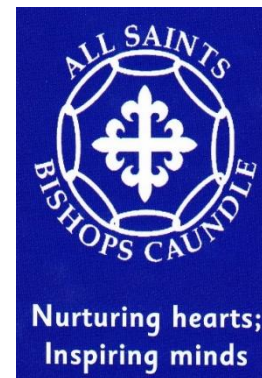


# All Saints CE VC Primary School

## Pupil Premium Funding Report for 2020-21

### 1. Overview of the school:

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	106 (Oct 20 census)
Total number of pupils eligible for PPG	18 pupils (17%)
Amount of PPG received per pupil Post LAC	£1320 £2,300
Total amount of PPG received	£26,060



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

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

**KS2 (2020-21) is Teacher Assessed – 2 pupils**

	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 100%	National 65%
% making expected progress in reading	-3.74 + progress + progress	National 73%
% making expected progress in writing	-14.41 (60% ARE+) + progress + progress	National 78%
% making expected progress in maths	-7.28 (60% ARE+) ++ progress + progress	National 79%

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

#### Academic Barriers

A.	<p>From March 2020 until September 2020 children lost over 4 months of schooling due to COVID-19. As a result, the return to school has seen that some eligible pupils exhibit dysregulation, low resilience, behavioural / attitudinal issues, including poor concentration and self-regulatory skills, resulting in underachievement.</p> <p>Challenges are observed in the children's ability to act within a socially acceptable boundary, respond to peers or adults appropriately, recognise their own feelings and be able to self-regulate</p>
B.	<p>Time out of school has had a significant impact on writing including physical stamina, length of time that focus may be sustained for, lack of interest or self-belief that the quantity and quality can be achieved.</p> <p>Some eligible (and many other) pupils exhibit low resilience, behavioural / attitudinal issues, including poor concentration and self-regulatory skills, resulting in underachievement</p>

Additional Barriers	
C.	<p>Children have had adverse experiences during the period of COVID-19, some family circumstances have changes and financial and mental health challenges within the home have affected the 'typical' family set-up, leaving families vulnerable and/or a lack of capacity (including emotional) to support their child/children effectively.</p> <p>Social, Emotional and Mental Health difficulties within families including children, resulting in the need for support, adaptations and time.</p>

4. Intended Outcomes:		Success Criteria:
A.	<p><b>We aim to:</b> Support children who have returned to school and are finding it challenging (as a result of being out of school for the COVID period).</p> <p>Learning will be secondary to 'settling and welfare'</p>	<ul style="list-style-type: none"> <li>✓ Early Identification of needs</li> <li>✓ ELSA support or Time to Talk interventions show 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>✓ Tracking individuals shows progress in specific areas of need</li> <li>✓ Staff Trained in Mental health awareness</li> <li>✓ Bespoke support of ELSA programmes show progress in specific identified aspects</li> <li>✓ Positive Behaviour Management Strategies</li> <li>✓ Involving Parents/Families in settling children into expectations and routines</li> </ul>
B.	<p><b>We aim to:</b> Develop stamina and focus and awareness of children's success around writing.</p>	<ul style="list-style-type: none"> <li>✓ Children attain in line with peers in identified areas by the end of Key Stage 2</li> <li>✓ Targeted interventions show success in closing gaps</li> <li>✓ Adaptations of curriculum and/or learning outcomes are achieved (possibly with support, building on independence)</li> <li>✓ Teacher time for Pre/Post teach</li> <li>✓ Home Learning supported by school and/or within school</li> </ul>
C.	<p><b>We aim to:</b> Offer support to families to improve relationships within the family unit and increase awareness of strategies to help their child(ren) succeed.</p>	<ul style="list-style-type: none"> <li>✓ Parental Support advertised to families, including partnership with local Health and Family Partnership Services</li> <li>✓ Support accessed for funding for uniform, PE kit, educational visits, equipment</li> <li>✓ Use of Breakfast Club and/or After School club to support parents/carers to attend work interviews/ appointments etc.</li> <li>✓ Home / School Partnerships to be heightened</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	<p>Grow resilience and confidence to learn from mistakes</p> <p>ELSA / Time To Talk provision to support skill acquisition and/or social, emotional mental health</p>	<p>During lockdown, live lessons enabled pupils to access additional support</p> <p>During lockdown, ELSA/Time to Talk delivered through regular telephone calls. This enabled children to feel more prepared to tackle home learning tasks and also gave parents the opportunity to discuss strategies and outcomes.</p>	<p>A need for positive learning attitudes to continue to be encouraged / expected</p> <p>Class teams to ensure learning is active and fun, to regain a love of learning for all children</p>	<b>£7,400</b>

		<p>Subsequently, additional intervention in the form of post teach and other specific needs was used to reduce the impact of lockdown on PP pupils.</p> <p>Progress Data (Summer 2021) Based on prior attainment levels: <b>YR</b> 2 pupils made expected progress <b>Y1</b> No pupils <b>Y2</b> Both pupils made at least expected progress in RWM <b>Y3</b> Three pupils who all made at least expected progress in RWM <b>Y4</b> Both pupils made at least expected progress in RWM <b>Y5</b> 6 pupils 1 made at least expected progress in WM <b>Y6</b> Both pupils made at least expected progress in RWM</p>	We will continue to focus on editing in writing next year as this has been an issue post lockdown	
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>Most PP pupils invited into school throughout lockdown</p> <p>NDFPZ Family Link Worker involvement evolved and extended to meetings on</p> <p>Teams and telephone calls enabled both children and parents the opportunity to discuss concerns.</p>	We will continue to work with families in the aftermath of lockdown	

## 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>Use of TTT to improve pupils understanding of concentration/ improve attitude and learning habits</p>	<p>Much work put into this area</p> <p>Work on whole school awareness of mental health and improved self esteem</p> <p>A thorough and comprehensive intervention timetable and support in class</p>	<p>Additional learning space created to enable an increase in intervention</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>	<b>£12,600</b>

## iii. Other Approaches

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
Curriculum	<p>Ensure access to a range of curricular and extra-curricular activities</p> <p>Use of Wrap Around Provision</p>	<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>'Live lessons' extremely positive</p> <p>Despite circumstances, attendance has been good</p> <p>Continued focus on attendance in new academic year.</p>	<b>£6,060</b>

	<p>Provide necessary equipment so that all identified pupils can access the curriculum</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 close family) were monitored closely with telephone calls and daily contact via work and live lessons</p>		
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