

ALL SAINTS CE BEDNALL

Pupil Premium Strategy (2020-2021)

Summary information							
Pupil Premium Lead – ZOE SCOTT			Pupil Premium LAC Member – CAROLINE FARMER				
Academic Year	2020-2021	Total PP budget	£6,680	Date of most recent PP Review			
Total number of pupils	57 + 4 nursery	Number of pupils eligible for PP	8	Date for internal reviews strategy	Dec 2020	Apr 2021	Jul 2021

3 Year Trend - Pupil Premium Attainment - achieving ARE or AARE in reading, writing and maths.

	End of 2017-2018	End of 2018-2019	End of 2019-2020 (teacher assessment)
Reading	(3/5) 60%	(3/6) 50%	(4/6) 67%
Writing	(3/5) 60%	(2/6) 33%	(3/6) 50%
Maths	(3/5) 60%	(4/6) 67%	(4/6) 67%

3 Year Trend - Pupil Premium Attainment - Year 1 Phonics test pass

	End of 2017-2018	End of 2018-2019	End of 2019-2020
Phonics – Year 1	50%	50%	NA due to COVID 19

Planned Expenditure, Actions and Reviews (2020-2021)

	Identified Barriers in 2019-2020	Type of Barrier
A	Attainment - Communication, Language and Literacy needs & Maths	Academic
B	Attendance – low scores which are further impacted by COVID 19 self-isolation	Additional External Barrier
C	Increased social and emotional needs for some disadvantaged children	

A - Attainment - Communication, Language/Literacy and Maths needs

Why is this an identified barrier?

- 4/8 (50%) children who are Pupil premium also have a SEND and are included within our register. None of these 4 children has an EHCP. The focus this year has to be on increased rates of progress to narrow the gaps in phonics, reading and writing.
- A child joined the school in September with undiagnosed autism spectrum disorder which has impeded their progress previously.
- Due to COVID-19, some of the PP children have not attended school. This has further impacted upon current attainment levels and this has to be addressed upon return through targeted support to help them to catch up and keep up.
- The Sutton Trust 2011 report revealed that the effects of high quality teaching are especially significant for pupils from significant backgrounds. EEF Mastery Teaching and Learning benefits pupils by +5 months.

How we intend to overcome the barrier	Measure of Success	Completed by:	Lead:	Budget
Teachers and TAs to receive additional CPD including phonics, reading, writing and mastery maths. <i>EEF – Mastery Teaching and Learning +5months</i>	Teaching is at least good for all pupil premium children.	All staff to attend and apply relevant CPD.	ZS/ EIP to monitor	£1000 for CPD and outside trainers
Specific targeted interventions for phonics, reading and writing for all disadvantaged and SEND children who require focused support during lessons . This is to be completed by the Class Teacher. <i>EEF - Individualised Instruction +3months.</i>	100% of children will make good or accelerated progress from their starting points.	Class Teacher/ TAs to ensure targeted interventions are put in place and regularly reviewed.	ZS/ EIP to monitor	additional TA time
Specific targeted plans for phonics, reading and writing in addition to class teaching. Set and monitored by the Class teacher and SENDCo. <i>EEF – Individualised Instruction +3months.</i>	100% of children will make good or accelerated progress from their starting points.	Class teacher/ SENDCo	SENDCo to monitor	£720 For SENDCo time 3 pupil progress days Target setting meetings 2 hrs per pupil x 3 times a year = £720

Pre/Post Cueing for all disadvantaged children requiring support. This is to be completed by the class teacher. <i>EEF - Individualised Instruction +3months</i>	100% of children will make good or accelerated progress from their starting points.	Class teacher/ TA	ZS / EIP to monitor	Twilight for staff training £150
On the spot marking and feedback for all disadvantaged children. Teachers and TAs to complete. <i>EEF – effective & immediate feedback +8months</i>	100% of children will make good or accelerated progress from their starting points.	Class teacher / TA	ZS/ EIP to monitor	Twilight For staff training £150
			Total:	£2020

End of December 2020 review	End of April 2021 review	End of July 2021 review
Date of review:	Date of review:	Date of review:
Attendees:	Attendees:	Attendees:
Strengths:	Strengths:	Strengths:
Focus areas for next term:	Focus areas for next term:	Focus areas for next term:

