

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					
School	All Saints C of E Primary School				
Academic Year	2020 -21	Total PP budget	£180,840	Date of most recent PP Review	April 2020
Total number of pupils	320	Number of pupils eligible for PP	137	Date for next internal review of this strategy	October 2020

2. Current attainment (2018 -2019 data most recent data drop due to Covid 19 school closure)		
Attainment for 2018-2019 Year 6	<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%
Attainment for 2018-2019 Year 2	<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%
2018-19 Attainment at EYFS		
% 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>Low attainment in RWM</p> <ul style="list-style-type: none"> • Accelerate the progress and attainment of our PP pupils – close the gaps to within the school target <10% • Accelerate the progress of PP who are also high attainers <ul style="list-style-type: none"> ○ Monitor in-year data closely ○ Pupil progress meetings to track progress of PP pupils • To use the ‘Catch Up Premium’ to rapidly recoup learning loss and close attainment gaps in reading, writing and maths resulting from Covid 19 school closure • How this will be done <ul style="list-style-type: none"> ○ Ability stream cohorts (in English and maths) from year 2 – 6 ○ Bespoke interventions: CTs carry out interventions where necessary to ensure progress is on track, and to accelerate the attainment 	<ul style="list-style-type: none"> • PP pupils achieve in line with non-PP pupils in RWM • PP targets set are <10% or better compared to non-PP peers 	<p>Catch Up tutor £10,000</p> <p>Laptops £10,000</p> <p>GL assessments £5,000</p> <p>CPD for intervention and well-being training £15,000</p> <p>White Rose Maths scheme £2,000</p>
		What is the evidence and rationale for this choice?	

	<ul style="list-style-type: none"> ○ CTs are given updated Disadvantaged pupils lists so they know who they are ○ SLT & Middle leader drop ins, learning walks, monitoring ○ Raise the profile of High attainers in school so that they receive interventions to maximise their potential ○ Invest in GL standardized assessments (for pupils in year 3 + 6) to enhance gap analysis and provide a more reliable and accurate measure of pupil attainment and progress over time. ○ Recruit a qualified 'intervention' teacher to work with all year groups separately over each term to work with targeted groups on a Catch Up Programme ○ Provide laptop devices for families who do not have remote access to support homework and any blended learning Needs ○ Continued High quality CPD for all teachers that includes well-being for all and catch up for children. 	<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>	
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B	<p>Social, Emotional & Mental Health difficulties</p> <ul style="list-style-type: none"> ● For PP pupils to be positive in their attitude to learning, and accept challenges in learning <ul style="list-style-type: none"> ● Pupils have access to counselling support ● PSHE lessons which focus on building social skills, collaborative learning and aspirations about their future ● How this will be done <ul style="list-style-type: none"> ○ PP will receive funding for ASC where appropriate ○ Access to in-school therapy: In school therapists comes into school. 	<ul style="list-style-type: none"> ● The number of incidents of behaviour are reduced ● Pupils have a good attitude to learning when asked (100% agreement in Pupil voice questionnaires) ● Pupils know which careers they might be interested in ● Pupils can talk about their futures with motivation and enthusiasm <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>
C	<p>Achievement of boys</p> <ul style="list-style-type: none"> ● For the boys at All Saints to make progress and attain in line with girls nationally and within school ● Ensure that the broad and balanced curriculum has a range of activities /learning opportunities that also inspire boys to learn <p>How this will be done</p> <ul style="list-style-type: none"> ○ Planning with curriculum lead on range of activities and topics which may interest boys 	<ul style="list-style-type: none"> ● Boys progress and attainment is line with girls within school and nationally ● Pupil voice questionnaire shows 100% engagement, positive attitude to school and learning. ● Reduced number of incidents involving boys <p>Targeted intervention in RWI, Catch Up reading and Speech and Language programmes, delivered by specialist trained teaching assistants in each phase</p> <p><i>What is the evidence and rationale for this choice?</i></p>	<p>CPD training £15,000</p>

	<ul style="list-style-type: none"> ○ Track progress and attainment of boys using in-year data ○ Target boys within class in danger of not making progress ○ Training opportunities which will engage pupils to succeed in all areas of the curriculum including reading and writing. ○ Inspirational talks to inspire pupils to succeed in life 	Some year groups at All Saints have a high number of boys with differing needs. Years 6, 4, & 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.	
D	<p>Attendance and Punctuality</p> <ul style="list-style-type: none"> ● Improved attendance and punctuality of PP pupils, the gap between PPG and non PPG closes <p>How this will be done</p> <ul style="list-style-type: none"> ○ Designated Parent liaison officer to work with parents to encourage pupils to attend school everyday ○ Monitoring of Persistent Absentee families and implement strategies to ensure their attendance at school 	<ul style="list-style-type: none"> ● The gap between the attendance and punctuality of PP pupils reduces compared to non-PP pupils ● All pupils reach whole school target for attendance and punctuality ● Reduced number of persistent absentees who are PP 	Attendance and EWO £37,587
E	<p>Limited engagement in After School Club enrichment</p> <ul style="list-style-type: none"> ● Increase the number of PP attending ASC ● Support PP pupils to attend educational trips and experience days within school day ● Increase the enrichment activities for pupils who are PP <ul style="list-style-type: none"> ○ Offer parents financial support for ASC clubs ○ Monitor the attendance of PP pupils attending clubs <p>How this will be done</p> <ul style="list-style-type: none"> ● Offer ASC to PP pupils at a reduced cost (by 50%) ● Social Skills Group running for PP pupils at lunchtimes ● Behaviour mentors for pupils ● Drama Therapy 	<ul style="list-style-type: none"> ● A wide range of enrichment activities built within the school curriculum ● Provisions made for PP pupils attend ASC ● Prioritise PP pupils for enrichment activities and external projects within the school day where possible ● Provision map of PP pupils attending clubs. <p>What is the evidence and rationale for this choice?</p> <p>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 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.</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 0.4 Music teacher £15,000
F	<p>Parental engagement</p> <ul style="list-style-type: none"> ● 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"> ○ Rebrand and run 'parent gym' courses ○ Design an annual calendar of parent workshops and visits to the school ○ Further embed PTA ○ Investigate hosting Croydon Education Adult services courses 	<p>What is the evidence and rationale for this choice?</p> <ul style="list-style-type: none"> ● 53% of disadvantaged pupils are on the SEND register of which, over 50% ● Many parents have requested further support to help in the development of their child's reading, writing and maths skills ● Increasingly, parents (particularly those new to the school) have expressed interest in attending adult education classes in core skills. 	3x members of staff leading programme £3,000

