

PUPIL PREMIUM STRATEGY STATEMENT

2019-2020

All Saints' Primary
School

Pupil premium strategy statement

Measure	Activity
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School overview

Metric	Data
School name	All Saints Primary School
Pupils in school	415
Proportion of disadvantaged pupils	18.5%
Pupil premium allocation this academic year	£126,380
Academic year or years covered by statement	2019-2020
Publish date	December 2019
Review date	July 2020
Statement authorised by	Rachael Hutchinson
Pupil premium lead	Jack Davies
Governor lead	James Steward

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-3.7 (-1.6 school))
Writing	-1.8 (-0.6 school)
Maths	-1.0 (0 school)

Disadvantage pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	50% (school - 62%, national PP - 51%, national all – 65%)
Achieving high standard at KS2	0% (school – 5% national PP – 5%, national all – 11%)

Strategy aims for disadvantaged pupils

Priority 1	Improve attainment and progress in reading with a specific inference focus, vocabulary development CPD for teaching staff and writing/grammar CPD Investment in quality resources e.g. RWI
Priority 2	Deliver bespoke interventions in core subjects- reading and maths PIXL therapies
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
Projected spending	£103,030

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- trips/theatre visits, visitors, curriculum discovery days	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. Inference Training from Local Authority. Reading Cafes introduced for all year groups. Mastery and expected standard Clubs for Reading and maths
Priority 2	CPD/Increase in subject knowledge – commitment for Read Write Inc. training – to disseminate through school Front Read App Invest in reading materials for in-class libraries

	<p>Improve resources for school reading schemes</p> <p>Strong emphasis on teaching of vocabulary to improve understanding</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>
Projected spending	£103,030

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Target attendance</p> <p>TLC meetings with families regarding attendance</p> <p>Monitoring and tracking attendance</p> <p>Incentivising attendance</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>
Barriers to learning these priorities address	<p>Improve communication with parents and families, empowering parents to support children at home and provide parents with supplementary guidance to support. e.g. Through QLA supports gap analysis and highlights gaps in knowledge</p>
Projected spending	£23,350

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	<p>Use of weekly staff meetings</p> <p>Wider deployment of lead professionals in developing reading across the school (across phases)</p>
Targeted support	Engagement of parents	<p>Regular meetings outside of parents' evenings</p> <p>Change approach of tackling attendance issues in school</p>

Wider strategies	Supporting EAL/MENA families where English is not spoken in the home	<p>Early baseline assessments</p> <p>Buddy system</p> <p>Bi-lingual support staff</p> <p>Inclusion Manager lead</p> <p>Translation provided for meetings</p>
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Review: last year's aims and outcomes

Aim	Outcome
Raising standards at the end of KS2 (Core subjects)	<p>Progress of PP in Maths compared to PP Nationally was +3% at expected and +9% for GD</p> <p>SPAG - + 8% higher for PP than PP Nationally</p> <p>PP Reading was in line with PP National at expected standard but was significantly below for GD.</p> <p>Writing was 8% below at expected by at GD was in line</p> <p>Combined in line with National for expected standard and 0% vs 5% for GD.</p>
Improve Phonics outcomes at the end of KS1	<p>Phonics Catch-Up programme in Year 2</p> <p>Phonics outcomes were above National at the end of Year 2.</p>
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