



## All Saints Pupil Premium Report, 2020 21



This report outlines how our school is planning to spend the Pupil Premium (PP) allocation in 2020 – 2021, including our key principles and reasons for spending the PP in the way that we do. It also summarises what effect last year's PP spending had within our school.

### **Federation Principles and Objectives**

The PP was introduced to address the underlying inequalities between children eligible for free school meals and their peers. It is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years.

School are free to spend the PP as they see fit. Our approach and vision for our pupils is to provide these children with access to a variety of enriching experiences as well as focusing upon academic endeavours. It may also be appropriate to provide support to nurture their well-being so that those from poorer socio-economic backgrounds do not suffer barriers which hamper their progress and attainment.

Our decisions on how best to use the PP are based on the findings of high quality research and publications e.g. The Sutton Trust, as well as OFSTED's own 'best practice' guides. These have supported our decision on expenditure over the best and most effective use of our PP Funding. We are also aware of the unique features of our local environment and how the socio-economic factors can influence child competencies.

### **We believe that:**

- All children should and will benefit from the teaching and learning opportunities that PP funding provides
- Appropriate provision is made for all pupils belonging to vulnerable groups, including those who are from socially and economically disadvantaged groups.
- PP spending should be allocated following a needs analysis which identifies children with priority needs; those with the greatest need being children in receipt of free school meals whose progress is not rapid enough.
- Pupils who receive free school meals are not necessarily socially disadvantaged or are making inadequate progress.
- Not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Our PP funding should be spent in a wide and imaginative variety of ways, to benefit the wide variety of interests and needs of our children

- Our PP funding should be spent according to ‘best value principles’ and related to activities which research suggests will make the very best use of the finances available
- Whilst there are some ‘quick wins’, there is a need to also take a ‘long term view’ to stop achievement gaps from widening. Some of our long-term objectives will take more than an academic year to come to fruition.

### **Barriers to Learning:**

- Below average attainment on entry in English and Maths
- Attendance below the school average
- Limited access to the Internet – affecting access to the Virtual Learning Environment
- Parental engagement with homework
- Access to extra-curricular activities to promote all aspects of development
- Access to appropriate resources and equipment

### **Our Targeted Areas**

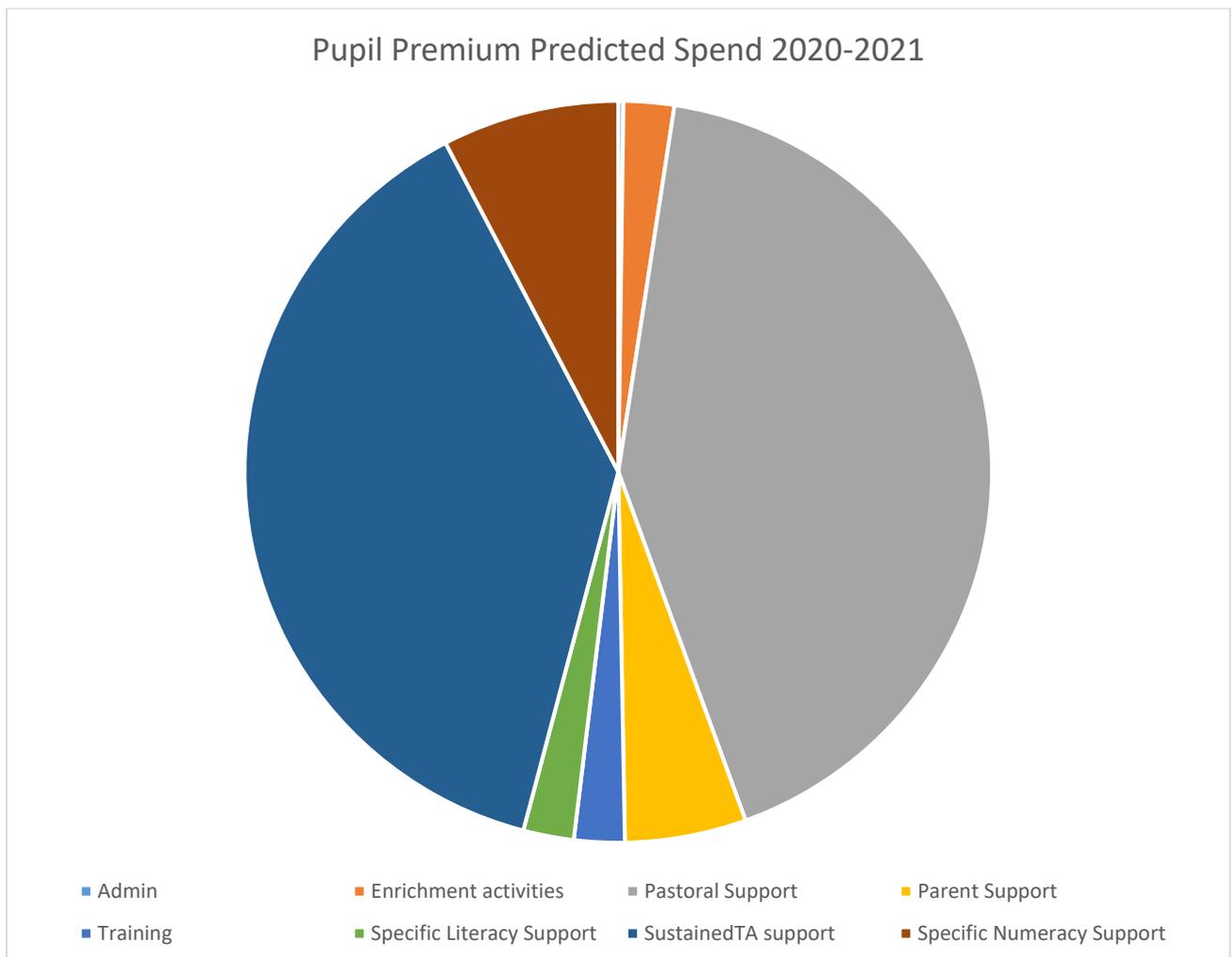
In order to continue to support pupils in receipt of PP to raise attainment and diminish differences we aim to:

