



All Saints CE Primary School Pupil Premium Strategy Statement

Summary Information					
School	All Saints CE Primary School	Strategic Plan	2020-21	Publication Date 16.10.20	Review Date September 2021
Academic Year	2020-21	Total PP Budget for 2020-21	£78,208		
		Carry forward from 2019-20	£14,272		
Executive Principal: Emma Prokipczuk Head of School and Pupil Premium Lead: Vicki Palmer PP Governor Lead: Janet Gaten		Total number of pupils	271	Number of pupils eligible for PP:	52 (19%)
				Number of pupils eligible for PP, not including SEND:	36 (13%)

Due to the changes to educational provision caused by the COVID-19 pandemic the detail in this Pupil Premium strategy has been subject to review since April 2020. Our use of the funding has been adapted to meet students' needs as they have arisen, whilst maintaining where possible the principles outlined in this document, and in others related to the PPG.

During the pandemic the following key steps have been taken to ensure that 'disadvantaged' pupils' barriers to learning will continue to be overcome wherever possible:

- Step 1 - Children attended school
- Step 2 - Ensuring children have the correct tools to complete home learning
- Step 3 - Family support through home visits etc

Future versions of the strategy will reflect the changes that are currently being made.

School leaders with responsibility for administering the PPG have drawn on these helpful publications from the Children's Commissioner and the Education Endowment Foundation:

<https://www.childrenscommissioner.gov.uk/wp-content/uploads/2020/04/cco-tackling-the-disadvantage-gap-during-the-covid-19-crisis.pdf>

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/>

They will continue to follow guidance and advice from relevant bodies as it emerges, in consultation with other stakeholders.

Baseline Data Autumn 2020					
Academic Performance for Disadvantaged Pupils - NOT SEND	EYFS	Phonics Y1	Phonics Y2 Cumulative	KS1	KS2
% working at the expected standard or above in reading, writing and maths / GLD	0 % (0/3)	No Baseline Data due to Covid 19		50% (9/18)	67 % (10/15)
% working at the expected standard or above in reading / ELG	0 % (0/3)			50% (9/18)	80 % (12/15)
% working at the expected standard or above in writing / ELG	0 % (0/3)			50% (9/18)	60 % (9/15)
% working at the expected standard or above in maths / ELG	0 % (0/3)			56 % (10/18)	87% (13/15)
Other Indicators Specific to School					



A number of our Pupil Premium Recipients are of Gypsy/Roma Heritage and have previously been persistent absentees. Attendance figures from last term and the current term are not accurate due to Covid 19.

Expected Progress Data Targets			
Academic Performance for Disadvantaged Pupils - NOT SEND	EYFS	KS1	KS2
% to have made the same/better progress in reading, writing and maths / GLD	66 % (2 / 3)	83% (15/18)	80 % (12/15)
% to have made the same/better progress in reading / ELG	66 % (2/ 3)	83% (15/18)	80 % (12/15)
% to have made the same/better progress in writing /ELG	66 % (2 / 3)	83% (15/18)	80 % (12/15)
% to have made the same/better progress in maths	66 % (2 / 3)	83% (15/18)	80% (12/15)

Spending Priorities and Rationale for the Current Academic Year	
Teaching Priorities -	
Barriers to Learning	Family instability, poverty, mental health, low self-esteem and confidence, attachment and trauma, lack of wider engagement with the community, negative or lack of life experiences.
Priority	Upskill all staff to recognise barriers and have a deeper understanding of resilience.
Priority 1	Use the resilience framework to identify barriers that children have.
Priority 2	Based on research and case studies as part of staff training, strategies are put into place to limit the effect of the barriers.
Priority 3	A range of experiences and opportunities are in place to develop children’s resilience eg. Forest School, play therapy, ELSA, Real Play.
Targeted Academic Support	
Barriers to Learning	Gaps in knowledge widened due to Covid, stamina and concentration decreased due to Covid
Priority	Following formative assessment, interventions are tailored to the needs of individuals and are evidence based.
Priority 1	Develop a provision map to meet individual needs.
Priority 2	Staff allocated to deliver interventions based on skill set.
Priority 3	Monitor and evaluate the impact of the interventions.
Wider Strategies/ Compensatory Experiences	
Barriers to Learning	Family instability, poverty, mental health, low self-esteem and confidence, attachment and trauma, lack of wider engagement with the community, negative or lack of life experiences.
Priority	To provide Pupil Premium children with a staff advocate who will identify tailored ways to support them
Priority 1	All Pupil Premium to have a staff advocate and time this academic year to establish good relationships. This advocate will help advise how best to tailor and enhance each child’s school experience.
Priority 2	Staff advocates will support class teachers when completing Pupil Premium Trackers so that the “whole child” is provided for- not just their academic needs.



Monitoring and Implementation		
Area	Challenge	Mitigating action
Training	Selecting appropriate training and giving time for this training	Careful planning of CPD throughout the academic year, being mindful of staff workload and busier times of the year.
Targeted support	Insufficient time to implement and evaluate interventions	Ensure staff understand the value of the interventions and therefore protect this time and use it effectively.
Wider strategies	Insufficient time for advocates to build relationships with children and therefore will not know how best to tailor support.	Ensure staff understand the importance of their advocate role and are held accountable for ensuring they manage their time effectively, so that they can give the role the attention it needs.

Annual Overview - planned expenditure

Training		Our Tiered Approach	Targeted Academic Support	
<ul style="list-style-type: none"> • ELSA training • ELSA Supervision • Forest School - sports funding • Resilience CPD • Professional Reading 	£1100 £300 £80 £50		LSA 1:1 and small groups to run specific interventions (such as DIPT), Cover Supervisor intervention, Teacher intervention (one morning per week) ELSA Resources needed to enable interventions to run or specific to children's needs e.g. overlays, pencil grips, SEMH resources, SATs/ Revision Books Assessments for PP SEN children	£66,000 £8208 £300 £200 £1000
** Over the next 3-5 years we are looking to shift the balance of money spent so that there is a greater allocation of money spent in this area. **			Wider Strategies Play Therapy Forest School - sports funding Attendance Officer Swimming Trips / Clubs/ Residential Taxis Uniform Breakfasts	£3800 £500 £1000 £1000 £1600 £750 £50
			Total Spend	£85, 938

Please refer to the DfE PP Guidance and the EEF's Pupil Premium Guide and Family of Schools' Database for Target Setting
<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability> <https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>
<https://www.gov.uk/guidance/pupil-premium-strategy-statements> <https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/>