



Pupil Premium Strategy Statement 2019 – 2020

Pupil Premium Lead: Frances Stephenson (H.T.)

Pupil Premium Governor: Amy Bell (autumn) David Smith (spring & summer)

Review Date: July 2020

Rationale

At All Saints' Primary School we believe that our practice is developed to ensure the individual needs of our pupils are met and all children are able to reach their full potential. We place the utmost importance upon development of the whole child and this includes our most vulnerable pupils. We ensure that appropriate provision is made for these pupils, ensuring that their unique needs are adequately assessed and responded to. Our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and Non-Pupil Premium (both within school and nationally). It is our desire that no pupil is left behind and we use a three-tiered approach to address need: quality first teaching, targeted support and finally wider strategies related to non-academic barriers to learning.

Reception – Year Six Pupil Premium Funding

Pupils Eligible for Pupil Premium Funding: 24	Number of Eligible Boys: 10	Number of Eligible Girls: 14	Number of Looked After Children/ Post LAC: 4	Number of Service Children: 3
	Per Pupil: £1,320	Per Pupil: £1,320	Per Pupil £1,700*/ £2,300 *Looked After Children receive £2,300 with £600	Per Pupil £300

being retained centrally by
the Local Authority

2019 – Disadvantaged Pupils - Outcomes

EYFS – 20 pupils (1 F.S.M.)

Good Level of Development	School FSM	NA Other 2019	Nat diff 2019	School Other
	100%	75%	+25%	74%

KS1 Y2 – 27 pupils (3 disadvantaged)

Expected Standard

Greater Depth Standard

	School Dis	Nat Other	Nat diff 2019	School Other	School Dis	Nat Other	Nat diff 2019	School Other
Reading	100%	78%	+22%	71%	0%	28%	-28%	33%
Writing	67%	73%	-6%	71%	0%	17%	-17%	20%
Maths	67%	79%	-12%	88%	33%	24%	+9%	29%

KS2 Y6 - 26 pupils (7 disadvantaged)

Expected Standard

Higher/ Greater Depth Standard

	School Dis	Nat Other	Nat diff 2019	School Other	School Dis	Nat Other	Nat diff 2019	School Other
Reading	86%	78%	+8%	90%	57%	31%	+26%	32%
Writing	100%	83%	+17%	84%	43%	24%	+19%	26%
Maths	100%	84%	+16%	79%	43%	31%	+12%	21%
GPS	100%	83%	+17%	84%	43%	41%	+2%	32%

RWM combined	86%	71%	+15%	74%	29%	13%	+16%	16%
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2019 KS1 – KS2 VA Progress (Disadvantaged)			
Average VA	School Disadvantaged	National Other	Nat diff 2019
Reading	2.77	0.3	+2.47
Writing	2.38	0.2	+2.18
Maths	0.72	0.3	+0.42

Barriers to Future Attainment		
	Barriers	Desired Outcomes
A	Emotional resilience of some pupils eligible for Pupil Premium is low when compared to their peers.	Improve emotional resilience for pupils eligible for Pupil Premium. Lesson observations will demonstrate pupils' learning desire and positive behaviour for learning.
B	A lower percentage of children attain the expected standard in reading, writing and maths.	End of Key Stage One & Two data to be closer to/ in line with national 'Other'.
C	The range of opportunities for some pupils eligible for Pupil Premium is very low when compared with their peers. This can affect relationships in school, self-esteem and academic progress.	Pupils eligible for premium funding access the same life chances as their academic peers which will raise their self-esteem, confidence, academic progress. Pupils can apply the skills they have developed first-hand to learning across the curriculum.
D	Low attendance rates impacts learning meaning pupils constantly have to catch up to their peers.	Increased attendance rates.
E	Less engagement in home reading.	Increased engagement with parents to support home reading. Within school, provide increased opportunities to support reading for enjoyment.

Pupil Premium Planned Expenditure

	Desired Outcomes	Action	Evidence Source	Expenditure	Evaluation (Autumn, Spring, Summer)
A	Improved engagement within the classroom as children are equipped with a range of resources and techniques to support their mental health.	Continue to offer Relax Kids Continue to offer Drawing & Talking therapy	N.F.E.R. report stresses the importance of deploying staff effectively and the how interventions which target social and emotional needs can have an impact on learning. Low emotional resilience can affect a child's ability to concentrate on academic activities, especially when working with others or when tasks are challenging.	Relax Kids T.A. one hour (costed at 50% of the year) as intervention responds to need: £621 Drawing & Talking T.A. one hour (costed at 50% of the year) as intervention responds to need: £621	Staff trained in Relax Kids and Drawing & Talking – throughout autumn we have been able to offer a weekly counselling session to pupils to support their mental health. Relax Kids techniques used throughout the infants as part of our active school commitment. Drawing and Talking is available as well as Relax Kids however due to additional funding, we have increased the capacity of our school counsellor in response to need (from .5days a week to one day per week – from three allocated places to six). When school returns following lockdown, Relax Kids and Drawing Talking will be made more widely available to in response to inevitably greater need. Relax Kids & Drawing & Talking Therapy did not take place in school due to COVID 19 however Relax Kids documentation was sent home to all parents. The school counsellor was employed to contact pupils via phone where there was a need.
B	Fund entry to an enhanced summer school (Year Six to Year Seven) which focuses on reading,	Fund spaces for five children to attend summer school when transitioning to St. Bede's	An extended transition allows pupils to feel more comfortable in their new school and with the new staff and pupils. Evidence	Summer School: £500	Lexia and Nessie intervention utilised for targeted pupils. Pupil groups given to staff in September and updated accordingly – teachers use knowledge to inform teaching. Mrs. Douglas provides small group support – Y3

