



Pupil premium strategy

1. Summary information					
School	All Saints C of E (VA) Primary School, Datchworth				
Academic Year	2020/21	Total PP budget (indicative)	£13,450	Date of most recent PP Review	Sep 2020
Total number of pupils	167	Number of pupils eligible for PP	10	Date for next internal review of this strategy	Sep 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>National average for non-disadvantaged pupils</i>
% achieving in reading, writing and maths* (*2019 figures)	Low numbers mean data is suppressed to preserve anonymity.	51% national average (71% all other pupils nat. ave.)
Progress score in reading	Low numbers mean data is suppressed to preserve anonymity.	+1.0 national average score (no national average score available for non PP in reading)
Progress score in writing	Low numbers mean data is suppressed to preserve anonymity.	-0.4 national average score (no national average score available for non PP in writing)
Progress score in maths	Low numbers mean data is suppressed to preserve anonymity.	-1.3 national average score (no national average score available for non PP in maths)

3. 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.	Although the large majority of pupils eligible for PP are making good progress, some of them are not yet reading at their age-related expectation.
B.	Some pupils eligible for PP, although making progress in their writing, are below age-related expectation and often significantly behind their peers.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Some pupils eligible for PP have lower attendance rates, regularly arrive late for school and often have not had a sufficient and nutritious breakfast.
D.	Some pupils' emotional needs and mental wellbeing affect their learning and their ability to progress at the same rate as their peers.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of progress in reading across KS1 and KS2 for pupils eligible for PP.	Pupils eligible for PP make as much progress as 'other' pupils in cohort, across Key Stage 1 and 2 in reading. Measured by Salford Reading test, teacher assessments and successful moderation practices established across HfL moderation and Welwyn Church Schools cluster sessions.

B.	Improved rate of progress in Writing for pupils eligible for PP.	Pupils eligible for PP make as much progress as 'other' pupils in cohort, across Key Stage 1 and 2 in writing. Measured by teacher assessments and successful moderation practices.
C.	Some pupils eligible for PP have lower attendance rates, regularly arrive late for school and often have not had a sufficient and nutritious breakfast.	Pupils eligible for PP will have improved attendance rates than 2018-2019, will have less attended sessions recorded as late.
D.	Pupils eligible for PP will receive support to address anxieties, emotional need and mental health issues to support their wellbeing and better promote effective learning.	Pupils and families of children eligible for PP will be able to articulate/observe improvements in pupils' self-esteem and application to learning.

5. Planned expenditure

Academic year **2020/21**

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	When will you review implementation?
A. Higher rates of progress in reading across KS1 & KS2.	Purchase new resources and reading books, which target an identified gap for readers.	Class teachers have identified a need for further resources to support wider reading and to broaden the reading experience of developing readers. Both pupils eligible for PP and others will benefit from this provision. Ofsted have reiterated the importance of reading throughout their new framework and the DfE has identified this a key priority to address gaps caused by COVID-19 lockdown.	Gather feedback from staff on the new resources and books. Monitor use of purchases. Track reading progress of pupils accessing the new resources.	English Subject Lead	Jul 2021
B. Improved rate of progress in Writing.	Regularly weekly extended writing task. Extended editing session using purple polishing pen editing strategy, editing partners/peer assessment. Embedding of phonics, spelling & Grammar learning into writing.	Research-based projects in to regular extended writing opportunities have evidenced an improvement in the standard of pupils' writing and the rate of their progress.	Targeted CPD opportunities are identified and the most relevant personnel selected to attend. Monitor progress of cohorts in writing, in particular focus groups and pupils eligible for PP.	English Subject Lead	Jul 2021

Total budgeted cost £2,750

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	When will you review implementation?
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A. Higher rates of progress in reading across KS1 & KS2.	Fund dedicated SENCo time to work with staff and pupils, and to provide/cascade CPD for staff. CPD for TAs to provide targeted group support in class.	Several pupils who are eligible for PP are also on the school's SEN register and have a range of needs. Identifying the most effective intervention and training staff to focus their support has been shown to diminish the difference in school's pupil tracking data. FFT research-based projects have shown progress for pupils following intervention programmes such as FFT Wave 3 intervention as well as Phonics Letters & Sounds training.	HfL-organised training events. Involvement of support agencies for implementation of strategies. Provide training and CPD opportunities which have been shown to have an impact on pupils' progress. Pupil tracking of pupils following specific interventions.	SENCo TAs	Dec 2020/ Apr 2021/ Jul 2021
A. Higher rates of progress in reading across KS1 & KS2.	TA 1:1 and small group provision of targeted intervention for children in Reception, KS1 & KS2. TA 1:1 and small group targeted intervention for reading skills.	Some of the pupils need targeted support to catch up in their phonological knowledge, especially following lockdown. Focused small group intervention has been evaluated & shown to be effective previously. Pupils have successfully responded to intensive 1:1 reading catch up programmes which have shown improvements in the child's reading age previously within school.	Baseline assessment of pupils' phonological knowledge/reading level and review progress at end of intervention. TAs' FB to teachers & data tracking in Pupil Progress Meetings. Pupil tracking and Salford Reading test results.	Class teachers TAs Head	Dec 2020/ Jan 2021/ Jul 2021
Total budgeted cost					£15,050
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	When will you review implementation?
D. Improved mental wellbeing of pupils	School Family Worker support/intervention (Half day per week) Art Therapist (as required)	Improved self-esteem and mental health have been proven to have a positive effect on pupils' view of themselves and as an effective learner.	Referral process in place which outlines desired outcomes and monitoring of feedback from SFW's support/interventions.	Karen Clynes SFW	Termly
Increased attendance rates and punctuality	Early morning support sessions for pupils eligible for PP and identified pupils.	We can only improve attainment for children if they are attending school and are on time. NFER briefing for school leaders identifies addressing attendance as a key step.	TA briefed about the rationale of these sessions and areas for improvement for pupils on which to focus.	TA	Termly
Equal access and inclusion for all in enrichment opportunities	Offer of extra-curricular opportunities to enrich pupils' learning. Support to individuals during unstructured times.	Improved self-esteem and having opportunities comparable to their peers have been proven to have a positive effect on pupils' view of themselves as an effective learner and on their life chances.	Effective administration and financial monitoring. Clear communication and rationale to support staff allocated to individuals or groups of pupils	Admin FSS	Jul 2021
Total budgeted cost					£6,100 Total = £23,900

