**All Saints CE VC Primary School**

**Pupil Premium Strategy Statement for 2019-20**

1. **Summary Information:**

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| **Number of pupils and pupil premium grant (PPG) received** | |
| Total number of pupils on roll | 92 (Oct 19 census) |
| Total number of pupils eligible for PPG | 20 pupils  (22%) |
| Amount of PPG received per pupil  Post LAC | £1320  £2,300 |
| Total amount of PPG received | £28,700 |

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| 1. **Current Attainment – KS2 SATs (2018-19)** | | |
|  | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
| % achieving expected standard in combined Reading, Writing and Maths | 60% | National 65% |
| % making expected progress in reading | -3.74 (80% ARE+) | National 73% |
| % making expected progress in writing | -14.41 (60% ARE+) | National 78% |
| % making expected progress in maths | -7.28 (60% ARE+) | National 79% |

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| 1. **Barriers to Future Attainment (for pupils eligible for PP):** | |
| **Academic Barriers** | |
| A. | Adverse experiences before starting school due to family vulnerabilities and / or lack of capacity (including financial) to support their child / children effectively |
| B. | Some children have low starting points, particularly in communication, social and emotional and early literacy |
| C. | Some eligible pupils exhibit low resilience, behavioural / attitudinal issues, including poor concentration and self-regulatory skills thus resulting in underachievement |
| **Additional Barriers** | |
| D. | A few pupils have had poor attendance, putting them at increased risk of falling behind with their learning |
| E. | Some families lack the financial capacity to enable their children to access basic school equipment and / or curriculum enrichment |

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| 1. **Intended Outcomes:** | | **Success Criteria:** |
| A. | **We aim to:**  Improve identified pupils’ communication, social, emotional and early literacy skills within Reception and across Key Stage 1 (with the addition of any eligible children who enter with this deficit in KS2). | * Early Identification of needs * SALT assessments confirm progress * Children meet targets termly * ELSA support or Time to Talk interventions sow identified improvements in emotional or social development * Referrals to Family Partnership Zone and/or School Health Service prove useful and begin to make a difference to families * Children attain in line with peers in identified areas by the end of Key Stage 1 * Tracking individuals shows progress in specific areas of need |
| B. | **We aim to:**  Improve child and family Social, Emotional and Health concerns and difficulties by offering support | * Staff Trained in Mental health awareness * Parental Support advertised to families, including partnership with local Health and Family Partnership Services * Bespoke support of ELSA programmes show progress in specific identified aspects |
| C. | **We aim to:**  Address gaps in identified pupils’ knowledge and/or skills through additional bespoke interventions as required  Ensure joined up thinking with SENDCo for those children who fall into both categories of PP and SEND | * Targeted interventions show success in closing * Adaptations of curriculum and/or learning outcomes are achieved (possibly with support, building on independence) * Behaviour Management Strategies are clearly identified with children, parents and staff teams – ensuring consistency |
| D. | **We aim to:**  Ensure attendance rates improve and do not negatively impact on progress | * Tracked attendance information sent to parents and Dorset County Attendance Officer, if needed * School attendance data for vulnerable groups in line or better than National * School attendance data for Pupil Premium group in line with or better than National |
| E. | **We aim to:**  Enable pupils (where families are in receipt of the Pupil Premium) to come to school with the necessary equipment and can access a range of curricular and extra-curricular opportunities. | * Support accessed for funding for uniform, PE kit, educational visits and equipment * Families accessing Parent Support Worker for further information of support services available eg Foodbank, Financial advice and information * Home Learning supported by school and/or within school * Use of Breakfast Club and/or After School club to support parents/carers to attend work interviews/ appointments etc |

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| 1. **Planned Expenditure** | | | | | |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | |
| **i. Quality of teaching for all** | | | | | |
| **Action** | **Intended outcome** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Quality First Teach | Grow resilience and confidence to learn from mistakes  ELSA / Time To Talk provision to support skill acquisition and/or social, emotional mental health | Pupils often appear less resilient and not wanting to take learning risks for fear of being wrong Whole class teaching will focus specifically on the needs of these pupils as often as possible  Targeted pre and/or post teach sessions will be a priority for these pupils  Targeted conversations around aspirations and/or personal barriers will be explored  ELSA/Time To Talk foci will be established | Inclusion of PP pupils in book scrutiny, lesson observations and drop ins across whole school.  ELSA / TTT will monitor the success and impact of the intervention | Headteacher  Deputy  ELSA | Half Termly Monitoring  Governors Report  SDG Scrutiny |
| Family Support | Working in close partnership with Health and Family Services to provide the best possible support for families  Improved Home support for children | Many families feel the need for support but are unsure as to where to go  Family financial or health restraints impact on pupils social, emotional development and learning  A number of pupils are less supported by home in learning tasks owing to lack of capacity and/or lack of engagement | Family Support Services and actions / impact achieved  Completion of key homework tasks given time in school / after school | Headteacher  Deputy | Half Termly Monitoring  Governors Report  SDG Scrutiny |
| **Total budgeted cost** | | | | | **£7,500** |
| **ii. Targeted Support** | | | | | |
| **Action** | **Intended outcome** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Early assessment of needs, targeted and timely support | Improved communication, social and emotional and early literacy skills in Reception  Improved confidence, self-esteem  Effectively address gaps in learning or development through interventions  Use of TTT to improve pupils understanding of concentration/ improve attitude and learning habits | Children entering school with below expected skill acquisition form barriers to learning and do not make the same progress as peers  Children lack resilience and need opportunities to do things for themselves at an early age  Children joining the school mid-year, especially in KS2, have gaps in understanding / knowledge particularly within Maths and English  Underachievement of pupils who are experiencing emotional barriers themselves or through family / parent difficulties needing support in aspects of mental health in order to be able to commit to learning | Progress of plans in place eg SALT plan, Teacher Assessment over time, individuals tracked by objectives  Individual intervention  Half termly monitoring of identified pupils  ELSA programme  Pre/post teach and clarity of marking shows success of support | Headteacher  Deputy  ELSA  Class Teachers | Half Termly Monitoring  Governors Report  SDG Scrutiny |
| **Total budgeted cost** | | | | | **£14,500** |
| **iii. Other Approaches** | | | | | |
| **Action** | **Intended outcome** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Monitored Attendance | Good attendance from identified pupils | Some children are missing out on consistent education which hampers progress and self esteem | Review attendance half termly Inform parents and invite for family support meetings | Headteacher Admin | Half Termly Monitoring  SDG Governors |
| Curriculum Enrichment | Ensure access to a range of curricular and extra-curricular activities  Use of Wrap Around Provision  Provide necessary equipment so that all identified pupils can access the curriculum | Some children do not have access to a full range of activities due to family circumstances  Some pupils do not have access to computers for online learning platforms  Some children would benefit from Breakfast Club or After School Club where they could be supported in home learning tasks  Some children are not equipped with the basics to enable them to take active part in PE etc | Monitor the range of activities children do outside of school and what they would like to do  Class teachers identify and request resources for identified pupils  Children identified by class teachers as needing software for spellings etc to encourage home learning tasks | Headteacher  Class Teachers | Half Termly Monitoring  SDG Governors |
| **Total budgeted cost** | | | | | **£3,700** |