	<p>writing, communication and social skills for identified students.</p> <p>Percentage of Pupil Premium children in R, Y2 and Y6 who achieve age related expectations in R, W & M continues to be in line with 'Other' pupils nationally.</p>	<p>Use Lexia for intervention</p> <p>Access to Nessie for selected pupils</p> <p>English and maths intervention – small group support to ensure those achieving A.R.E. continue to succeed and are challenged and ensure the difference is being diminished for those who are below A.R.E.</p> <p>Quality first teaching is inclusive for all pupils</p> <p>All teachers to know vulnerable groups within their cohort and have thorough understanding of pupil needs (supported by SENCO)</p>	<p>from prior pupils suggests it is beneficial in an academic sense as well as a social sense.</p> <p>Lexia (half termly) and Nessie have been recommended by Educational Psychologists and dyslexia specialists to support the basic reading & phonic skills of pupils.</p> <p>Good teaching is the most important lever schools have to help improve outcomes (E.E.F.). This will be evidenced within school during Pupil Progress meetings.</p>	<p>Lexia: £600</p> <p>Nessie: £120</p> <p>0.3 (FTE) reading, writing and phonics intervention – small group support (x2 staff KS1): £7462</p> <p>0.4 (FTE) reading, writing and maths intervention – small group support (x1 staff lower KS2): £9950</p> <p>0.3 (FTE) reading, writing and maths intervention – small group support (x1 staff upper KS2): £7462</p> <p>Fine Motor Skills T.A. one hour (costed at full</p>	<p>reading, writing and Y6 maths; this has been allocated in response to need. Triangulation of monitoring shows high standards in all year groups.</p> <p>Lexia continues to be utilised across school and ten passes for Nessie have been purchased for 2020/2021. Children are being identified for St. Bede's summer school now places have been officially accepted and parent meetings to take place at the beginning of summer term. During lockdown, Lexia was accessed remotely by pupils as was Nessie. These programs were also used in school with key workers. Summer School not taking place at St. Bede's but additional transition arrangements are taking place for all pupils.</p>
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				year): £1243	
C	Support Pupil Premium children to access the extended curriculum (including music, sport, residential opportunities, wrap around care) to promote good mental health and experience of a wider range of activities.	<p>Opportunity for brass music tuition</p> <p>Breakfast Club & Tea Time Club sessions available (x5 per week)-improved punctuality and attendance</p> <p>Contribution towards educational visits and residential activities</p>	Extensive research points to the benefits of developing resilience and raising self-esteem through allowing children opportunities to engage in outdoor adventure. High performing schools subsidise trips and extra-curricular activities for disadvantaged pupils. (D.f.E. Supporting the Attainment of Disadvantaged Pupils, August 2018). Cultural capital is widely understood to be an important part of a person's readiness for life.	<p>Music Tuition: £300</p> <p>Wrap around care: £1100</p> <p>Milk: £120</p> <p>Educational Visits: £460</p> <p>Residentials: £1800</p> <p>Uniform: £100</p>	<p>During autumn term:</p> <p>X1 pupil brass</p> <p>X10 pupils Breakfast Club</p> <p>X6 pupils Teatime Club</p> <p>X31 payments for educational visits</p> <p>During spring term(up until statutory school closure):</p> <p>X1 pupil brass</p> <p>X9 pupils Breakfast Club</p> <p>X6 pupils Teatime Club</p> <p>X6 payments for educational visits</p> <p>Wrap around care has not been available to all pupils throughout COVID (although school has remained open for key workers). Both residential activities were cancelled but remote music tuition continued.</p>

