

Pupil Premium Strategy Statement

| 1. Summary information | | | | | |
|------------------------|---------|---------------------------------------|--------|--|-----------|
| Financial Year | 2022-23 | Total PP budget (based on Oct census) | £68595 | Date of most recent PP Review | July 2023 |
| Total number of pupils | 256 | Number of pupils eligible for PP | 52 | Date for next internal review of this strategy | Oct 2023 |

| 2. End of KS2 data attainment/progress (end of year data for Y6 July 2023) | | |
|--|---|--------------------------------------|
| No in cohort: 6 | <i>Pupils eligible for PP (your school)</i> 4 pupils | <i>All pupils (national average)</i> |
| % achieving in ARE in reading, writing and maths (end of KS2 data) | 0% | 59% |
| % achieving ARE in reading (end of KS2 data) | 75% | 71% |
| % achieving ARE in writing (end of KS2 data) | 50% | 69% |
| % achieving ARE in maths (end of KS2 data) | 25% | 79% |

| 3. Barriers to learning at All Saints' (for pupils eligible for PP, including high ability) | |
|---|---|
| A. | Poor attitude to Learning/ engagement with school |
| B. | Special Educational Needs have been identified in 33% of pupils eligible for PPG |
| C. | Low attainment on entry |
| D. | The legacy of the pandemic continues to have a disproportionate effect on pupils eligible for PPG |
| E. | Capacity of families to support children's learning at home |

Planned expenditure

Each barrier to learning is addressed in the following ways:

| <u>Barrier</u> | | | |
|---|---|---|---------------------|
| A. Poor attitude to learning | | | |
| Chosen action / approach | What is the evidence and rationale for this choice? | What does this look like at All Saints'? | Staff lead |
| A relentless focus on our school vision inspired by the parable of the Sower: | The message from the Parable of the Sower is one of love and responsibility. By understanding their purpose and place in our world, children will be motivated to achieve great things and become change makers themselves. | <ul style="list-style-type: none"> • Giving children a purpose to their learning • Demonstrating that children can be change makers • Giving children a sense of responsibility for their own learning • Making children accountable for their own learning • Ensuring that the language of 'Growth Mindset' is embedded in everything that we do. | SLT |
| Ensuring that Assessment for learning is an embedded part of teaching and learning at All Saints'. | Assessment for Learning is shown by the Sutton Trust to have a high impact on attainment. Quality first teaching is essential if children are to meet their potential. | <ul style="list-style-type: none"> • Children self-assess and peer assess routinely in lessons • Children are expected to take responsibility for their own learning and behaviour. | All subject leaders |
| Tracking and valuing effort alongside attainment and progress through: <ul style="list-style-type: none"> • Assessment tracking – Insight • Praising effort rather than achievement | We often value what is measured. At All Saints' we measure effort. We begin pupil progress conversations with this discussion. | <ul style="list-style-type: none"> • Data collection includes a grade for effort as well as progress and attainment • Celebration assembly always recognises effort. | DHT and SENCO |
| Visual reference to 'a growth mindset, effort and the parable of the sower around school | Children need to be reminded about the school vision throughout the day. Giving children a warm, welcoming environment that makes children's purpose clear is motivating. | <ul style="list-style-type: none"> • A mural tells the story of the parable of the sower around school • Displays illustrate effort in project weeks. | SLT |
| Total budgeted cost | | | £15000 |

Planned expenditure

| <u>Barrier</u> |
|--|
| B. High Percentage of Pupil Premium have SEND |

All Saints' N20 Primary School: PPG Strategy 2022 -23

| Chosen action / approach | What is the evidence and rationale for this choice? | What does this look like at All Saints'? | Staff lead |
|---|--|--|------------|
| Early identification of need in Early Years | The early support can put in place for PPG children SEND the better. | <ul style="list-style-type: none"> • SENDCo spends a considerable amount of time in Early Years to identify need and ensure that support is in place. • Good and outstanding teachers and support staff are placed in the Early Years • Headteacher is the EYFS leader • Early gathering of evidence in nursery and reception class ensure that EHCPs are secured early. | SendCo |
| Track dual PPG/ SEND children in SLT meetings, at the beginning of pupil progress meetings. | These children are our highest priority. | <ul style="list-style-type: none"> • Good use of the INSIGHT tracking tool enables early identification of problems and ensures support is put in place quickly. | SENDCo |
| Ensuring that support plans are personalised accurately, a high priority and have an impact on effort, attainment and progress. | Provision for these children beyond quality first teaching is as good as possible. | <ul style="list-style-type: none"> • Support plans are well written and personalised to meet the needs of children at All Saints'. | SENDCo |
| Total budgeted cost | | | £10000 |

