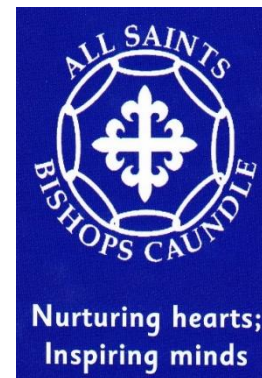


# All Saints CE VC Primary School

## Pupil Premium Funding Report for 2019-20

### 1. Overview of the school:

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	92 (Oct 19 census)
Total number of pupils eligible for PPG	20 pupils (22%)
Amount of PPG received per pupil Post LAC	£1320 £2,300
Total amount of PPG received	£28,700



### 2. Current Attainment – KS2 SATs (2018-19) – 5 pupils

**KS2 (2019-20) is Teacher Assessed – 2 pupils (1 joined in March 2020)**

	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard in combined Reading, Writing and Maths	60% 0% 1 pupil Below at KS1 in RWM 1 pupil WT at KS1 in RWM	National 65%
% making expected progress in reading	-3.74 + progress	National 73%
% making expected progress in writing	-14.41 (60% ARE+) + progress	National 78%
% making expected progress in maths	-7.28 (60% ARE+) ++ progress	National 79%

### 3. Barriers to Future Attainment (for pupils eligible for PP):

#### Academic Barriers

- |    |   |
|----|---|
| A. | Adverse experiences before starting school due to family vulnerabilities and / or lack of capacity (including financial) to support their child / children effectively    |
| B. | Some children have low starting points, particularly in communication, social and emotional and early literacy  |
| C. | Some eligible pupils exhibit low resilience, behavioural / attitudinal issues, including poor concentration and self-regulatory skills thus resulting in underachievement |

#### Additional Barriers

- |    |  |
|----|--|
| D. | A few pupils have had poor attendance, putting them at increased risk of falling behind with their learning                        |
| E. | Some families lack the financial capacity to enable their children to access basic school equipment and / or curriculum enrichment |

### 4. Intended Outcomes:

### Success Criteria:

A.	<b>We aim to:</b> Improve identified pupils' communication, social, emotional and early literacy skills within Reception	<ul style="list-style-type: none"> <li>✓ Early Identification of needs</li> <li>✓ SALT assessments confirm progress</li> <li>✓ Children meet targets termly</li> </ul>
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	and across Key Stage 1 (with the addition of any eligible children who enter with this deficit in KS2).	<ul style="list-style-type: none"> <li>✓ ELSA support or Time to Talk interventions sow identified improvements in emotional or social development</li> <li>✓ Referrals to Family Partnership Zone and/or School Health Service prove useful and begin to make a difference to families</li> <li>✓ Children attain in line with peers in identified areas by the end of Key Stage 1</li> <li>✓ Tracking individuals shows progress in specific areas of need</li> </ul>
B.	<b>We aim to:</b> Improve child and family Social, Emotional and Health concerns and difficulties by offering support	<ul style="list-style-type: none"> <li>✓ Staff Trained in Mental health awareness</li> <li>✓ Parental Support advertised to families, including partnership with local Health and Family Partnership Services</li> <li>✓ Bespoke support of ELSA programmes show progress in specific identified aspects</li> </ul>
C.	<b>We aim to:</b> Address gaps in identified pupils' knowledge and/or skills through additional bespoke interventions as required  Ensure joined up thinking with SENDCo for those children who fall into both categories of PP and SEND	<ul style="list-style-type: none"> <li>✓ Targeted interventions show success in closing</li> <li>✓ Adaptations of curriculum and/or learning outcomes are achieved (possibly with support, building on independence)</li> <li>✓ Behaviour Management Strategies are clearly identified with children, parents and staff teams – ensuring consistency</li> </ul>
D.	<b>We aim to:</b> Ensure attendance rates improve and do not negatively impact on progress	<ul style="list-style-type: none"> <li>✓ Tracked attendance information sent to parents and Dorset County Attendance Officer, if needed</li> <li>✓ School attendance data for vulnerable groups in line or better than National</li> <li>✓ School attendance data for Pupil Premium group in line with or better than National</li> </ul>
E.	<b>We aim to:</b> Enable pupils (where families are in receipt of the Pupil Premium) to come to school with the necessary equipment and can access a range of curricular and extra-curricular opportunities.	<ul style="list-style-type: none"> <li>✓ Support accessed for funding for uniform, PE kit, educational visits and equipment</li> <li>✓ Families accessing Parent Support Worker for further information of support services available eg Foodbank, Financial advice and information</li> <li>✓ Home Learning supported by school and/or within school</li> <li>✓ Use of Breakfast Club and/or After School club to support parents/carers to attend work interviews/ appointments etc</li> </ul>