D	Reduction of absence rate.	<p>Ensure travel to school is viable and not viewed as a barrier to learning</p> <p>Continue to give priority to attendance target – 97%</p>	Good attendance in school relates directly to progress.	Undisclosed: £2413	<p>At time of writing: 28.11.19</p> <table border="1"> <tr><td>Non Dis. Adv.</td><td>97.3%</td></tr> <tr><td>Dis. Adv.</td><td>93.2%</td></tr> <tr><td>Non F.S.M.</td><td>97.2%</td></tr> <tr><td>F.S.M.</td><td>93.1%</td></tr> <tr><td>Non Dis. Adv. – P.A.</td><td>Ten pupils</td></tr> <tr><td>Dis. Adv. – P.A.</td><td>Three pupils</td></tr> <tr><td>Non F.S.M. – P.A.</td><td>Twelve pupils</td></tr> <tr><td>F.S.M. – P.A.</td><td>Two pupils</td></tr> </table> <p>At time of writing: 13.03.20 (prior to COVID19)</p> <table border="1"> <tr><td>Non Dis. Adv.</td><td>97.2%</td></tr> <tr><td>Dis. Adv.</td><td>95.2%</td></tr> <tr><td>Non F.S.M.</td><td>97.1%</td></tr> <tr><td>F.S.M.</td><td>96.1%</td></tr> <tr><td>Non Dis. Adv. – P.A.</td><td>Three pupils</td></tr> <tr><td>Dis. Adv. – P.A.</td><td>Four pupils</td></tr> <tr><td>Non F.S.M. – P.A.</td><td>Five pupils</td></tr> <tr><td>F.S.M. – P.A.</td><td>Two pupils</td></tr> </table> <p>Absence data not collected during COVID lock down. D.f.E. provided with attendance data.</p>	Non Dis. Adv.	97.3%	Dis. Adv.	93.2%	Non F.S.M.	97.2%	F.S.M.	93.1%	Non Dis. Adv. – P.A.	Ten pupils	Dis. Adv. – P.A.	Three pupils	Non F.S.M. – P.A.	Twelve pupils	F.S.M. – P.A.	Two pupils	Non Dis. Adv.	97.2%	Dis. Adv.	95.2%	Non F.S.M.	97.1%	F.S.M.	96.1%	Non Dis. Adv. – P.A.	Three pupils	Dis. Adv. – P.A.	Four pupils	Non F.S.M. – P.A.	Five pupils	F.S.M. – P.A.	Two pupils
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E	<p>Purchase of additional laptops for 'loan' scheme to ensure equality of opportunity for all students.</p> <p>Provide opportunities for children to consolidate learning at home with parents.</p>	<p>Provide refurbished laptops to children who have no internet access at home</p> <p>Continue to subscribe to 'Bug Club' an online resource which provides e-books based on pupils' current reading level as well as 'Times Tables Rock Stars'</p>	<p>Access to online learning at home allows basic skills to be consolidated. Frequent opportunities to read support sustained progress.</p>	<p>Refurbished laptop & operating system: £200</p> <p>Bug Club: £930</p> <p>T.T.R.S.: £95</p>	<p>Bug Club and Times Tables Rockstars purchased and publicised with parents for use at home. T.T.R.S. has clear value and a lot of positive feedback has been received from parents. The impact of Bug Club (compared to traditional reading books) is currently being assessed.</p> <p>X1 pupil access to laptop</p> <p>Times Tables Rockstars purchased for another year. The yearly subscription to Durham Learning Resources has allowed us to subscribe to Fiction Express for all families (Y2-Y6); this has replaced Bug Club as a more cost-effective option for reading at home.</p> <p>Times Table Rockstars & Fiction Express provided for all families due to lockdown along with a range of additional remote learning resources.</p>
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£34 997

Governance

Monitoring The Effectiveness & Impact of Pupil Premium Performance

Pupil Premium Governor: Amy Bell

Pupil Premium Meeting

Autumn: 13.12.19

Spring: 07.04.20

Summer: 10.07.20

Autumn Summary:

- A: Relax kids continues to offer emotional support where needed. Impact in classroom is evident. Governors have agreed more TA hours to help with this area.**
- B. Funding agreed for 5 pupils to attend summer school. Student requiring extra transition support have been identified already.**
- C. Tea club/ breakfast club places are free for these pupils. Brass tuition free for all children in Y5.**
- D. Absence has been reduced due to clear funding fully supported by governors.**
- E. Laptops have been purchased and are in use.**

Governors discussed Pupil Premium spending at the Autumn term meeting and were very happy with all the school does.

Spring Summary (remote meeting):

- A. Can still offer Relax and Drawing and talking which are done on a small group basis. School has increased the support offered by school counsellor to 1 day per week; this is done on an individual basis with pupils.**
- B. School has shown positive progress, in line or above National Average in areas of Reading, Writing and Maths (2019 figures).**
- C. Tea club/ breakfast club places continue to be free for these pupils. Music tuition is also provided freely. Assistance is available for these pupils to participate in educational visits.**
- D. Absence rates are reducing over the 2 terms but are still slightly below non-disadvantaged pupil figures.**
- E. Fiction Express and Time Table Rock Stars have been purchased to help with parent engagement and reading at home.**

Summer Summary:

- A. The school has remained open throughout the lockdown period for key workers and vulnerable people. Whilst Relax Kids and Drawing and Talking Therapies did not take place within the school, Relax Kids resources were sent out to all parents along with wellbeing sources from a range of different services (support for parents and pupils); the counsellor has worked with individual pupils remotely**
 - B. The school has been able to offer a range of activities during the lockdown period such as providing all families with Times Table Rockstars and Fiction Express and providing remote access to Lexia and Nessie**
 - C. Although residential activities were cancelled due to lockdown restrictions remote music tuition has continued**
- I have attended Pupil Premium training session, 4th Feb., and Looked After Children training, 12th March.**