

3 Year Pupil Premium Strategy Statement 2019 – 2022

All Saints' CE Primary School

1. Summary information					
School	All Saints' CE Primary School				
Academic Year	2020/21	Total PP budget	£43,040		
Total number of pupils	195	Number of pupils eligible for PP	32	Date for next internal review of this strategy	July 2021

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Social, emotional and attachment issues are a barrier to learning for PP children much more than for other pupils. This slows progress.
B.	Reading and writing for some pupils eligible for PP (excluding high ability who achieve) are lower than their peers. Not all of the children are encouraged to read at home.
C.	Adverse circumstances occur in some of the PP children's lives which affect their wellbeing and progress
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
	None specific to Pupil Premium children

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Address social, emotional and attachment issues for pupils eligible for PP.	Pupils eligible for PP make above average progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Reading and writing for pupils eligible for PP will be in line with their peers.	Pupils eligible for PP make as much progress as 'other' pupils' reading and writing. Measured by teacher assessments and SATs in Y2 and Y6.
C.	Phonics and maths for Key Stage 1 PP pupils will be inline with their peers	Pupils eligible for PP make as much progress as 'other' pupils'in phonics and maths at Key Stage 1
D.	Mitigate the effect of adverse circumstances so that children have a secure outlet and are emotionally stable ready for learning	Children's progress is in line with non PP children.

4. Planned expenditure					
Academic year	2020/21				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Reading and writing for pupils eligible for PP will be in line with their peers.	Phonics Small group literacy support in class – using both Senior Teaching Assistants and qualified Teachers Small group, teacher led, after school Use of volunteers in school to hear targeted children read High quality feedback showing children what they need to do in order to improve Bookworm mornings in Year 1 where parents of PP children are specifically targeted	Utilise PP to promote long term change which will help all pupils including: Phonics (EEF Toolkit +4) Reading comprehension strategies (EEF Toolkit +5) High quality feedback (EEF Toolkit +8) Small group tuition (EEF Toolkit +4) Parental Engagement (EEF Toolkit +3)	Observations of interventions, group work and lessons, tracking of children's results and work scrutiny. Highly trained and experienced Senior Teaching Assistants and Teachers. Feedback forms from children and parents	Headteacher / SENCO/ Literacy Leader	July 2021
Total budgeted cost					£35,260

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Address social, emotional and attachment issues	Nurture group / art activities	Early intervention (EEF Toolkit +5) to ensure that the children are ready for learning and the gap between them and their peers closes at the earliest possible stage.	A highly trained Senior Teaching Assistant runs these art therapy sessions overseen by the SENCO	Headteacher	July 2021
Reading and writing for pupils eligible for PP will be in line with their peers	Bangor dyslexia programme Reading intervention programmes Herts for Learning Key Stage 2 Reading Fluency Use of volunteers in school to hear targeted children read (suspended due to COVID19) Bookworm mornings in Year 1 where parents of PP children are specifically targeted (suspended due to COVID19) Reception class 'I can talk' programme	Targeted support to enable children with specific needs to catch up One to One Tuition (EEF Toolkit +5) Our own tracking has shown these programmes to be effective. Parental Engagement (EEF Toolkit +3) Oral language Interventions (EEF Toolkit +5) Small group Tuition (EEF Toolkit +4)	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Use of experienced and trained staff in delivery of the interventions. Volunteers attached to a year group hearing the same targeted children read each week.	SENCO	July 2021
Mitigate the effect of adverse circumstances so that children have a secure outlet and are emotionally stable ready for learning	Nurture Group After school, teacher led, Mindfulness Kidsafe programme delivered by trained teacher Staff trained in Emotional Literacy support	Social and emotional learning (EEF Toolkit +4) Nurture group enable the children to express their concerns and worries in a safe environment and learn coping strategies. Metacognition and self-regulation (EEF Toolkit +7)	Timetabling of the nurture group every day. Staff received high quality training prior to setting up the nurture group. Children are able to deal with any issues before the day starts, have breakfast and are ready for learning. Mindfulness allows children to develop strategies to create calm and reflection in a troubled environment which will be reflected in classroom behaviour..	Headteacher / SENCO	July 2021
Total budgeted cost					£7,780

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Involvement of outside agencies to reduce negative influences	Signpost parents to outside agencies as appropriate eg Young Carers, Family Action, Positive Parenting Course, Children's Centre and Bereavement Counsellor.	Feedback from parents and children wo have worked with these agencies states that they made a difference.	Work with the agency; monitoring the work that is done with parents and children.	Headteacher	July 2021
Total budgeted cost					£Nil

5. Review of expenditure				
Previous Academic Year		2019/20		
Desired Outcome	Chosen action / approach	Estimated Impact	Lessons Learned	Cost
Reading and writing for pupils eligible for PP will be in line with their peers.	Phonics Small group literacy support in class – using both Senior Teaching Assistants and qualified Teachers Small group, teacher led, after school Use of volunteers in school to hear targeted children. High quality feedback showing children what they need to do in order to improve Bookworm mornings in Year 1 where parents of PP children are specifically targeted	Utilise PP to promote long term change which will help all pupils including: Phonics (EEF Toolkit +4) Reading comprehension strategies (EEF Toolkit +5) High quality feedback (EEF Toolkit +8) Small group tuition (EEF Toolkit +4) Parental Engagement (EEF Toolkit +3)	<ul style="list-style-type: none"> The impact of these strategies takes time and careful tracking of children show the differential decreases as they work their way up the school The 'No Nonsense' phonics has impacted positively. Year 1 Phonics test not taken due to COVID 19 Teaching the children as a whole class, rather than in phase groups, has a greater impact 	£46,000
Address social, emotional and attachment issues	Nurture group / art activities Mindfulness Kidsafe .	Early intervention (EEF Toolkit +5) to ensure that the children are ready for learning and the gap between them and their peers closes at the earliest possible stage.	<ul style="list-style-type: none"> The children in receipt of 30 hours childcare have really benefitted socially as well as academically 	
Reading and writing for pupils eligible for PP will be in line with their peers	Bangor dyslexia programme Reading intervention programmes Use of volunteers in school to hear targeted children read Bookworm mornings in Year 1 where parents of PP children are specifically targeted Reception class 'I can talk' programme	Targeted support to enable children with specific needs to catch up One to One Tuition (EEF Toolkit +5) Our own tracking has shown these programmes to be effective. Parental Engagement (EEF Toolkit +3) Oral language Interventions (EEF Toolkit +5) Small group Tuition (EEF Toolkit +4)	<ul style="list-style-type: none"> Volunteers hearing the same readers every session impacts positively No SATS due to COVID19 – the school continues to track the children internally 	£5,500
Mitigate the effect of adverse circumstances so that children have a secure outlet and are emotionally stable ready for learning	Nurture Group After school, teacher led, Mindfulness Kidsafe programme delivered by trained teacher Staff trained in Emotional Literacy support	Social and emotional learning (EEF Toolkit +4) Nurture group enable the children to express their concerns and worries in a safe environment and learn coping strategies. Metacognition and self-regulation (EEF Toolkit +7)	<ul style="list-style-type: none"> Staff trained in Emotional Literacy support 	

Involvement of outside agencies to reduce negative influences	Signpost parents to outside agencies as appropriate eg Young Carers, Barnardo's, Positive Parenting Course and Children's Centre	Feedback from parents and children we have worked with these agencies states that they made a difference	<ul style="list-style-type: none"> Parents need to be actively encouraged to work with these agencies before crisis point is reached 	Nil
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