

Pupil premium strategy statement

1. Summary information					
School	All Saints' C of E Primary				
Academic Year	2020-2021	Total PP budget	£115,670 (£1,345 per pupil)	Date of most recent PP Review	Sept '20
Total number of pupils	316	Number of pupils eligible for PP	86	Date for next internal review of this	Sept '21

Academic Year	2017-2018	2018-2019	2019-2020	2020-2021
Number of pupils on role	329	340	306	316
Number of Pupil Premium children on role	97	91	96	86
Total Pupil Premium funding received	£128,040	£125,040	£128,040	£143,196

2. Current attainment		
End of Key stage Two Tests 2019	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2019)</i>
% achieving EXS+ in reading, writing & maths	77%	94%
average progress score in reading	3.4	1.3
average progress score in writing	-0.6	0
average progress score in maths	2.6	-0.4

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pupils have increasingly weak oral language skills, many do not speak in full grammatically correct sentences and this is a significant barrier to their written English, as well as their ability to express their mathematical thinking and so develop their reasoning skills. This can lead to PP pupils attaining below non Pp pupils for RWM combined
B.	Some Pupil Premium pupils are hesitant or do not have the opportunity to take up additional educational/extracurricular opportunities in order to enhance learning, self-esteem and wellbeing.
C.	Some PP pupils have Social and Emotional difficulties- impedes their academic progress. (see section E below)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance of pupils requires on-going monitoring to ensure that children are in school whenever possible, accessing all learning opportunities. (No current attendance concerns) The school has close links with the Education Welfare Officer (EWO).

E.	Family circumstances and contextual factors affecting attendance, learning, behaviour and social emotional wellbeing.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	The attainment gap between PP and non PP pupils across the school continues to be less than the national gap.	Pupils eligible for PP make rapid progress so that all pupils eligible for PP meet age related expectations.
B.	<p>Children from vulnerable families will access the full range of opportunities available to them.</p> <p>Staff will report child’s well-being improvements using evaluation sheets, as well as less incidences of peer conflict for these children. This will impact positively on their progress. All children eligible for PP will be able to access the full range of clubs and trips available at All Saints’.</p>	<p>Fewer incidents recorded for these pupils on the school system. Evaluation sheets from interventions will be monitored:</p> <ul style="list-style-type: none"> • ELSA (progress against initial scoring) • Written TAMHS report • Learning mentor (verbal feedback & scoring) • SEAL (verbal feedback)
C.	<p>Children from vulnerable families will be ready to learn.</p> <p>Teachers will report greater levels/scores of ‘well-being and involvement’ in the classroom.</p>	Increased % of PP pupils achieving age related expectations in reading, writing and maths combined.
D.	<p>Maintain attendance rates for PP pupils to be broadly in line with non PP pupils.</p> <p>Half-termly monitoring including attendance officer and EWO at Network meetings.</p>	Reduced absence rate.
E.	Continual support for families who have social and emotional difficulties in the form of regular Early Help meetings.	

5. Planned expenditure				
Academic year	2020-2021			
Whole School Approaches- Quality of teaching for all				
Desired outcome	All pupils access rich and well-structured curriculum supported effective by appropriate resources			
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
<p>A. Oral Rehearsal in-house school initiative Focused support for next steps in embedding implementation of the approach e.g. exemplar planning; monitoring; mentoring; progress of skills check; observations)</p>	<p>Our English approach supports embedding language patterns and structure orally so that children are familiar with these before attempting to write.</p> <p>PP pupils who are language deprived particularly benefit from this approach.</p>	<p>On-going monitoring of the implementation. Termly data analysis of PP pupils' progress.</p>	<p>DHT HT Reading AHTs/ SENCo Lead</p>	<p>Total £17,860</p>