- Identify issues that have arisen from the impact of COVID 19. This will include the educational impact of missed schooling at the end of the 2019-20 academic year and the mental wellbeing of pupils caused by lockdown and the COVID 19 environment, amongst other issues.
- Accelerate progress and attainment in English (reading) and mathematics. Focus on closing any gaps in attainment and progress between those children in receipt of PP funding and those who do not in school; and in comparison to Non-PP children nationally.
- To improve self- esteem, confidence and behaviour in individual pupils, thereby improving participation in school life.
- Improve support and partnerships to facilitate better learning
- Enrich the lives of all children but with a focus on new experiences and opportunities
- Expand resources to support children’s access to the learning opportunities
- Increase provision for PP pupils and their parents beyond the school.

### Our Pupil Premium Funding 2020-2021

Total number of pupils on roll All Saints CE Junior School	225
Total number of pupils eligible for PP Grant (as at Census January 2020)	44
Post LAC	3
Amount of PP Grant received per pupil £1,345 Post LAC £2,345	
Total amount of PP Grant received	£66,215*

\*Variance in funds for children who are Looked after and service personnel with children in State Schools.



## Nature of Planned Support 2020-2021

Record of planned Pupil Premium Grant Spending by item/project

Item/ Object/ Action	Objectives	Cost	Expected outcomes
<p><b>Increase current TA staffing levels:</b></p> <p>Increased levels of TA support within year groups to address gaps post-covid</p> <p>2 TAs per year group to deliver interventions during afternoons @ £5246 per TA (2 hrs / day)</p> <p>= 4 additional members of staff</p>	<p>Increase provision, expand resources and enrich the lives of Pupil Premium pupils</p> <p>Improve support and partnerships to facilitate better learning</p> <p>Accelerate progress and attainment in English (reading and spelling) and mathematics</p>	<p><b>£20,984</b></p>	<p>It is expected that all projects will have an impact on raising the level of attainment and progress.</p> <p>staff develop excellent understanding of barriers for PP PUPILS and ensure that highly effective intervention programmes are delivered to raise progress and attainment</p> <p>Raise levels of attainment and progress for PP Pupils.</p> <p>SEND/PP receive appropriate support</p>
<p>Provide responsive support for SEMH (Social, Emotional and Mental Health) via school Learning Mentor, full-time position.</p> <p>Weekly support from the school Counsellor to address emotional wellbeing</p>	<p>Learning Mentor to support children's ability to access curriculum by addressing SEMH needs.</p> <p>Her role is expanded by access a range of CPD opportunities</p> <p>Expand resources to support children's access to the learning opportunities</p>	<p><b>£24, 525 (Salary for HLTA, LM)</b></p> <p><b>£350 CPD/release time</b></p> <p><b>£200 (resources)</b></p> <p><b>£2850 (38 wks at £75 each)</b></p>	<p>Increased confidence and self-esteem for PP PUPILS - Raise levels of attainment and progress for PP Pupils.</p>

