

All Saints Catholic Primary School

Pupil Premium Strategy Statement 2019/20



1. Summary information					
School	All Saints Catholic Primary School				
Academic Year	2019/20	Total PP budget	£186,120	Date of most recent PP Review	January 2020
Total number of pupils	412	Number of pupils eligible for PP	141 = 34%	Date for next internal review of this strategy	January 2021
Income Deprivation Affecting Children Index (IDACI)	All Saints Catholic Primary School is located in the 10 th most deprived area of England (Data released Sept.2019)				

2. Attainment and Progress of Disadvantaged Pupils at End of KS2 (62 pupils in the cohort)						
Attainment of Disadvantaged Pupils in Cohort 2019 26 PP pupils of which 18 were SEN (inc. 3 EHCP)	<i>26 Pupils eligible for PP</i>	<i>National (all pupils)</i>	<i>Gap to National 2019</i>	<i>Gap to National 2018</i>	<i>Gap to National 2017</i>	<i>Gap to National 2016</i>
% achieving expected standard in reading, writing and maths	57%	71%	-13%	-18%	-29%	-40%
% achieving expected standard in reading, writing and maths (minus SEN)	71%	70%	+1%	+3%		
% achieving expected standard in reading	73%	78%	-5%	-15%	-20%	-44%
% achieving expected standard in reading (minus SEN)	94%	80%	+14	+3%		
% achieving expected standard in writing	67%	83%	-16%	-18%	-29%	-29%
% achieving expected standard in writing (minus SEN)	88%	83%	+5%	-10%		
% achieving expected standard in maths	67%	84%	-17%	-24%	-18%	-25%
% achieving expected standard in maths (minus SEN)	82%	81%	+1%	-14%		
% achieving expected standard in Grammar, Punctuation and Spelling	67%	83%	-16%	-21%	-25%	-45%
% achieving expected standard in EGPS (minus SEN)	88%	82%	+6	+5%		
Average Scaled Score in Reading	108.1	105.5	+2.6	-4.1	-3.9	-8.1

Average Scaled Score in Maths	104.4	106.1	-1.7	-2.8	-1.7	-4.0
Progress Score in reading	+2.53	+0.32	+2.21	-2.12	-0.35	
% Making Expected progress or better in Reading	76%					
Average Progress Score in writing	-0.26	+0.27	-0.53	-0.37	-1.41	
% Making Expected progress or better in Writing	71%					
Average Progress Score in maths	-0.89	+0.37	-1.26	-0.80	+1.28	
% Making Expected progress or better in Maths	76%					

3. Attainment and Progress of Disadvantaged Pupils at End of KS1 (57 pupils in the cohort)			
Attainment of Disadvantaged Pupils in Cohort 2019	<i>14 disadvantaged pupils</i>	<i>National (all pupils)</i>	<i>Gap to National</i>
% achieving expected standard in reading	36%	78%	-42%
% achieving expected standard in writing	50%	73%	-23%
% achieving expected standard in maths	36%	79%	-43%

4. Attendance (Data applies to pupils eligible for FSM)	2016/17				2017/8				2018/19			
	<i>School</i>		<i>Sector</i>		<i>School</i>		<i>Sector</i>		<i>School</i>		<i>Sector</i>	
	FSM	Not FSM	FSM	NOT FSM	FSM	NOT FSM	FSM	NOT FSM	FSM	Not FSM	FSM	NOT FSM
% Attendance	91.2	95.0	93.6	96.1	92.9				93.7	95.8	94.6	96.6
% Persistent Absentees	31.9	12.1	21.4	7.0	25				21	7.9	15	5.8

5.Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Baseline assessments show that the majority of pupils start school below or well below Reception entry level expectations in all areas and require accelerated progress in EYFS to enable children to access KS1 curriculum	
B.	High numbers of pupils with SEND and social/emotional barriers to learning (Figures include Resourced Provision pupils with Complex/Severe Learning Difficulties)	
C.	Limited vocabulary impacts on progress in KS1 & 2 Reading and Writing	
D.	Due to low starting point the lower attainment of PP pupils in KS1 require accelerated progress in KS2 to attain expected standards by the end of KS2	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Lower than national Attendance and high Persistent Absenteeism	
E.	High levels of deprivation as measured by IDAC Index leading to increasing numbers of vulnerable families requiring pastoral and social support	
F.	Low aspirations and limited life experience; local external influences – substance abuse, gang culture, poverty	
G.	Increasing numbers of families (adults and children) affected by mental health issues	
H.	Increasing poverty and deprivation in the local area. Data released in Autumn 2019 places the school in the 10 th most deprived area nationally.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raise standards across the school to narrow gap with National attainment data in Reading, Writing and Maths as measured at end of KS1, KS2.	Evidence of gap closing when compared with previous data
B.	High numbers of PP children engage in extra-curricular activities, including residential visits.	Records show high levels of participation
C.	Improve attendance rates of targeted Pupil Premium children and families.	Monitoring of attendance show higher levels of attendance and reduction of Persistent Absenteeism amongst Pupil Premium children
D.	To offer a wide range of life experiences eg. Exposure to live music, drama	Pupils enjoy visits to the theatre and experience performances in school from professional drama organisations and musicians.
E.	All pupils to participate in “In Harmony” music programme from September 2018	Pupils achieve success in learning to play a musical instrument and benefit from teaching of a professional musician. All pupils participate in performance with orchestra.

