

Pupil Premium Strategy Statement (primary) – All Saints CEVA Primary School

1. Summary information					
School	All Saints CEVA Primary School				
Academic Year	2020-21	Total PP budget (Academic Year)	£83000	Date of most recent PP Review	September 2020
Total number of pupils (Sept 2020)	359	Number of pupils eligible for PP (Sept 2020)	55	Date for next internal review of this strategy	January 2021

2. Current attainment (Year 6 Summer 2020) – teacher assessment due to lockdown and no statutory tests completed		
	<i>Pupils eligible for PP (2019/20) 13 children</i>	<i>National Average for all Pupils</i>
% achieving in reading, writing and maths	46%	n/a
% achieving expected level in Reading	77%	n/a
% achieving expected level in Writing	54%	n/a
% achieving expected level in Maths	54%	n/a

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	PP pupils accessing high quality first teaching to improve progress and attainment in all subject areas
B.	22% of PP children have a dual barrier to learning of SEND
C.	Poor oral and written language skills specifically a lack of vocabulary in EYFS/KS1 which slows progress in subsequent years.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Potentially low aspiration and exposure to a wide range of life experiences and non-academic barriers (well-being, attendance, behaviour, limited support from home)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children's results are rapidly closing the gap with their peers by the end of each Key Stage (National Data) compared to school reported data 2019 (no 2020 data available). Classroom teaching is precise and of high quality to meet the needs of all PP children.	End of year progress is as good, or better than their peers and the gap in achievement has significantly narrowed. Evidence of CPD implemented in teaching. Teachers using formative and summative assessments to inform their teaching. Support staff effectively deployed to improve outcomes for PP children. Edukey evidences impact of interventions in improving pupil outcomes.
B.	PP children who have a dual barrier of SEND are identified and receive the additional support needed to make expected progress from their starting points.	Edukey evidence impact of interventions in improving outcomes for these children. Support plans in place and monitored termly with parents.
C.	Improve oral and written language skills for pupils eligible for PP in EYFS and KS1.	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations or if not make accelerated progress in EYFS and in Y1 phonics tests.
D.	Pupils to have access to broader life experiences and to understand how to achieve goals. PP attendance gap to close.	Improvements in behaviour and attendance (2019-20 Whole school attendance (excluding PP) up to COVID 19 closure was 96.6%, PP attendance = 93.8% (excluding a child on a part time timetable). Gap to close. More PP children taking up extracurricular activities, including music tuition (2019/20 = 12 children subsidised for music, 2 for extracurricular clubs).

5. Planned expenditure

Academic year

2020-21

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A: Classroom teaching is precise and of high quality to meet the needs of all PP pupils to enable improved progress and attainment. Continued target from 2019/20 due to COVID school closures</p> <p>C: Improve oral and written language skills for pupils eligible for PP in EYFS and KS1.</p>	<p>Make the whole school a language rich environment.</p> <p>CPD for all staff to drive standards of high quality first teaching to ensure consistently good (and increasingly outstanding) teaching through:</p> <p>EYFS: training to be identified as needed throughout the year.</p>	<p>July 2016 DfE Standard for teachers' professional development states that: professional development must be prioritised by school leadership.</p>	<p>The school monitoring cycle will continuously evaluate provision through regular learning walks (when appropriate due to pandemic) by subject leaderships (and jointly with external consultants), book scrutinies, data analysis and pupil progress meetings.</p>	CD/KC/SLT	Termly
	<p>SEND training- All Staff Including embedding Edukey as a tool to measure the impact of interventions and providing SMART targets on support plans, to include reviews and evaluations. All PP children to have a support plan and those with multiple vulnerabilities identified.</p> <p>All Staff: Curriculum Review the school's current curriculum to ensure breadth and depth and that all pupils are taught the knowledge and skills across the whole school in all subjects.</p>	<p>Ofsted requirement: That a school provides to all its pupils including the most disadvantaged pupils:</p> <p>"a curriculum which is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experience of later life. In this way it can powerfully address social disadvantage."</p>	<p>Edukey to be used to monitor all support plans for SEND and PP children termly with parents.</p>	KC/Class teachers	Termly

