

Pupil premium strategy statement



School overview

Metric	Data
School name	All Saints CE Primary School
Children in school (Sep 2020)	220 children 54 Disadvantaged
Proportion of disadvantaged pupils (Sep 2020)	25%
Pupil premium allocation this academic year (2020-21)	£82,595 Based on 62 children Jan 2020
Academic year or years covered by statement	2019-20
Publish date	October 2020
Review date	October 2021
Statement authorised by	Andy Mawdsley
Pupil premium lead	Tom Coleman
Governor lead	Gavin Brown

Disadvantaged pupil progress scores for last academic year (2018 -19)

Measure	Score
Reading	-4.83
Writing	-1.50
Maths	-4.91

Disadvantaged pupil performance overview for last academic year: Key Stage 2 (2018-19)

Measure	Meeting Expected Standard at KS2	Achieving High Standard at KS2
Reading, Writing, Maths (RWM) Combined	33%	0%
Reading	42%	8%
Writing	58%	8%
Maths	67%	8%
GPS	50%	0%

Disadvantaged pupil performance overview for last academic year: Key Stage 1 (2018-19)

Measure	Meeting Expected Standard at KS1	Achieving Greater Depth standard at KS1
Reading, Writing, Maths (RWM) Combined	57%	29%
Reading	57%	33%
Writing	57%	33%
Maths	57%	33%

Disadvantaged pupil performance overview for last academic year:

Year 1 Phonics (2018-19)

Measure	Achieved Standard
Phonics	71%

Strategy aims for disadvantaged pupils 2020-21

Measure	Activity
Priority 1	To increase the attendance data for our disadvantaged children to ensure that they attend school at least 95% of time for the current academic year.
Priority 2	To close the gap in attainment between our disadvantaged children and the non-disadvantaged children at KS1 and KS2 with a view to closing the gap when compared to national.
Key actions to achieve Priority 1	<ul style="list-style-type: none"> ▪ Five-day support from LA attendance officer to help us review our approach and policy to support more effective attendance management ▪ Seek guidance from LA attendance officer with documentation and letters ▪ Weekly monitoring with business manager of disadvantaged % attendance ▪ Investigate online programs to monitor attendance ▪ Ensure well-being team monitor disadvantaged and SEND % ▪ Continue to work closely with family liaison officer to support families ▪ Provide targeted equipment, resources and additional financial support for disadvantaged families
Key actions to achieve Priority 2	<ul style="list-style-type: none"> ▪ Teachers to deliver consistently high-quality lessons that are never less than good, with high quality targeted support for disadvantaged children ▪ Pupil Premium Provision maps to be completed and monitored by class teachers ▪ External subscriptions provided as appropriate for disadvantaged children ▪ ELSA support for disadvantaged children ▪ Extra provisions in place – Forest Schools ▪ 1:1 support in class for some disadvantaged children. ▪ Teachers to complete individual case studies for select disadvantaged children
Projected spending	£82,595

Teaching priorities for current academic year 2020-21

Aim	Target	Target date
Attainment & Progress in Reading	KS2 Reading target 75% whole cohort (44% PP)	July 2021
Attainment & Progress in Writing	KS2 Writing target 78% whole cohort (71% PP)	July 2021
Attainment & Progress in Mathematics	KS2 Maths target 80% whole cohort (71% PP)	July 2021
Other	Attendance 95% or above (above +0.7 when compared to disadvantaged children nationally and closes the gap with all children.	July 2021

Targeted academic support for current academic year 2020-21

Measure	Activity
Priority 1	To ensure PP children attend school regularly
Priority 2	To ensure classroom learning is secured through targeted 'in-class' and additional 'catch up' support for all disadvantaged children to boost working memory through 'over-learning' strategies.
Actions to allow these children to achieve targets	Support disadvantaged children in making accelerated progress through over-learning strategies to boost working memory, reinforcing and securing prior learning. Further opportunities to formulate responses to complex comprehension questions. Increased opportunities for fluency and reasoning in maths and across other subjects.
Projected spending	£82,595

Monitoring and Implementation

Area	Challenge	How evidenced?
Teaching	Teachers to ensure plans and lesson are tailored to the needs of the disadvantaged children in their class so that all disadvantaged children make good progress in reading, writing and maths.	Lesson observations Pupil progress meetings Provision maps Book monitoring
Targeted support	Class Teacher to review targeted 'in class' and 'catch up' support regularly to ensure rapid impact on progress.	Lesson observations Pupil progress meetings Provision maps Book monitoring
Wider strategies	Supporting families in identifying wider opportunities and personalised enrichment for disadvantaged children.	Class Teachers engage with parents to outline opportunities and review progress.