5. Planned expenditure						
Academic year	2019/20					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i. Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review	Cost
Raise standards across the school to narrow gap with National attainment data in Reading, Writing and Maths as measured at end of KS1, KS2.	Quality first teaching in English and Maths every morning by reducing teaching class /group numbers using an additional teacher in each Year Group from Y1-Y6 Upper KS2 timetable adjusted to extend morning teaching time.	Smaller class sizes or ability setting depending on the age of the children and context enable accelerated progress.	Carefully time-tabled and well-structured morning sessions to maximise teaching and learning.	Jeremy Barnes Headteacher	In year monitoring. End of year progress and attainment data analysis.	£50,000
	High adult: pupil ratios to support children's learning across the school	Learning Support Assistants deployed to effectively support vulnerable pupils with their learning	Class teachers work closely with LSAs to meet the needs of the most vulnerable pupils. Children eligible for PP are known to class teachers and progress is monitored.	SLT		£20,000
Total budgeted cost						£70,000
ii. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review	Cost
To close the gap between National figure and number of PP children attaining expected standard in Reading by End of KS2	Reading Plus Programme implemented initially for Y6 in Spring 2017, Y5 in Summer 2017 and extended across KS2 in Autumn term 2017 and beyond. Positive impact was seen in raising reading attainment at the end of KS2 in 2019. Aim to maintain standard in 2019/20	Evidence in analysis of KS2 Reading test showed rate of reading was an issue as pupils were not completing the test in time. Ability to answer inference and deduction questions hindered attainment of standard. Personalised Programme increases children's reading speed and develops understanding of text. Positive impact seen in raising reading attainment at the end of KS2 in 2019	Pupils have access to i-pads and tablets in Reading and Homework clubs before and after school and at break times. Frequency of pupils accessing the programme is carefully monitored by class teachers and Deputy Headteacher. Parents are kept informed of pupils' progress.	Joan Maguire Deputy Headteacher	July 2020	£10,000

To close the gap between National figure and number of PP children attaining expected standard in Reading by End of KS1 & 2	Breakfast Reading Clubs	Opportunity for small groups of targeted pupils to share and enjoy quality books with adult guidance. Range of activities to interact with and develop greater understanding of the text.	HLTAs will liaise with class teachers and English Lead. Appropriate materials provided Progress of pupils monitored.	Elaine Tyrell HLTA (KS1) Clair Fealey HLTA (KS2)	July 2019	£3000
To encourage participation in extra-curricular activities	Comprehensive programme of extra-curricular activities to engage a wide range of interests.	Throughout the year a variety of opportunities are offered to pupils e.g. a range of sports clubs, Craft Club, Homework club, Community Band. Pupils are invited to join clubs and places are allocated accordingly.	Qualified sports coaches, teachers and support staff offer high quality provision. Registers of participants are maintained. Appointment of a play leader in Afterschool childcare provision to encourage social cohesion and physical activity in 2018-19. To be maintained in 2019-20	S. MacLeod	July 2020	£5000
To support parents in accessing employment by assisting with holiday clubs and before/after school provision for pupils.	Pupil Premium allocation used to subsidise cost of residential visits and out of hours provision for eligible pupils. This includes some PEP pupils.	Residential trips in particular provide opportunities for pupils to gain experiences beyond the local environment in contrasting settings and develop key life skills and characteristics such as independence, resilience, curiosity, communication and creativity.	Eligible pupils will be encouraged to participate. Financial support through subsidised places offered.	C.Hartley	July 2020	£5000
Total budgeted cost						£23,000

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review	Cost
INTO University Project	INTO University Project: addresses issue of lower aspirations for students with high potential from families with little or no exposure to higher education.	Identified Pupil Premium students receive free 1:1 tuition and mentoring sessions from Y3 into their first year at university. Evidence shows that nationally only 22% of FSM pupils go on to access university education whilst 75% of FSM pupils who are part of the project go on to university. All Y6 pupils participate in a week-long project linked to the All Saints Curriculum.	Parents sign an agreement with INTO University. The organisation runs the programme and school is kept informed of engagement levels, progress of pupils and the programme links in to school focus areas too. Pupils share their learning in a presentation to parents at their "graduation".	Joan Maguire Deputy Headteacher Y6 Teachers	July 2020	Free
Improved Attendance	Engagement of a second Learning Mentor and an Attendance Lead to work closely with EWO to	Evidence from data analysis shown in figures above .	Regular updates from Attendance lead shared with Head teacher. Monitoring of attendance quickly identifies pupils with attendance	M. Kelly	July 2020	£15,000

	improve attendance, particularly of Pupil Premium Families		causing concern. Swift intervention including home visits to minimise periods of absence. Assistance in bringing children into school where required.			
Life enhancing experiences	Visiting theatre and music companies bring shows into school. Pupils are enabled to participate in visits to theatre productions.	Families with limited incomes are unable to take pupils to theatre, football matches, musical performances etc. Exposure to a variety of arts and sports serves to broaden pupils horizons and ambitions.	High quality performances are provided in school and pupils are given opportunities to become involved in productions, shows and concerts inspired by these experiences.	J.Barnes	July 2019	£5000
Introduction of a system to provide more effective planning, feedback to pupils and assessment of learning	Investment in Balance. Staff trained to use the system to provide effective feedback to all pupils to deliver tailored lessons that will enhance interactions and feedback to pupils to secure progress.	Research shows that traditional marking has little impact on pupil progress. Balance provides a more effective system for feedback to pupils and for teachers to monitor progress.	Quality training of all teaching and classroom support staff to develop clear understanding of the rationale. Gradual implementation of the system throughout 2019/20 with full implementation in 2020/21.	J. Maguire	Review in July 2020	£1500
Total budgeted cost						£21,500

6. Additional detail

INTO University Project: addresses issue of low aspirations for students with high potential. Identified Pupil Premium students receive free 1:1 tuition and mentoring sessions from Y3 into their first year at university.
<https://intouniversity.org>