	<p>Pupil Progress meetings High Quality First Teaching (HQFT) informed through PP meetings where gaps in learning are identified and additional support targeted.</p> <p>Phonics Letters and Sounds to be taught by class teachers, leading to continued improvements in results, including PP</p> <p>Reading/English Development and implementation of a vocabulary spine - drawing from the currently in place reading spine. The aim of this is to grow our children's vocabulary (particularly important for our PP children you could argue) through direct instruction in a familiar context. This should, over time, improve our reading results and widen the amount and range of vocabulary that our children use in their writing.</p> <p>Reluctant reader/Dyslexia books to be purchased for older children working at a KS1 level.</p> <p>Maths Pupils have access to the Premium Resources of White Rose Maths and Classroom Secrets resources in both their classroom lessons and in the event of remote learning. Both resources are aligned with the small steps of each block of the maths curriculum, providing a high quality of resources for all abilities and with opportunities for challenge. Continue to embed weekly arithmetic lessons and daily arithmetic fluency using Fluency in Five - Third Space Learning.</p>	<p>'Closing the Vocabulary Gap' by Alex Quigley</p>	<p>Phase 1 lead completing regular reviews to ensure progress is made.</p> <p>CPD opportunities led by subject leader, with regular monitoring of progress.</p>	<p>KD</p> <p>EP</p> <p>MR</p>	
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	<p>EduKey Interventions All interventions to be entered in Edukey, reviewed and evaluated termly. CPD provided to staff to ensure this takes place in a timely manner so that interventions can be evaluated and changed as necessary.</p>		CPD staff meeting sessions.	KC	
Total budgeted cost					£24900
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>B: PP children who have a dual barrier of SEND are identified and receive the additional support needed to make expected progress from their starting points.</p>	<p>Those with dual barriers are identified and all staff are aware of the children.</p> <p>Interventions are recorded, monitored and evaluated on Edukey.</p>	<p>EEF Guide to Pupil Premium states:</p> <p>For pupils with Special Education Needs deprivation is likely to be part of the broader context for many for the school's families.</p>	<p>The school monitoring cycle will continuously evaluate provision.</p> <p>DHT to monitor progress through standardised tests, interventions of support, Learning Walks and Pupil Voice.</p> <p>Monitoring of interventions logged on Edukey</p>	KC/Class Teachers	<p>Termly data analysis</p> <p>Edukey – 6 weekly reviews</p>
Total budgeted cost					£20750

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D: Pupils to have access to broader life experiences to broaden own aspirations.	Rescreen to identify what can be added to the curriculum and what would need to be extra-curricular provision. Restart a programme of specific visits pandemic permitting.	Until children's self-esteem and confidence is developed, they are unlikely to make improved academic progress. EEF evaluated 'Social & Emotional Learning' as moderate impact (+4 months).	Uptake of clubs and music monitored by office staff and analysed to see opportunities taken. Personal targeted invitation to join clubs and to take up peripatetic music tuition.	Office staff KC	Termly
	To provide specialist music sessions in KS2. Pupils have the opportunity to learn to play a musical instrument/join school choir and opportunity to attend 1 other club per term (pandemic permitting)			JB	
PP attendance gap to close	Children engage in additional sporting activities and represent the school (pandemic permitting).	Children's attendance, punctuality, behaviour and wellbeing improved as demonstrated by case studies.	Sporting opportunities spreadsheet updated and reviewed regularly.	RC	
	Attendance monitored termly and letters sent out for persistent lateness/absence. Follow up with parent meetings if necessary. Processing of holiday fines. Home visits to be completed were absence continues to be a concern despite all above actions being completed. Attendance certificates			KC/SH	
Total budgeted cost					£37350

Review of expenditure				
Previous Academic Year		2019-20		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A: Classroom teaching is precise and of high quality to meet the needs of all PP pupils to enable improved progress and attainment.</p>	<p>CPD for all staff to drive standards of high quality first teaching to ensure consistently good (and increasingly outstanding) teaching through:</p> <p>EYFS: mentoring/embedding by Dr Christine Parker</p> <p>SEND training- All Staff Including embedding Edukey as a tool to measure the impact of interventions and providing SMART targets on support plans, top include reviews and evaluations.</p> <p>TA training Led by Ed Psych on how to be effective in the classroom and enhance progress for all pupils with vulnerabilities.</p> <p>All Staff: Curriculum Review the school's current curriculum to ensure breadth and depth and that all pupils are taught the knowledge and skills across the whole school in all subjects.</p> <p>Pupil Progress meetings High Quality First Teaching (HQFT) informed through PP meetings where gaps in learning are identified and additional support targeted.</p>	<p>Continuous provision is now embedded. Gaps in pupil's attainment was more effectively addressed. Curriculum progression planned effectively.</p> <p>Support plans completed for Autumn and Spring Term. Meetings completed with parents to review plans – positive response to new format with parents feeling more involved.</p> <p>All staff (including those from other schools) were overwhelmingly positive about the training.</p> <p>Impeded by the national lockdown. Gaps and repetition identified and a programme of CPD put in place to action changes.</p> <p>Initial meetings completed but interrupted by COVID 19 school closures.</p>	<p>Change in staffing for September 2020</p> <p>Support plans interrupted due to COVID 19 pandemic with school closing resulted in some plans not being completed or reviewed. All SEND support plans to be started again in Autumn term.</p> <p>COVID 19 pandemic interrupted next phase of training – school to school TAs visiting each other. This is to be moved to Autumn 2020.</p>	<p>£21500</p>

