

## Pupil Premium Strategy Statement

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. Pupil premium funding is available to schools maintained by the local authority.

1. Summary information					
<b>School</b>	All Saints C of E Primary School				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£180,840	<b>Date of most recent PP Review</b>	October 2019
<b>Total number of pupils</b>	320	<b>Number of pupils eligible for PP</b>	115	<b>Date for next internal review of this strategy</b>	February 2020 October 2020

2. Current attainment		
<b>Attainment for 2018-2019 Year 6</b>	<i>Pupils eligible for PP(School)</i>	<i>Pupils not eligible for PP (National)</i>
% achieving expected standard in reading, writing and maths	48%	56%
% achieving expected standard in reading	57%	67%
% achieving expected (or better) standard in writing	61%	74%
% achieving expected standard in maths	70%	67%
<b>Attainment for 2018-2019 Year 2</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected (or better) standard in reading	62%	61%
% achieving expected (or better) standard in writing	62%	61%
% achieving expected (or better) standard in maths	67%	74%
<b>2018-19 Attainment at EYFS</b>		
% achieving GLD	67%	75%
% achieving EXS+ in all 17 areas	58%	63%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)			
In-school barriers (issues to be addressed in school, such as poor oral language skills)			
A.	Low attainment in RWM		
B.	Social, emotional & Mental Health difficulties		
C.	Achievement of boys		
External barriers (issues which also require action outside school, such as low attendance rates)			
D.	Attendance and Punctuality		
E.	Limited engagement in After School Club enrichment		
F.	Parental engagement		
4. Desired outcomes			
	Desired outcomes and how they will be measured	Success criteria	Costings
A	<p><b>Low attainment in RWM</b></p> <ul style="list-style-type: none"> <li>• Accelerate the progress and attainment of our PP pupils – close the gaps to within the school target &lt;10%</li> <li>• PP pupils achieve in line with their non-PP peers (we continue to close the gap in end of KS assessments)</li> <li>• Accelerate the progress of PP who are also high attainers <ul style="list-style-type: none"> <li>○ Monitor in-year data closely</li> <li>○ Pupil progress meetings to track progress of PP pupils</li> <li>○ Extra teacher in yr 6 to support planning, interventions for pupils to achieve EXS &amp; GDS</li> <li>○ Targeted intervention by CT and TA – ‘catch-up reading’ and RWI</li> <li>○ Track interventions closely and tailor if not working</li> </ul> </li> </ul> <p>• <b>How this will be done</b></p>	<ul style="list-style-type: none"> <li>• PP pupils achieve in line with non-PP pupils in RWM</li> <li>• PP targets set are &lt;10% or better compared to non-PP peers</li> </ul> <p><i>What is the evidence and rationale for this choice?</i></p>	<p>CPD Training £10,000</p> <p>Literacy Training: £5,500</p>

	<ul style="list-style-type: none"> <li>○ CPD training for CT on QFT teaching strategies: Questioning, Challenge for all, Effective feedback verbal &amp; written</li> <li>○ INSET: QFT for Broad and balanced curriculum</li> <li>○ Providing opportunities for Pupils to receive enrichment activities within school day: trips, museums</li> <li>○ Bespoke interventions: CTs carry out interventions where necessary to ensure progress is on track, and to accelerate the attainment</li> <li>○ CTs are given updated Disadvantaged pupils lists so they know who they are</li> <li>○ SLT &amp; Middle leader drop ins, learning walks, monitoring</li> <li>○ TAs interventions in 'catch-up reading' and RWI in afternoons, Maths interventions as necessary (yr6)</li> <li>○ Raise the profile of High attainers in school so that they receive interventions to maximise their potential</li> <li>○ EYFS: PPG families to be the first offered the Bookstart scheme after Christmas.</li> <li>○ If needed, children to work with adult for additional targeted phonics session during the week – monitor need over first weeks of phase 2 phonics.</li> <li>○ Lots of modelling of vocabulary related to maths activities. Adults to act in role-play and participate in play with the aim of extending vocabulary.</li> <li>○</li> </ul>	<p><i>Sir Tim Brighouse: 'Pupils are guaranteed to make progress if the teaching is consistently good or better.' Educational achievement conference 2013</i></p> <p><i>Pedagogy – 'Research identifies quality first teaching (QFT) and strong pedagogic strategies, effectively implemented, as having the most impact on pupil progress; on average 6-8months'</i></p> <p><i>High quality teaching is crucial for the attainment and progress of pupils.</i></p> <p><i>Underachievement at all levels is targeted, not just for those lower attaining pupils.</i></p> <p><i>Mathematics Mastery approaches used in maths Maths Hub/Maths project – Study groups x 2 CT improving outcomes for all through reasoning.</i></p> <p><i>Curriculum- 'Research shows targeted, structured interventions in one to one or small group settings shows a consistent impact on attainment of approximately 3 to 4 months'</i></p>	
--	--	--	--

B	<p><b>Social, emotional &amp; Mental Health difficulties</b></p> <ul style="list-style-type: none"> <li>● <b>For PP pupils to be positive in their attitude to learning, and accept challenges in learning</b> <ul style="list-style-type: none"> <li>● Pupils have access to counselling support and social club activities</li> <li>● PSHE lessons which focus on building social skills, collaborative learning and aspirations about their future</li> </ul> </li> <li>● <b>How this will be done</b> <ul style="list-style-type: none"> <li>○ PP will receive funding for ASC where appropriate</li> <li>○ Focus on PP pupils being chosen for extra-curricular projects: Youth Congress, Panthalon, Capturing Croydon, Drumming, Museum trips, D&amp;T projects, Steel pans, etc</li> <li>○ Access to in-school therapy: In school therapists comes into school.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● The number of incidents of behaviour are reduced</li> <li>● Pupils have a good attitude to learning when asked (100% agreement in Pupil voice questionnaires)</li> <li>● Pupils know which careers they might be interested in</li> <li>● Pupils can talk about their futures with motivation and enthusiasm</li> </ul> <p>Public Health England's report on 'The link between pupil health and wellbeing and attainment' recommend that systematic structured teaching of social and emotional life-skills and values throughout school life has the potential to increase emotional wellbeing and academic achievement.</p>	<p>Therapy £5,000 Educational Psychologist £7,915</p>
---	---	--	---