<p>Implement GL Assessment's PASS (Pupil Attitudes to self and school) Emotion coaching Training for all staff (provided by EPS)</p>	<p>To identify any children who may require further SEMH support. To enable a greater number of chn to have their SEMH needs met within their covid-secure bubbles; developing capacity across school, post covid</p>	<p><b>£515 p.a.</b>  <b>£240 Plus time for staff to provide this support in year groups.</b></p>	
<p>Attendance to all Early Help meeting, Child in Need Meeting and Child Protection meetings. To Lead Early Help meetings.</p>	<p>To fully support professionals with supporting families, attend meetings, monitor engagement, emotionally support parents and children.  To further develop safeguarding in All Saints' and Partner School, which will enable trends for PP children to be picked up and attended to. Better attendance monitoring linked to behaviour and safeguarding.</p>	<p>Senior staff member 1 day per week.  £16,316  CPOM £608</p>	<p>To support families so that children are able to learn (Maslow's Hierarchy of Needs)</p>
<p>Provide specific intervention strategies to prepare chn for next stage:  Identify PP pupils at risk of not securing good progress  Success@Arithmetic used in Year 6 to provide small group sessions to accelerate learning at their level</p>	<p>Success@Arithmetic requires a Lead TA and a Lead teacher to assess, deliver and review the programme:</p>	<p><b>£5246 – Lead TA</b>  <b>£1500 – release time for S@A lead teacher</b></p>	<p>A clear and updated intervention timetable distributed to all teaching and intervention staff - Monitoring of intervention sessions recorded and filed - Changes to interventions</p>

Inference training in Y5 & 6. Specialised intervention: Cost of		<b>£5246 – Lead</b>	and spending made where appropriate
Lead TA to implement Inference training intervention (pm, 2 hrs per day)		<b>TA</b>	
Embed the use of Accelerated Reader across school	Accelerate progress, attainment and engagement of Reading	<b>£1500</b>	PP children more actively engaged in reading for enjoyment; reports from Accelerated Reader analyse and demonstrate progress
Support individual pupils purchase of uniforms and other essential school equipment:	Improve support and partnerships to facilitate better learning	<b>£150</b>	Raise self- esteem of pupils leading to increased 'positivity' and raised engagement and progress
Increase the opportunity and attendance to extracurricular activities for PP PUPILS, removing barriers': Increase number of clubs and activities across school Increase advertising for these	Enrich the lives of all children but with a focus on new experiences and opportunities	<b>£750</b>	PP PUPILS attend clubs and activities in increased numbers and experience raised self-esteem and levels of fitness
Fund school trips for PP PUPILS: - Partial funding for PP children (Robinwood residential trip in Y6 and educational visits for all other year groups) - Advertise to parents	Enrich the lives of all children but with a focus on new experiences and opportunities	<b>£750</b>	Increased levels of interest, raised confidence and self-esteem. - Encourage claiming of FSM

System to track, monitor and address Pupil Premium attendance and lateness. Call all PP pupils who are not in school. Check reasons for absence	Improve support and partnerships to facilitate better learning	<b>Part of admin roles and responsibilities</b>	Pupils will attend school more regularly which will impact on their academic achievements positively  Parents will recognise the importance of regular attendance at school
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### Measuring the impact of PPG spending

The school will rigorously evaluate the impact on each pupil at the end of each half term. Class teachers will be required to discuss Pupil Premium children and their progress in all half-termly progress meetings. Intervention reports will be generated; interventions will be adjusted as required.

Where appropriate, there will also be a focus on measuring progress in social development, using the SEAL progress indicators for Personal, Social, Emotional and Behavioural Measures. This will assist in evaluating participation and attitude towards learning, increasing independence in learning and will also be judged against attendance figures. The ultimate aim is for there to be no gap in the progress made by children in receipt of FSM / PP funding and those that don't.

### Impact Statement – Educational Progress and Attainment

Review: last year's aims and outcomes

**COVID 19 had a significant impact at the end of the 2019-2020 academic year. One of these was that all exams were cancelled and therefore no key stage 2 attainment or progress data is available for 2020. For the last set of published data (2019), please see the report for 2018-19.**

Aim	Outcome
Progress in Reading and Writing	N.A.
Progress in Mathematics	N.A.
Other	N.A.