B – Additional Barrier - Attendance – low scores also impacted by COVID 19 regulations

<p><u>Why is this an identified barrier?</u></p> <ul style="list-style-type: none"> • 5 out of 8 children (62.5%) have attendance deficits made worse by having to self-isolate due to COVID-19. Any absence from school can interrupt a child’s progress over time including their ability to maintain friendships and wellbeing. • Pupils eligible for PP may also have a limited opportunity for home learning and enrichment activities outside school. This will have been exacerbated during COVID –19 lockdown and can limit their life experiences and ability to relate to first hand experiences when accessing the curriculum. The EEF has identified that the following activities can have a positive impact upon learning. Extending school time +2 months; sports participation +2months; outdoor adventure learning +4months
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How we intend to overcome the barrier	Measure of Success	Completed by	Lead	Budget
Good attendance to be a priority for all pupils including those in receipt of PP. Reward systems to be put in place/reviewed.	Absence data for disadvantaged pupils reduces to at least 30% for this group.	Whole school initiative.	ZS	
Systems for monitoring attendance in school to be reviewed; to catch and prevent attendance issues escalating. Attendance meetings with parents to be arranged to establish and address non COVID reasons for absence. Support for home learning to be provided. <i>EEF – Parental engagement +3months</i>	Attendance improves to above 95% for each PP child. Parents/families work closely with school to address this issue.	Office / Class teacher	ZS to monitor	£60 For managing attendance training
PP children will be given first priority at after school clubs at no cost. They will be personally invited by the club leader. <i>EEF – Extending school time +2 months</i>	At least 75% of pupil premium will participate in clubs over the course of the academic year.	Teacher / TA responsible for the club.	ZS to monitor	£2,500 Estimated costs towards clubs (parents pay 50% = £4 x 5days x 39 weeks x average 3 pupils)
PP families will not be expected to pay towards school educational visits.	All PP children attend/access educational visits.	Office to implement	ZS to monitor	£25 per child= £200 Residential £400 Total £600 Estimated costs for Ed. visits
			Total:	£3150

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Strengths:	Strengths:	Strengths:
Focus areas for next term:	Focus areas for next term:	Focus areas for next term:

C - Increased social and emotional needs for some disadvantaged children.

Why is this an identified barrier?

- Disadvantaged families may require additional support with their social, emotional and behavioural needs to develop their self-confidence and wellbeing both at school and at home. This may have been exacerbated by COVID-19 and lockdown procedures.
- EEF research identifies links between quality interventions and improved academic performance. Such as Social and Emotional Learning (+4months); Parental Engagement (+3months); Metacognition and Self-Regulation training (+7months).

How we intend to overcome the barrier	Measure of Success	Type	Lead	Budget
Whole school approach to developing resilience, coping strategies, support mechanisms between pupils. <i>EEF Social and Emotional learning +4months; Metacognition and Self-Regulation training +7months.</i>	Pupil consultation over time shows improved wellbeing.	Termly review day led by class teachers/ TAs	ZS/ SENDCO to monitor	£200 for resources/ time to monitor
In school strategies to provide timely support for individual pupils. This is completed on a needs basis. Referrals are made via the school concern form. <i>EEF social and emotional learning +4 months</i>	Disadvantaged children with an identified social / emotional need will receive appropriate and timely support.	Trained member of staff to advise staff and provide additional support	ZS/ HM to monitor	£500 for staff time

<p>In addition, tailored support in response to children, parents and families affected by COVID-19. E.g. bereavement support, referrals to other agencies. <i>EEF Social and Emotional Learning +4months; Metacognition and Self-Regulation training +7month</i>).</p> <p>Referrals to Early Help agencies where more long term support is required.</p>	<p>Progress will be measured via a questionnaire completed by parents and pupils before and after engagement. All cases report an improvement.</p> <p>Progress will also be measured according to outcomes star.</p>	<p>External consultant/ agency (eg. Amy Hatfield)</p> <p>Local Authority Services/ agencies</p>	<p>ZS/ HM to monitor</p> <p>ZS</p>	<p>£500 for external agency in put</p> <p>ZS EH training 2 x mornings £300</p>
Total:				£ 1500

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