	<ul style="list-style-type: none"> <li>Behaviour learning mentors for pupils whose behaviour impacts learning</li> </ul>		
C	<p><b>Achievement of boys</b></p> <ul style="list-style-type: none"> <li>For the boys at All Saints to make progress and attain in line with girls nationally and within school</li> <li>Ensure that the broad and balanced curriculum has a range of activities /learning opportunities that also inspire boys to learn</li> </ul> <p><b>How this will be done</b></p> <ul style="list-style-type: none"> <li>Planning with curriculum lead on range of activities and topics which may interest boys</li> <li>Track progress and attainment of boys using in-year data</li> <li>Target boys within class in danger of not making progress</li> <li>Training opportunities which will engage pupils to succeed in all areas of the curriculum including reading and writing.</li> <li>Inspirational talks to inspire pupils to succeed in life</li> </ul>	<ul style="list-style-type: none"> <li>Boys progress and attainment is line with girls within school and nationally</li> <li>Pupil voice questionnaire shows 100% engagement, positive attitude to school and learning.</li> <li>Reduced number of incidents involving boys</li> </ul> <p>Targeted intervention in RWI, Catch Up reading and Speech and Language programmes, delivered by specialist trained teaching assistants in each phase</p> <p><b>What is the evidence and rationale for this choice?</b> Some year groups at All Saints have a high number of boys with differing needs. Years 6, 4, &amp; 3 have a high number of boys, at present we need to ensure these boys are making progress in line with the progress PP girls are making.</p>	<p>Raising Aspirations programs : Capturing Croydon Project Liaisons with Secondary schools £2,000</p> <p>£72,838</p>
D	<p><b>Attendance and Punctuality</b></p> <ul style="list-style-type: none"> <li>Improved attendance and punctuality of PP pupils, the gap between PPG and non PPG closes</li> </ul> <p><b>How this will be done</b></p> <ul style="list-style-type: none"> <li>Designated Parent liaison officer to work with parents to encourage pupils to attend school everyday</li> <li>Monitoring of Persistent Absentee families and implement strategies to ensure their attendance at school</li> <li>Continue to raise profile of being on-time for school</li> <li>Healthy competition between classes to encourage attendance and punctuality – cup is awarded each Friday</li> </ul>	<ul style="list-style-type: none"> <li>The gap between the attendance and punctuality of PP pupils reduces compared to non-PP pupils</li> <li>All pupils reach whole school target for attendance and punctuality</li> <li>Reduced number of persistent absentees who are PP</li> </ul>	Attendance and EWO £37,587
E	<p><b>Limited engagement in After School Club enrichment</b></p> <ul style="list-style-type: none"> <li>Increase the number of PP attending ASC</li> <li>Support PP pupils to attend educational trips and experience days within school day</li> <li>Increase the enrichment activities for pupils who are PP <ul style="list-style-type: none"> <li>Offer parents financial support for ASC clubs</li> <li>Monitor the attendance of PP pupils attending clubs</li> </ul> </li> </ul> <p><b>How this will be done</b></p> <ul style="list-style-type: none"> <li>Offer ASC to PP pupils at a reduced cost (by 50%)</li> <li>Social Skills Group running for PP pupils at lunchtimes</li> </ul>	<ul style="list-style-type: none"> <li>A wide range of enrichment activities built within the school curriculum</li> <li>Provisions made for PP pupils attend ASC</li> <li>Prioritise PP pupils for enrichment activities and external projects within the school day where possible</li> <li>Provision map of PP pupils attending clubs.</li> </ul> <p><b>What is the evidence and rationale for this choice?</b> Nuffield Foundation research shows that participating in organised sports and joining after school clubs can help to improve primary school children’s academic performance and social skills. The Sutton Trust report ‘What promotes better achievement for bright</p>	<p>BC/ASC £5,000 Extra Curriculum Clubs £6,000 School Journey £4,000 Class Trips £4,000 Enrichment £3,000 e.g. Theatre/ Art/ Dance projects</p> <p>0.4 Music teacher £15,000</p>

	<ul style="list-style-type: none"> <li>• Behaviour mentors for pupils</li> <li>• Drama Therapy</li> </ul>	but disadvantaged students?’ recommends that support to encourage reading for pleasure, educational trips and out-of-school studying opportunities should be provided to promote attainment for disadvantaged students at all ages.	
F	<b>Parental engagement</b> <ul style="list-style-type: none"> <li>• Identify ways to promote parental engagement so that there is increased involvement in school and their child’s educational experiences <ul style="list-style-type: none"> <li>○ Rebrand and run ‘parent gym’ courses</li> <li>○ Design an annual calendar of parent workshops and visits to the school</li> <li>○ Further embed PTA</li> <li>○ Investigate hosting Croydon Education Adult services courses</li> </ul> </li> </ul>	<b><i>What is the evidence and rationale for this choice?</i></b> <ul style="list-style-type: none"> <li>• 53% of disadvantaged pupils are on the SEND register of which, over 50%</li> <li>• Many parents have requested further support to help in the development of their child’s reading, writing and maths skills</li> <li>• Increasingly, parents (particularly those new to the school) have expressed interest in attending adult education classes in core skills.</li> </ul>	3x members of staff leading programme £3,000