<p>A. Teaching for mastery in maths Embedding of mastery approach with focused support for maths teaching in all year groups. Further development CPD.</p>	<p>Following end of year question level analysis, key areas including place value have been identified as in need of improvement to impact on the overall attainment on maths fluency and reasoning. Engagement with Wandsworth Maths Hub</p>	<p>On-going monitoring of the embedding of MM approach. Termly data analysis of PP pupils' progress.</p>	<p>Maths coordinator DHT HT</p>	<p>Total £7,664.84</p>
<p>Subtotal i: budgeted cost</p>				<p>£25,524.84</p>

i. Targeted support				
Desired outcome	Barriers to learning for individuals are identified and addressed through specific and appropriate intervention and support			
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
A. Development of the provision map to plan Maths/ English boosters starting in late September for pupils on cusp of attaining the expected standard	Data analysis is used to identify pupils who are on the cusp of attaining at the expected standard	Class teachers feed into the planning for these sessions; they are delivered by experienced staff. Maths and English Subject Leads quality assure the resources used	HT DHT AHTs Maths lead	£14,145.16
A. 1:1 Reading intervention focussing on engagement and enjoyment	Reading Rocketeers provides research to prove impact with entry and exit data gathered. All children make progress in learning as well as enjoyment and engagement in reading. Highly trained HLTA who has proven track record with the school.	Reading Rocketeers tracking system entry and exit data.	HT DHT Reading lead	£14,624.86
A. Learning support in specific year groups where coexistence of PP/SEN/EAL is high or where pp pupils may not make expected progress.	Children with complex difficulties require very specific and specialist support which will enable the child's individual needs to be addressed.	Skilled and experienced teaching assistants to deliver the support. SENCo & DHT to quality assure the resources used.	HT DHT AHTs/ SENCo	£20,805.49

<p>A. ELKLAN, Black Cat, Attention Bucket & targeted listening activities provision for pupils identified with Speech and Language difficulties.</p>	<p>High quality intervention sessions support children with speech, language and communication needs. Pupil's ability to use active listening impacts on confidence and engagement in learning. Individual pupils are supported make progress towards their SALT targets and vocab learning linked to curriculum topics.</p>	<p>Experienced and well trained TA to deliver the sessions. These are to be monitored by the EYs lead with regular input from the S&L therapist.</p>	<p>AHTs AW</p>	<p>£931.74</p>
<p>C/D CPD for TAs to enhance targeted interventions for pupils and their understanding of pupils needs with social, emotional and mental health.</p>	<p>Attachment and Trauma & Early help for mental health – training for support staff to understand social and emotional mental health needs affecting learning and behaviour within interventions and the classroom. Support staff to be up-skilled with better understanding and strategies in order to support provision for pupils.</p>	<p>Pre and post training questionnaire – linked to last year's CPD survey of support staff.</p>	<p>HT SENCo Behaviour & Nurture lead</p>	<p>£3,711.60</p>
<p>B/C First places in lunchtime Times table Rock Stars groups offered to pp children who do not get additional times table practice at home.</p>	<p>The maths groups provide additional time to practice key skills in a supportive environment for children and enables these skills being practiced regularly.</p>	<p>Maths lead & class teachers run the club timetable data will be gathered in entry/exit to regular activities.</p>	<p>HT DHT Maths lead</p>	<p>£440.63</p>
<p>B/C Re-invigorate playground resources</p>	<p>A rich and engaging playground develops children's physical and social skills.</p>	<p>Emotional well-being data will be gathered in entry/exit to regular activities.</p>	<p>HT DHT PE Lead Behaviour & Nurture lead</p>	<p>£1,470</p>