	<p>Phonics Letters and Sounds taught by class teachers, leads to improved results, including PP</p> <p>Reading Reading scheme extended to better match phonic development. Change in structure and emphasise in reading lessons to improve inference</p> <p>Maths Pupils have specific weekly time to access Table Rock Stars and Doodle Maths to address the gaps in basic skills.</p>	<p>All children are now being exposed to the whole spectrum of sounds being taught through Letters and Sounds. Teachers are more aware of the ability of all of the children within their class and can target interventions more accurately and quickly. Percentage of children expected to have passed the phonic screen in June 2020 was 85%.</p> <p>Completion of 'phasing' the books by end of Jan. Launching with parents interrupted by COVID 19 pandemic. EYFS / Y1 had started to take the 'phase' books home just before lock down. Initial conversations with the children showed that they were having greater success in decoding the new books that were matched to the sounds that they were learning.</p> <p>Greater emphasis on Vocabulary and Inference: VIPERS introduced and monitored, in reading 'deep dive' with external advisor. This highlighted how engaged all pupils were with their reading lessons. Predicted grades for reading in both KS1 and 2 showed an improvement for all pupils (including PP) at end of Key Stage statutory assessments. Inference training intervention in Y3/4 did show progress in reading test results.</p> <p>Whole school implementation with access during lockdown, which encouraged children to practise a little and often. Inspired children to achieve certificates and recognition in our school newsletter to parents weekly. Usage of these mathematic sites was monitored and encouraged, showing evidence of both PP and non-PP children completing the tasks to gain stars and streaks. This is an ongoing initiative as it was interrupted by Covid 19. The intent is that the regular practice has an impact on children's daily performance in maths lessons and prepare children for the Year 4 MTC test. Lunchtime DoodleMaths Club was launched in September giving PP children opportunities to practise in lunch breaks.</p>	<p>Teachers will continue to teach phonics in a whole class environment. A new Long Term plan has been implemented to ensure pace of letters and sounds delivery. More rigid assessment timetable is in place to ensure phonic lead as an accurate overview of all children receiving phonics teaching.</p> <p>Due to COVID 19 interruption, strategy to continue in 2020/21 due to early indications of improvements for all children.</p> <p>To praise little and often and not number of stars. The DoodleMaths system allows us to identify children who regularly practise at least 3 times a week and they are awarded the Top Doodler of the week for their class. More opportunities in the classroom to login and practise, especially for PP children who do not have access to technology at home and in the absence of our DoodleMaths lunchtime club.</p>	
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	<p>EduKey Interventions All interventions to be entered in Edukey, reviewed and evaluated termly. Time provided to staff to ensure this takes place in a timely manner so that interventions can be evaluated and changed as necessary.</p>	<p>Interventions all added to Edukey and staff meeting time allocated each term for reviewing interventions. Interrupted due to COVID 19 school closures.</p>	<p>Interventions interrupted due to COVID 19 pandemic with school closing resulted in some interventions not being completed or reviewed. All interventions to be started again in Autumn term.</p>	
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>B: All PP children make expected progress from their starting points and those targeted for age expected levels achieve this.</p>	<p>Data analysis through termly standardised tests.</p> <p>6 weekly monitoring of interventions on Edukey.</p> <p>Pupil Progress Meetings.</p> <p>Deployment of TA's effectively for additional in class support, identified on Edukey, 1:1 and small group interventions including pre and post teaching opportunities.</p>	<p>Attainment data across all subjects was improving before COVID Lockdown as a result of approaches put in place.</p> <p>Attainment in Reading improved from 30% (2018/19) to 77% (2019/20). Attainment in writing improved from 40% (2018/19) to 54% (2019/20). Attainment in maths improved from 50% (2018/19) to 54% (2019/20). 2019/20 data based on teacher Assessment due to COVID.</p> <p>Interventions all added to Edukey and staff meeting time allocated each term for reviewing interventions. Interrupted due to COVID 19 school closures.</p> <p>TA capacity reviewed frequently and staff moved to where there is a specific need. TA completed training, delivered by an Educational Psychologist, on how to be effective in class support.</p>	<p>Interventions interrupted due to COVID 19 pandemic with school closing resulted in some interventions not being completed or reviewed. All interventions to be started again in Autumn term.</p>	<p>£17400</p>

