



Pupil Premium Strategy Statement 2020 – 2021

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

Pupil Premium Governor: David Smith

Review Date: December 2020, Spring 2021, Summer 2021

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. This year particularly, following the national lockdown prompted by COVID19, it is imperative that pupils are supported within school to ensure that any gaps in their knowledge can be addressed quickly and effectively ensuring they have all the tools necessary to make progress. This document should be read alongside the 'Catch Up' Premium strategy.

Reception – Year Six Pupil Premium Funding				
Pupils Eligible for Pupil Premium Funding: 22	Number of Eligible Boys: 13	Number of Eligible Girls: 9	Number of Looked After Children/ Post LAC: 3	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 being retained centrally by the Local Authority	Per Pupil £300

2019 – Disadvantaged Pupils – Outcomes (No data available for 2020 due to CV19)								
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%

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	A lower percentage of children attain the expected standard in reading, writing and maths (2019 data – no 2020 data available).	End of Key Stage One & Two data to be closer to/ in line with national 'Other'.
B	Speech, language and communication for the pupils in the EYFS cohort shows some gaps resulting in pupils being unable to access the curriculum fully.	Pupils make good progress from their starting points in relation to GLD – progress made within speech, language and communication. 'Gap reduced between pupils and 'Other'.
C	Emotional resilience for some pupils following lockdown is lower than prior to lockdown.	Pupils feel relaxed in school, comfortable and able to learn. They have an outlet and coping strategies to help with their anxiety.

Pupil Premium Planned Expenditure					
	Desired Outcomes	Action	Evidence Source	Expenditure	Evaluation (Autumn, Spring, Summer)
A	<p>Pupils make good progress from starting points.</p> <p>Outcomes for Pupil Premium students in line with National 'Other'</p>	<p>Support for Year Six initially – reading, writing and maths (0.7 per week)</p> <p>Intervention in Year Five – reading, writing and maths (0.2 per week)</p>	<p>Reducing class size appears to result in around three months' additional progress for pupils, on average (if below 20) - Education Endowment Foundation</p>	<p>Full Time Teacher £32, 370</p>	<p>Y6 support teacher employed to reduce class size and offer tailored teaching: cost 01.09.20 to 27.11.20: £7 748</p> <p>During lockdown, an average of between 40% and 45% of pupils were in school (vulnerable pupils o children of Key Workers). These children received support in all subjects, particularly reading. Some pupils were identified for differentiated interventions and one to one/small group teaching via teams. For the final three weeks of spring term, a tutor provided individual support to 15 pupils (cost of £1065).</p> <p>Year Six had two teachers allowing their class size to be halved allowing greater progress for all pupils. Intervention moved from Year Five to Year Three (Fri. am) to work with children who needed a boost in confidence. The cost of summer support was 50% of NQT wage. Standardised assessments showed good progress.</p>
B	<p>Improve language and literacy outcomes in the early years and beyond by creating firm foundations and a broad base of readiness, addressing whole school</p>	<p>Upskill staff through CPD.</p> <p>Work with DCC to ensure Launchpad for Literacy is utilised effectively within the Early Years.</p>	<p>Communication, language and speaking skills allow pupils to access all parts of school life and the curriculum.</p>	<p>Launchpad resources £295</p> <p>Support - CPD £280</p>	<p>Launchpad for Literacy training undertaken by: Head Teacher SENCO English Lead All teaching and support staff in EYFS and KS1 Implementation to begin w.b. 30.11.20</p>

	<p>attainment issues from the 'bottom-up.' Positive progress evident in Speech, Language and Communication as Launchpad for Literacy strategies become more firmly embedded in the planning and delivery of quality first lessons. Progress should be evident within books also.</p>	<p>Resources used as part of quality first teaching.</p>			<p>Launchpad support booked for summer term (EYFS & Y1). Tailored CPD given to Reception and Year One staff linked to Launchpad incorporating plans for September 21 also. Daily reading with b20% readers in all classes. Audit of systematic phonics provision in school along with assessment and progress results showed a rigorous synthetic scheme in place however, undertaking the Sounds Write ssp scheme would support pupils in Key Stage Two with phonics and spellings. Two pupils accepted for additional SL&C support.</p>
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C	<p>Reduced anxiety linked to lockdown, coronavirus and returning to school.</p> <p>Support for parents of pupils who see the counsellor (via phone) to help improve their anxiety and provide techniques for them to utilise at home with their child.</p>	<p>Offer two half day sessions with counsellor per week – six children able to access per week.</p> <p>Continue some of the caseloads which took place during lockdown – help to support transition to full time education.</p>	<p>Children are experiencing increased anxiety following the period of lockdown. (Young Minds, NSPCC, ChildLine)</p> <p>Low emotional resilience can affect a child’s ability to concentrate on academic activities, especially when working with others or when tasks are challenging.</p>	<p>24 half day sessions X2 per week (max. of six children per week)</p> <p>£2160 (£90 per half day)</p>	<p>Five children accessing school counsellor per week; there has been a noticeable improvement with their anxiety and or negative behaviour displayed. Parent feedback is positive</p> <p>Two children receiving one to one support with teachers (x1 Y6 pupil, x1 Y2 pupil)</p> <p>Referrals made to external services to support pupil mental health and wellbeing (x2 CAMHS, x2 One Point).</p> <p>7 children are currently seeing the counsellor with a further 6 on the waiting list who will hope to see the counsellor before summer half term. Each class are running their own interventions to allow pupils time to interact and talk to one another. (x1 more referral to CAMHS)</p> <p>A further 6 children accessed the counsellor with 3 children receiving drop ins. X1 further referral for CAMHS. Positive reports received from pupils, parents and the counsellor.</p>
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£35 105

Governance			
Monitoring The Effectiveness & Impact of Pupil Premium Performance			
Pupil Premium Governor: David Smith			
Pupil Premium Meeting	Autumn: 01.12.20	Spring: 25.03.21	Summer: 13.07.21

Autumn Summary:

A. Results have improved principally due to a reduction in class size.

B. All teaching and support staff have been trained in Launchpad for literacy. This has introduced a feeling of confidence in staff. Staff also have access to resources required.

C. Noticeable improvement in reduction of anxiety for pupils. Support reduced for two pupils who have made sustained improvements in their anxiety. Parental feedback supports this too.

Spring Summary:

A. Children received support in all subjects during lockdown (between 40% - 45% pupils in school). Additional support provided for final three weeks of spring term.

B. Launchpad support booked for summer term

C. An increased number of children are currently undergoing counselling. Classes are running their own interventions allowing pupils time to interact and talk to each other.

Summer Summary:

A. Ability to split Yr. 6 has helped progress for pupils. Intervention support provided for Yr. 3 pupils to improve confidence. Improvement in outcomes following both strategies. Smaller class sizes had single greatest impact on progress.

B. Additional CPD linked to Launchpad provided to staff working with Reception and Yr. 1. Work with the English Hub to be explored and CPD for Sounds Write to be booked.

C. A further 6 children are undergoing counselling.