Planned expenditure

Barrier

C. Additional Personalised Interventions for Pupil Premium Children

| Chosen action / approach | What is the evidence and rationale for this choice? | What does this look like at All Saints'? | Staff lead |
|-------------------------------|---|--|------------|
| Talk Boost in Reception class | Oracy is a significant barrier to progress. Early intervention is key | <ul style="list-style-type: none"> • Daily Talk Boost sessions in Reception class. | SENDCo |
| Project X in KS1 and Year 3 | Ensuring good reading is a high priority | <ul style="list-style-type: none"> • Daily lessons in and out of school time delivered by dedicated staff | SLT |

All Saints' N20 Primary School: PPG Strategy 2022 -23

| | | | |
|--|---|---|--------|
| Tutoring for children in school for Year 6 | Some children require additional support during the school day because they are unavailable outside of school hours. | <ul style="list-style-type: none"> Dedicated teacher gives additional English and maths lessons during the school day. | DHT |
| Tutoring for children in year 1 to 6 outside of school | Some children benefit from extra work above and beyond quality first teaching in school time. Additional lessons after school | <ul style="list-style-type: none"> Lessons before and after school | DHT |
| Additional support in class | Support from teaching assistants in class ensure that PPG children stay on track to be successful in lessons. | <ul style="list-style-type: none"> Support from teaching assistants in class. | SLT |
| Total budgeted cost | | | £30000 |

Planned expenditure

Barrier

D. The legacy of the pandemic continues to have a disproportionate affect on pupils eligible for PPG

| Chosen action / approach | What is the evidence and rationale for this choice? | What does this look like at All Saints'? | Staff lead |
|--|---|--|--------------------|
| Increased support by the SLT for PPG children in Year 1 who appear to have the greatest need. SLT intervene to help children stay engaged in class. SLT provide support to the teacher and support staff in lesson planning to ensure that children's need are meet. | If left without support from the SLT the children in Year 1 struggle to stay focused and make good progress. Quality first teaching makes a massive difference to this cohort. Possible 6 EHCPs in Year 1 demand increased support many of which are in receipt of PPG. | <ul style="list-style-type: none"> SLT team teach with class teacher. SLT share responsibility for keeping children engaged. | HT SENCO DHT |
| Greater focus on attendance to ensure that PPG children attend school as much as possible post pandemic. | Attendance now that school is fully open needs to be as high as possible to ensure that PPG children make good progress. | <ul style="list-style-type: none"> Employment of EWO HT and Governors monitor attendance of PPG children. | HT |
| Total budgeted cost | | | £3000 |

| Planned expenditure | | | |
|---|---|--|-------------------|
| Barrier | | | |
| E. Capacity of Adults at home to support children's learning | | | |
| Chosen action / approach | What is the evidence and rationale for this choice? | What does this look like at All Saints'? | Staff lead |
| Workshops for parents focus on how to help children at home. | A big reason why PPG children are at risk of underachieving is the lack of support they receive from home. This can be proactively addressed by school to close the attainment gap. | <ul style="list-style-type: none"> Phonics, reading, relationships education workshops focus on how to help children at home. PPG families are actively encouraged to attend. | All staff |
| Homework is well monitored for all children but especially PPG children. | | <ul style="list-style-type: none"> Homework of PPG children is always marked first. | Teachers |
| Use of school technology at home when school is closed for any reason. | | <ul style="list-style-type: none"> We lend our technology to pupils who do not have it. | SLT |
| Terapia programme to reach out to families as well as children. | | <ul style="list-style-type: none"> Workshops for parents led by therapists provide parents support with emotion coaching at home. | Terapia |
| Holiday activities subsidised for PPG children. | | <ul style="list-style-type: none"> PPG attend clubs and school holiday activities at reduced cost. | SLT |
| After school club includes focus on homework which is subsidised for PPG children | | <ul style="list-style-type: none"> PPG children attend after school homework club at reduced rate. | SLT |
| Total budgeted cost | | | £10000 |