<p>C: PP children who have a dual barrier of SEND are identified and receive the additional support needed to make expected progress from their starting points.</p>	<p>Those with dual barriers are identified and all staff are aware of the children.</p> <p>Interventions are recorded, monitored and evaluated on Edukey.</p>	<p>Edukey highlights all children with dual barriers. Staff all aware of specific needs of their children – use of Inclusion Folder to capture child information.</p>	<p>Interventions interrupted due to COVID 19 pandemic with school closing resulted in some interventions not being completed or reviewed. All interventions to be started again in Autumn term.</p>	
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>D: To provide a range of extracurricular experiences</p> <p>PP attendance gap to close</p>	<p>Pupils will partake in cultural visits and engage with visitors in school linked to curriculum e.g. library visits, places of worship, museums and other educational visits.</p> <p>To provide specialist music sessions in KS2.</p> <p>Pupils have the opportunity to learn to play a musical instrument/join school choir and opportunity to attend 1 other club per term.</p> <p>Children engage in additional sporting activities and represent the school.</p>	<p>Prior to COVID lockdown, 2 targeted trips for PP children took place in December. Yr 5& 6 attended a pantomime delivered by the university with 100% attendance. Years EYFS to year 4 attended a Pizza Hut trip after school with 74% attendance. Following COVID 19 pandemic all further trips cancelled. ATE fully subsidised residential trip planned for Easter for 3 children cancelled. 12 children were fully subsidised for a residential trip (cancelled due to COVID) and 6 for a class trip.</p> <p>Analysis of "50 things to do before you're 11¾" activity list by the National Trust completed – targeted trips for 2020/21 to be selected from this analysis.</p> <p>All KS2 children continued to receive weekly specialist music.</p> <p>12 children are subsidised for music tuition and 2 children taken up the offer of a club subsidised place.</p> <p>A range of extracurricular clubs were provided during 2019-20, including those that were subsidised with the Sports Premium as well as a free Change4Life club throughout the year and a termly Football club which greatly increased participation, particularly amongst KS2 girls. PP children were also offered a free place in a club. Overall 120 places were offered for an extra-curricular club and up until March 2020, 244 places were available for children to take part in inter-school events organised by Northampton School Sports Partnership and Northampton Town Premier League Primary Stars. 65% of PP children were participating in at least one extra-curricular club and 85% of PP children had participated in at least one inter-school competition up until March 2020.</p>	<p>Consider after school trips and transport arrangements so all children have an opportunity to attend.</p> <p>Class analysis of National Trust lists to be given to each teacher so that they can incorporate any suitable gaps in lessons.</p> <p>COVID 19 has halted the delivery of music lessons temporarily. Once restrictions are lifted music lessons to be continued in the Autumn term.</p> <p>Due to COVID 19, different procedures are being put into place to ensure that regular participation in activity is maintained in the form of the virtual games. If the opportunity arises for extra-curricular clubs and inter-school competition to resume, the aim will be to improve the percent of PP children participating in sports events.</p>	<p>£30680</p>

	<p>Attendance monitored termly and letters sent out for persistent lateness/absence. Follow up with parent meetings if necessary. Processing of holiday fines. Home visits to be completed where absence continues to be a concern despite all above actions being completed. Attendance certificates</p>	<p>Attendance significantly impacted by COVID 19. Whole school attendance (excluding PP) up to COVID 19 closure was 96.6%, PP attendance = 93.8% (excluding a child on a part time timetable). One child with an EHCP also on a part time table awaiting special school placement.</p> <p>Attendance certificates given out termly for 100% attendance. 57 pupils in total had 100% attendance from September to March (COVID Closure) of these 7% were PP.</p> <p>Process for sending out letters reviewed at the beginning of the year and now embedded although disrupted due to COVID 19.</p>		
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