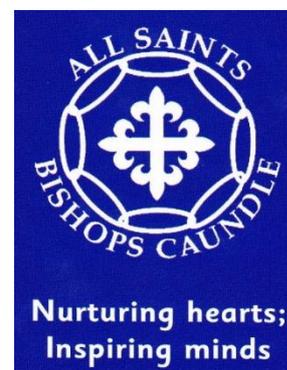


# All Saints CE VC Primary School

## Pupil Premium Strategy Statement for 2020-21

### 1. Summary Information:

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	£1320
Post LAC	£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)**

	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. 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.
- 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
- B. 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.
- Some eligible (and many other) pupils exhibit low resilience, behavioural / attitudinal issues, including poor concentration and self-regulatory skills, resulting in underachievement

#### Additional Barriers

- C. 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.
- Social, Emotional and Mental Health difficulties within families including children, resulting in the need for support, adaptations and time.

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. Planned 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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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>Pupils often appear less resilient and not wanting to take learning risks for fear of being wrong Whole class teaching will focus specifically on the needs of these pupils as often as possible</p> <p>Targeted pre and/or post teach sessions will be a priority for these pupils</p> <p>Targeted conversations around aspirations and/or personal barriers will be explored</p> <p>ELSA/Time To Talk foci will be established</p>	<p>Inclusion of PP pupils in book scrutiny, lesson observations and drop ins across whole school.</p> <p>ELSA / TTT will monitor the success and impact of the intervention</p>	<p>Headteacher</p> <p>Deputy</p> <p>ELSA</p>	<p>Half Termly Monitoring</p> <p>Governors Report</p> <p>SDG Scrutiny</p>

Family Support	Working in close partnership with Health and Family Services to provide the best possible support for families  Improved Home support for children	Many families feel the need for support but are unsure as to where to go  Family financial or health restraints impact on pupils social, emotional development and learning  A number of pupils are less supported by home in learning tasks owing to lack of capacity and/or lack of engagement	Family Support Services and actions / impact achieved  Completion of key homework tasks given time in school / after school	Headteacher  Deputy	Half Termly Monitoring  Governors Report  SDG Scrutiny
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**Total budgeted cost £7,400**

### ii. Targeted Support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Early assessment of needs, targeted and timely support	Improved communication, social and emotional and early literacy skills in Reception  Improved confidence, self-esteem  Effectively address gaps in learning or development through interventions  Use of TTT to improve pupils understanding of concentration/ improve attitude and learning habits	Children entering school with below expected skill acquisition form barriers to learning and do not make the same progress as peers  Children lack resilience and need opportunities to do things for themselves at an early age  Children joining the school mid-year, especially in KS2, have gaps in understanding / knowledge particularly within Maths and English  Underachievement of pupils who are experiencing emotional barriers themselves or through family / parent difficulties needing support in aspects of mental health in order to be able to commit to learning	Progress of plans in place eg SALT plan, Teacher Assessment over time, individuals tracked by objectives  Individual intervention  Half termly monitoring of identified pupils  ELSA programme  Pre/post teach and clarity of marking shows success of support	Headteacher  Deputy  ELSA  Class Teachers	Half Termly Monitoring  Governors Report  SDG Scrutiny

**Total budgeted cost £12,600**

### iii. Other Approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Curriculum	Ensure access to a range of curricular and extra-curricular activities  Use of Wrap Around Provision  Provide necessary equipment so that all identified pupils can access the curriculum	Some children do not have access to a full range of activities due to family circumstances  Some pupils do not have access to computers for online learning platforms or would benefit from specific software to increase progress in learning  Some children would benefit from Breakfast	PP champions monitor the range of activities children do outside of school and what they would like to do Class teachers identify and request resources for identified pupils Children identified by class teachers as needing software for spellings etc to encourage home learning tasks	Headteacher Admin	Half Termly Monitoring SDG Governors

		<p>Club or After School Club where they could be supported in home learning tasks</p> <p>Some children are not equipped with the basics to enable them to take active part in PE etc</p>			
<b>Total budgeted cost</b>					<b>£6,060</b>