework. Home resource packs made to enable learning at home.	PP children did not engage as well and non PP in remote learning during Covid lockdown period.	If remote learning is needed, most PP children engage with some learning and are able to access online learning platforms e.g. Google classroom.	Lucy Wheatcroft	November 2020			
Total Budgeted Cost £3,250								
Actual spend								
IMPACT								

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D- Led by Juliette Little								
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 curriculum engagement and outcomes through a rich and broad curriculum.	Introduce Cornerstones projects throughout the whole school. All staff to plan rich learning projects using Cornerstones planning.	To increase pupil engagement and provide more creative and purposeful learning experiences relevant to our school context.	Children are engaged in a broad and balanced curriculum. Lessons provide exciting and new skills and knowledge.	Juliette Little	January 2021			
	Subject leaders to have allocated time to support planning and monitoring of their subject to maintain high standards.	To ensure teaching and learning is high quality, pupil engagement is high and outcomes are strong.	Learners are engaged and excited about learning. Pupil voice shows that children enjoy learning.	Juliette Little	July 2021			
	Targeted coaching/ mentoring and bespoke training as needed to develop staff confidence, skill set and quality first teaching.	To raise standard of teaching and learning leading to improved progress and outcomes.	All learners make good progress across curriculum.	Juliette Little	July 2021			
	Pupil premium Pupil voice regarding enjoyment and engagement in wider curriculum.	To raise standard of teaching and learning leading to improved progress and outcomes.		Juliette Little	July 2021			
	Laptops to be provided to the most vulnerable children who cannot access devices in KS2.	Children can engage in all aspects of the curriculum at home and school and complete home learning activities.	Home learning activities are completed by most children and all children have a way of accessing electronic devices.	Lucy Wheatcroft	December 2020			
Total Budgeted Cost £6,500								
Actual spend								
IMPACT								

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E- Led by Lucy Wheatcroft						
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% so that children are present in school and attain/ progress well from their starting points.	Attendance team to meet every month to discuss attendance data and trends (VP, CH and LF).	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 Wheatcroft	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 Wheatcroft	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.	Charlotte Hammond	Monthly in attendance meetings.	
	Deputy SENCo/ DH 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 Wheatcroft	Monthly in attendance meetings.	
	Where attendance is a concern, action is taken immediately and individual provision provided.	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 Wheatcroft	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 Wheatcroft	July 2020	
Total Budgeted Cost £4,043						

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F- Led by Lucy Wheatcroft								
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 from 2019 which was <i>Reading-23%. Writing -24%, Maths -33%</i>	PP lead to send letters to all PP families and to meet with targeted PP families throughout year.	To build good communication and rapport between home/ school.	All PP families know who the PP lead is and they have a chance to suggest ideas to support their child.	Lucy Wheatcroft	January 2021			
	Maintain strong presence of PP team and all senior leaders (gates, events, Parents evening).	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 Wheatcroft	July 2020			
	Teachers to make direct contact to PP families to book parents evening meeting.	EEF Toolkit shows that parental engagement is consistently associated with pupils' success at school	100% PP families meet with the class teacher to hear how their child is doing with their learning.	Viki Papparides	November and April			
	School and Family partnership worker to work with vulnerable and / or underperforming children/ families. Visible at start and end of day to engage with families. Individual provision planned and needs identified.	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			
	Inclusion meeting weekly to identify children and plan provision. Individual provision planned and needs identified.	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).	Lucy Wheatcroft	Ongoing			
	Targeted daily check ins from PP lead and School and Family Support worker.	EEF shows positive benefits of this and research shows impact in raising/ supporting aspirations.	Pupil's feel cared for and supported. They make good progress.	Viki Papparides	Ongoing			
	Targeted weekly mentoring with PP lead and School and Family Support worker.	EEF shows positive benefits of this and research shows impact in raising/ supporting aspirations.	Pupil's feel cared for and supported. They make good progress towards individual goals/ aspirations.	Viki Papparides	Ongoing			
	Provide support for attendance on residential trips, school visits and extra-curricular clubs.	Children can engage in social and emotional learning opportunities (EEF	PP children attend trips, residential trips and school clubs where they would like to.	Viki Papparides	July 2020			

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		shows effective). All children given fair chance despite financial barriers.						
	Provide enrichment opportunities e.g. Digital leader and school librarians/ additional trips.	To raise confidence, aspiration and sense of belonging/ responsibility.	Children are enjoying responsibility of their role. Children are increasing confidence.	Lucy Wheatcroft	July 2021			
	Breakfast snacks/ fruit bar given to children as needed.	To ensure children have basic needs met.	Children have food and are able to concentrate.	Viki Papparides	Ongoing			
	Homework club/ support available weekly.	Some parents of PP learners do not feel confident to support maths at home.	All PP learners complete some homework. Parents feel more confident to support with homework.	Viki Papparides/ Lucy Wheatcroft	July 2020			
	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	December 2020			
	Purchase Jigsaw PSHE and RSE scheme to support quality of teaching in this area. Staff training for new scheme.	Quality first teaching shown to make the biggest difference in attainment.	PSHE and RSE teaching is regular and of high quality.	Ralph Jones	Jan 2021			
Total Budgeted Cost £16,000								
Actual spend								
IMPACT								