

Pupil premium strategy statement

School overview

| Metric | Data |
|---|--------------------------------|
| School name | All Saints CE(VC) First School |
| Pupils in school | 56 |
| Proportion of disadvantaged pupils | 12.5% |
| Pupil premium allocation this academic year | £5540 |
| Academic year or years covered by statement | 2020-2021 |
| Publish date | March 2021 |
| Review date | March 2022 |
| Statement authorised by | Vicki Bradley |
| Pupil premium lead | Kirsty Devenport |
| Governor lead | Elizabeth Wain |

Attainment of Disadvantaged children in last year for which data is available (2019)

| Current attainment | | |
|-----------------------------------|------------------------|----------------------------|
| Attainment in 2019 | Pupils eligible for PP | Pupils not eligible for PP |
| % achieving GLD in EYFS | 0% | 77% |
| % achieving phonic Standard in Y1 | 0% | 92% |

| Attainment in 2019 | Pupils eligible for PP (3) | Pupils not eligible for PP (8) |
|---|----------------------------|--------------------------------|
| % achieving expected standard or above in reading | 33% | 87.5% |
| % achieving expected standard or above in writing | 0% | 87.5% |
| % achieving expected standard or above in maths | 33% | 87.5% |
| % achieving R, W & M | 0% | 87.5% |

Strategy aims for disadvantaged pupils

| Targets | Score |
|----------------------------------|-------|
| Meeting expected standard at KS1 | 66% |
| Achieving high standard at KS1 | 33% |

| Measure | Activity |
|---|---|
| Priority 1 (Maths) | Continue work with the maths hub and purchase textbooks/workbooks to embed Teaching for Mastery across all year groups thus embedding the new Maths No problem scheme effectively |
| Priority 1 (Writing) | Implement appropriate writing interventions for identified focus groups |
| Priority 3 (Recovery Curriculum) | Deepen the knowledge of disadvantaged children adversely affected by school closure |
| Priority 4 (Attendance) | Subsidised Breakfast Club places |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> • Previous under attainment in writing • Covid Restrictions • Previous poor attendance |
| Projected spending | Toast & Milk subsidy = £360 School Trip subsidy = £60 Focussed Intervention catch-up teaching = 8 hours per week, 3 terms = £4,530 Breakfast Club subsidy = £590 |

Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------------------|--|--------------------|
| Progress in Reading | All children achieve at least expected progress in Teacher Assessments | Sept 21 |
| Progress in Writing | All children achieve at least expected progress in Teacher Assessments | Sept 21 |
| Progress in Mathematics | All children achieve at least expected progress in Teacher Assessments | Sept 21 |
| Phonics | Achieve national average expected standard in PSC | Sept 21 |
| Other | Improve attendance of disadvantaged pupils to at least 95% | Sept 21 |

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

| Measure | Activity |
|----------------|---|
| Priority 1 | Continue work with the maths hub and purchase textbooks/workbooks to embed Teaching for Mastery across all year groups thus embedding the new Maths No problem scheme effectively |

| | |
|---|---|
| Priority 2 | Implement appropriate writing interventions for identified focus groups |
| Priority 3 | Deepen the knowledge of disadvantaged children adversely affected by school closure |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> • Previous under attainment in writing • Covid Restrictions • Previous poor attendance |
| Projected spending | Toast & Milk subsidy = £360 School Trip subsidy = £60 Focussed Intervention catch-up teaching = 8 hours per week, 3 terms = £4,530 Breakfast Club subsidy = £590 |

Wider strategies for current academic year

| Measure | Activity |
|---|--|
| Priority 1 | To develop a culture of self-evaluation leading to improvements in teaching and learning throughout the school |
| Priority 2 | To improve progress and attainment in writing throughout the school |
| Priority 2 | To develop a broad and balanced curriculum that meets the needs of the children. A curriculum that is rich in skills and knowledge and allows the children to be ready to succeed in later life. |
| Barriers to learning these priorities address | Providing a curriculum that prepares our children for life in a fast moving, global economy |
| Projected spending | Approx. £6000 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|---|---|
| Teaching | Ensuring enough time is given to allow for staff professional development | Use of INSET days and additional staff meeting time |
| Targeted support | Ensuring enough funding & expertise is available to support small groups | Use of part-time 1:1 teacher returning from parental leave to teach small groups two days a week. |
| Wider strategies | Engaging families where literacy levels may be low | Monitoring of vulnerable children, targeted support and higher expectations. |

Review: last year's aims and outcomes

| Aim | Outcome |
|--|--|
| Improving attendance | Both areas were impacted significantly due to coronavirus pandemic. Focus was moved to promoting engagement with hard-to-reach families during lockdown. |
| Reducing gaps and accelerating progress for disadvantaged pupils | |
| Staff training/CPD | Staff were able to engage in far more PD during coronavirus pandemic as PD was delivered virtually which made attendance less problematic for staff of a small school. Safeguarding, first aid and curriculum training was engaged in by both support and teaching staff. |