<p>B. Enhancing the curriculum offer: funding for Educational visit, extracurricular clubs, clubs, swimming, residential activities.</p>	<p>All children enabled to access learning opportunities outside of the classroom gives them the opportunity to develop their skills and talents in all areas of learning. Rich and engaging extracurricular activities enhance children's physical and social skills.</p>	<p>Numbers of pupils attending in school and out of school enrichment activities will be monitored and any children not taking up opportunities will be followed up and further encouraged to partake.</p>	<p>HT DHT Office Staff</p>	<p>£8,825</p>
<p>B/C/D Direct work for pupils, staff and families in swift and appropriate support for identified needs including 1:1 face to face support, telephone consultations.</p>	<p>Work to ensure that PP families and all staff are supported and signposted by skilled and staff.</p>	<p>Early Help and Safeguarding Audit.</p>	<p>HT DHT DSLs & Deputy DSLs</p>	<p>£39,138.40</p>
<p>B/C/D Jigsaw4U Home school links worker. Social and emotional support for those children identified as being vulnerable or at risk from falling behind due to emotional needs.</p>	<p>Children vulnerable due to social/emotional needs or circumstances need to be supported alongside their families to overcome difficulties and achieve at least as well as expected. 'Star' measures on entry/exit of targeted work (Jigsaw4U) these have shown increase in self-esteem and positive self-image.</p>	<p>Use an experienced Jigsaw4U worker with a proven track record. Regular meetings with Inclusion Manager to track children</p>	<p>HT DHT SENCo team</p>	<p>£4,809</p>
<p>B/C ELSA (Emotional Literacy Support Assistant) increased capacity to five members of staff to offer more support across the whole school.</p>	<p>Early intervention with those children who find it difficult to express and communicate feelings and emotions will prevent them becoming more vulnerable and so not making expected progress in learning. Entry/Exit data gathered through questionnaires to inform class teachers/parents with feed</p>	<p>Well trained and experienced support assistants are overseen and monitored by the Inclusion Manager.</p>	<p>HT DHT Behaviour & Nurture lead</p>	<p>£1,880</p>
<p>B/C/D TAMHS offers support around emotional well-being and mental health for young people in school.</p>	<p>Children vulnerable due to social/emotional needs or circumstances need to be supported alongside their families to overcome difficulties and achieve at least as well as expected. Where families require support to get diagnoses of specific condition impacting on children's learning.</p>	<p>Use an experienced TAMHS worker with a proven track record. Regular meetings with SENCo team to track children.</p>	<p>HT DHT SENCo team</p>	<p>£16,000</p>
<p>Subtotal ii: budgeted cost</p>				<p>£126,781.88</p>

iii. Other approaches				
Desired outcome	On-going monitoring of attendance for PP pupils			
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is	Staff lead	Cost
D. Analyse attendance data for PP children, identify persistent absenteeism as well as borderline satisfactory attendance. Monitor and follow up quickly on absences. First day response provision. Early involvement of EWO, TAF meetings.	Attainment and progress cannot be improved if children are not at school. The NFER briefing for school leaders identifies addressing attendance as a key step.	Attendance Officer to collaborate with HT to ensure the processes to record and follow up attendance issues run smoothly.	HT DHT Attendance Officer	£13,174.02
All children are properly equipped for school.	Lack of uniform and equipment can alienate PP children.	All children properly equipped for school. Being properly equipped adds to a	HT DHT	£100
Subtotal i: budgeted cost				£13,374.02
Total budgeted cost				£165,680.74

6. Review of expenditure				
Previous Academic Year		2020-2021		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

How we will measure the impact of the Pupil Premium Grant:

- The attainment gap between pupils receiving the Pupil Premium Grant and the non Pupil Premium group will close in reading, writing and maths. We aim for the gap in attainment to reduce in each year group, as a result of accelerated progress through timely intervention.
- Pupils are engaged and demonstrate 'successful learning' skills in all aspects of the curriculum
- Pupils demonstrate higher level thinking skills in independent learning

How pupil premium funding has benefited pupils who are not eligible:

- Children have benefited from the School's Oral Rehearsal approach and Maths Mastery initiative.
- Children have benefited from the booster groups to accelerate learning.
- Children have benefited from the classroom resources to support the above.
- SEN children with specific Speech, Language and Communication Needs (SLCN) have benefited from the speech & language sessions.
- Children from Reception to Year 6 have benefited from either 1:1 sessions or social group sessions with the ELSA assistants, Learning Mentors, TAMHS & Jigsaw4u.

Next Pupil Premium Strategy Review:

July 2021