## 5. Review of Expenditure

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)	Lessons learned (and whether you will continue this approach)	Cost
Quality First Teach	Grow resilience and confidence to learn from mistakes  ELSA / Time To Talk provision to support skill acquisition and/or	During lockdown, live lessons enabled pupils to access additional support  During lockdown, ELSA/Time to Talk delivered through regular telephone calls. This enabled children to feel more prepared to tackle home learning tasks	Promote positive learning attitudes.  Many children have come back following lockdown with a negative attitude to learning.	<b>£9,500</b>

	social, emotional mental health	<p>and also gave parents the opportunity to discuss strategies and outcomes.</p> <p>During lock down, differentiated learning tasks, followed up with telephone calls to child/parent, allowed for the opportunity for all children to access learning.</p> <p>OPP Progress Data (Spring 2) Based on prior attainment levels:</p> <p><b><u>YR</u></b> No PP pupils</p> <p><b><u>Y1</u></b> 2 pupils made at least expected progress in RWM 1 pupil made at least expected progress in RW but below expected in M</p> <p><b><u>Y2</u></b> Both pupils made at least expected progress in RWM</p> <p><b><u>Y3</u></b> Both pupils made at least expected progress in RWM</p> <p><b><u>Y4</u></b> 6 pupils made at least expected progress in RWM 1 Pupil made at least expected progress in WM but below expected in R</p> <p><b><u>Y5</u></b> 3 pupils made at least expected progress in RWM 1 Pupil made at least expected progress in M but below expected in RW</p> <p><b><u>Y6</u></b> Both pupils made at least expected progress in RWM</p>	<p>Class teams to ensure learning is active and fun, to regain a love of learning for all children</p> <p>Due to lockdown, many children's attitude to writing, and therefore their ability to apply learned skills, has reduced. This is to be supported through an initially highly supportive social and emotional curriculum. Following this, class teams to ensure learning is fun and engaging. In the event of a country local area lockdown, face to face, targeted learning to occur where possible</p>	
Family Support	<p>Working in close partnership with Health and Family Services to provide the best possible support for families</p> <p>Improved Home support for children</p>	<p>Differentiated work set and marked every day for all pupils.</p> <p>Those not accessing work followed up with phone call.</p> <p>NDFPZ Family Link Worker involvement evolved and extended to meetings on Teams and telephone calls. This enabled both children and parents the opportunity to discuss concerns and be signposted to relevant agencies/courses.</p> <p>Due to lockdown, and the impact lockdown has had on many children and families, we will continue to focus on family support this academic year.</p> <p>During lock down, Teachers telephoned families weekly to offer support and advice</p> <p>GCP SATs books given to KS2 and KS1 parents, to encourage engagement of the curriculum</p>	<p>Due to lockdown, and the impact lockdown has had on many children and families, we will continue to focus on family support this academic year</p>	

## ii. Targeted Support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)	Lessons learned (and whether you will continue this approach)	Cost
Early assessment of needs, targeted and timely support	<p>Improved communication, social and emotional and early literacy skills in Reception</p> <p>Improved confidence, self-esteem</p> <p>Effectively address gaps in learning or development through interventions</p>	<p>Pre lockdown early interventions took place across the school.</p> <p>Targeted ICPs were used with KS2 children.</p> <p>During lockdown, this was planned for and delivered by families at home as part of home learning.</p> <p>During lock down, Time to Talk occurred using weekly telephone calls.</p>	<p>In school interventions to continue, to ensure children attain in line with their peers in identified areas by the end of KS2.</p> <p>If the country/local area goes into lock down again, face to face intervention learning to be carried out where possible.</p> <p>Additional learning space used and a success to support additional learning</p>	<b>£15,500</b>

	Use of TTT to improve pupils understanding of concentration/ improve attitude and learning habits	All vulnerable pupils invited to attend school during lockdown period		
<b>iii. Other Approaches</b>				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)	Lessons learned (and whether you will continue this approach)	Cost
Monitored Attendance	Good attendance from identified pupils	<p>Pre lockdown, attendance of most children in receipt of pupil premium funding was above National Average.</p> <p>The attendance officer had no concerns</p> <p>During lockdown, attendance of children in receipt of pupil premium funding was closely monitored, particularly those that were deemed vulnerable.</p> <p>Children were identified and invited to attend school where necessary.</p> <p>Those children that were unable to attend due to health reasons (either their own or of close family) were monitored closely with telephone calls and daily contact via work and live lessons</p>	If lockdown occurs again, the school aim to deliver 'live lessons' each day to all pupils	<b>£3,700</b>
Curriculum Enrichment	<p>Ensure access to a range of curricular and extra-curricular activities</p> <p>Use of Wrap Around Provision</p> <p>Provide necessary equipment so that all identified pupils can access the curriculum</p>	<p>Pre lockdown, children in receipt of pupil premium funding were offered extra-curricular activities at a reduced rate/no rate. This enabled them to feel valued as part of an external group.</p> <p>Children were offered support with buying uniform and other resources.</p> <p>This also included wrap around care provision. This supported working families, ensuring children had a good breakfast and sufficient social time with other children.</p> <p>Any key areas of learning, such as reading, were also supported during time in wrap round care provision.</p> <p>During lockdown, children were offered a school place. If they were not able to attend (health reasons) then technological equipment, including laptops and headphones, were provided for homes.</p> <p>This meant that all children had an equal opportunity in accessing learning.</p>	<p>Due to lockdown, we will continue to focus on access to a range of extracurricular activities this academic year.</p> <p>If the country/local area goes back into lockdown, we will offer live lessons for all.</p>	