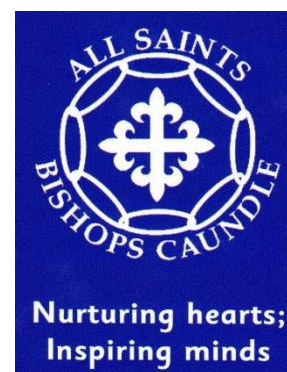


# All Saints CE VC Primary School

## Pupil Premium Strategy Statement for 2021-22

### 1. Summary Information:

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	122
Total number of pupils eligible for PPG	18 pupils (15%)
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)**

**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

- The academic year 2020/21 saw further disruption due to school closures. Whilst live lessons were in place and the majority of PP children were in school, there was naturally some drop off. Our data shows us that this was particularly in writing where the pupils' ability to edit suffered the most along with their physical resilience. As a result, the return to school has seen a focus on this in class and in the form of post teach. Our PP children have had and will continue to have additional support with this.
- With long periods in isolation, the pupils' ability to interact with peers and adults both within and outside of the class will have been impacted. Spirituality, PSHE and RE along with ELSA will help to support pupils in this area.
- Lack of physical activity due to the closure of leisure facilities and out of school clubs will impact on the health and physical fitness of some of our pupils.

#### Additional Barriers

D.	Instability and insecurity at home as a result of changes to parents work patterns due to coronavirus will inevitably impact on the emotional security and emotional intelligence of some of our pupils.
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4. Intended Outcomes:		Success Criteria:
A.	<p><b>We aim to:</b> Focus on children going back over their work and using resources available to edit their work.</p> <p>Have non-negotiables that all pupils in a teaching group are expected to meet.</p> <p>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>
B.	<p><b>We aim to:</b> Use opportunities such as forest school, PE and PSHE lessons to focus on how pupils should work in groups</p>	<ul style="list-style-type: none"> <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>✓ Forest School sessions timetabled for each class</li> <li>✓ Class RE, PSHE and Spirituality books to</li> <li>✓ Involving Parents/Families in settling children into expectations and routines</li> </ul>
C.	<p><b>We aim to:</b> Provide plenty of opportunities for physical activity</p>	<ul style="list-style-type: none"> <li>✓ Clubs accessible to all</li> <li>✓ Lunchtime supervised physical activities</li> <li>✓ Playleaders leading break / lunch activities</li> <li>✓ Movement breaks</li> <li>✓ Full PE curriculum</li> </ul>
D.	<p><b>We aim to:</b> Support Families and Pupils with their specific issues</p>	<ul style="list-style-type: none"> <li>✓ Signpost families to external agencies</li> <li>✓ ELSA sessions for pupils</li> <li>✓ Greater pupil awareness of issues in the local area / wider area / world</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>ELSA/Time To Talk</p> <p>Targeted pre and/or post teach sessions will be a priority for these pupils</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 conversations around aspirations and/or personal barriers will be explored</p>	<p>ELSA / TTT will monitor the success and impact of the intervention</p> <p>Inclusion of PP pupils in book scrutiny, lesson observations and drop ins across whole school.</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	Pupils less supported less at home in learning tasks owing to lack of capacity and/or lack of engagement  Family financial or health restraints impact on pupils social, emotional development and learning	Signpost to Family Support Services  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 £6,200**

### 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 confidence, self-esteem  Effectively address gaps in learning or development through interventions	Children joining the school mid-year, especially in KS2, may have gaps in understanding / knowledge particularly within Maths and English  Children lack resilience and need opportunities to do things for themselves at an early age  Underachievement of pupils who are experiencing emotional barriers	Pre/post teach and clarity of marking shows success of support  SALT plan, Teacher Assessment over time, individuals tracked by objectives  Individual intervention  Half termly monitoring of identified pupils  ELSA programme	Headteacher  Deputy  ELSA  Class Teachers	Half Termly Monitoring  Governors Report  SDG Scrutiny

**Total budgeted cost £15,800**

### 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	Use of Wrap Around Provision  Ensure access to a range of curricular and extra-curricular activities  Provide resources so that all identified pupils can access the curriculum	Some children would benefit from Breakfast Club or After School Club  Some children do not have access out of school activities due to family circumstances	Families can use some of PP money to pay for resources / extra-curricular visits/ extra-curricular clubs  Source computers for those without access at home  Children identified by class teachers as	Headteacher  Admin	Half Termly Monitoring SDG Governors

		<p>Some pupils do not have access to computers f</p> <p>Some children are not equipped with the basics to enable them to take active part in PE etc</p>	<p>needing software for spellings etc to encourage home learning tasks</p>		
<b>Total budgeted cost</b>					<b>£4,060</b>