

# PUPIL PREMIUM STRATEGY STATEMENT

2020-2021

All Saints' Primary  
School

# Pupil premium strategy statement

## School overview

<b>Metric</b>	<b>Data</b>
School name	All Saints Primary School
Pupils in school	414
Proportion of disadvantaged pupils	19.3%
Pupil premium allocation this academic year	£111,635
Academic year or years covered by statement	2020-21
Publish date	September 2020
Review date	July 2021
Statement authorised by	Rachael Hutchinson
Pupil premium lead	Jack Davies
Governor lead	James Steward

## Disadvantage pupil performance overview for last academic year

<b>Measure</b>	<b>Score</b>
Meeting expected standard at KS2	62% (school – 69%)
Achieving high standard at KS2	12.5% (school – 16%)

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To diminish the difference between Pupil Premium and Non-Pupil Premium learners
Priority 2	To support children and their families in 'life after lockdown'
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions Improve inferential reasoning skills Providing daily opportunities for mathematical reasoning through MNP Engaging parents and families with provision in and out of school
Projected spending	£111,635

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	EYS – improve attainment in GLD outcomes KS1 – hit national at expected KS2 – National expected and Greater depth national	End of year
Phonics	Maintain National Average expected standard in Phonics (including Y2)	End of year
Other	Enrichment opportunities to develop cultural capital- curriculum discovery days, now-press-play, extra-curricular activities	End of year

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Through PIXL targeting and implement therapies in reading and improve Speed reading through Front Read App, and PIXL resources. Improve online home learning opportunities for situations when class bubbles close Mastery Clubs for Reading NTP Tutoring scheme
Priority 2	TLC meetings with families regarding attendance Return to school survey

	<p>Pupil voice survey</p> <p>NTP Tutoring scheme</p> <p>Monitoring and tracking attendance</p> <p>Incentivising attendance</p>
Barriers to learning these priorities address	<p>Developing communication with parents and families, empower parents to support children at home and provide parents with supplementary guidance to support.</p> <p>QLA supports gap analysis and highlights gaps in knowledge</p>
Projected spending	+ Additional NTP funding ≈ £80 per child

### Wider strategies for current academic year

Measure	Activity
Priority 1	<p>CPD/Increase in subject knowledge – commitment for Read Write Inc. training – to disseminate through school</p> <p>Front Read App</p> <p>Invest in reading materials for in-class libraries</p> <p>Improve resources for school reading schemes</p> <p>Strong emphasis on teaching of vocabulary to improve understanding</p> <p>Regular assessments for up-to-date outcomes information to prioritise PP pupils falling behind</p>
Priority 2	<p>Utilising Pupil Premium lead to engage with PP families</p> <p>Develop resources on school website</p> <p>TA training and development</p> <p>Employ NTP tutor/mentor to support pupils</p>
Barriers to learning these priorities address	<p>Children exposed to and reading a wider range of books</p> <p>Parents confident in support children at home</p> <p>High quality phonics being taught</p> <p>Children improving stamina for reading</p> <p>Children’s enjoyment for reading improved</p>

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of weekly staff meetings

		Wider deployment of lead professionals in developing reading across the school (across phases)
Targeted support	Engagement of parents	Regular meetings outside of parents' evenings  Change approach of tackling attendance issues in school
Wider strategies	Supporting EAL/MENA families where English is not spoken in the home	Early baseline assessments Buddy system Bi-lingual support staff Inclusion Manager lead Translation provided for meetings

### Review: last year's aims and outcomes

Aim	Outcome
Raising standards at the end of KS2 (Core subjects)	Although results were not published nationally, in school assessments show 62% of PP pupils achieved combined with 12.5% achieving GDS. This is up from 50% and 0% the previous year.
Improve Phonics outcomes at the end of KS1	Phonics Catch-Up programme in Year 2 as Phonics assessment in Year 1 did not take place.
Improve children's participation in extra-curricular activities	High up-take of children in enrichment activities including residential weekend, music lessons and after school clubs.
Improve attendance for Pupil Premium children	Last year's attendance showed a decline in absenteeism and persistent absences for PP pupils. This was only tracked until March 2020 as school it could not be monitored during Lock-down.