6. Review of expenditure				
Previous Academic Year		2019/20		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A. Improved knowledge of phonics in Reception class & across KS1.</p> <p>B. Higher rates of progress in reading across KS1 & KS2.</p>	Purchase new resources and reading books, which target an identified gap.	Further resources have been confirmed as having addressed the gaps in class reading by both class teachers and Teaching Assistants. This has also broadened their range of reading. Both pupils eligible for PP and others have benefited from these additional resources. Across Rec & KS1, children have been tracked using a banded reading tracker and the vast majority of cohorts are at age-related expectations in reading or beyond.	Feedback from staff on the impact of the new resources and reading books has been wholly positive. The tracking of pupils having accessed the new resources demonstrates this approach has been good value for money and consideration for updating and complementing further reading books/schemes should be considered.	£1,750
C. Improved rate of progress in Writing.	Regularly weekly extended writing task. Extended editing session using purple polishing pen editing strategy, editing partners/peer assessment. Embedding of phonics, spelling & Grammar learning into writing.	Y.1 Phonics Check 2019 results improved to 91% working at the expected standard which was significantly higher than the national average and those eligible for the Pupil Premium making exceptional progress from their starting points, a significant proportion of which achieved the expected standard. No Phonics Check results are available for 2020 due to COVID-19 lockdown and the cancellation of all primary testing. All year groups had attended CPD training on <i>'Developing Writing: Stretch and Challenge for High Attaining Pupils'</i> and have used this learning and planned strategically together to consider the varying needs of their cohorts. This has demonstrated impact on pupils not eligible for PP as well as those who are.	<p>Some intervention was led by the class teacher, some by the Teaching Assistant and some by the SENCo and thus the impact is a combined effort.</p> <p>CPD has had the best impact when staff implement interventions shortly after having received the training. This has been maximised by arranging staff meeting reviews shortly after training has been undertaken.</p>	£2,100
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>A. Improved knowledge of phonics in Reception class & across KS1.</p> <p>B. Higher rates of progress in reading across KS1 & KS2.</p>	<p>Fund dedicated SENCo and TA time to work with staff and pupils, and to provide/ cascade CPD for staff.</p> <p>CPD for TAs to provide targeted group support in class.</p> <p>TA 1:1 and small group provision of targeted intervention for children in Reception and KS1.</p> <p>TA 1:1 and small group targeted intervention for reading skills.</p>	<p>Several pupils who are eligible for PP and also on the school's SEN register, often with a range of additional needs as well have benefited from the school having identified and tailored the most effective intervention and training for staff to focus their support on diminishing the difference. This has shown some improvement in the school's own pupil tracking data.</p> <p>Identified pupils have successfully responded to intensive 1:1 reading catch up programmes which have shown improvements in the child's reading age when re-tested.</p>	<p>Early baseline assessment of pupils' knowledge, abilities and areas to develop is key to demonstrating the extent of the impact and progress as a result of targeted intervention.</p> <p>Intervention has been most effective when adults have received specific, tailored training and this is maintained and refreshed periodically.</p> <p>Additional catch-up sessions in the afternoon have proven successful to close the gap for those pupils who experience barriers in their learning.</p> <p>We plan to continue to fund SENCo time and must ensure that there is a discrete time allocation to working with pupils with SEND and also for those in receipt of PPG as well.</p>	<p>£12,950</p>
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
D. Improved mental wellbeing of pupils	<p>School Family Worker support/intervention</p> <p>(Half day per week)</p>	<p>Several children eligible for PP and their families have benefited from opportunities to work with the SFW. Pupils and parents have provided positive feedback about these sessions and the noticeable impact they have observed following these sessions.</p>	<p>The referral process is a prerequisite and has been followed. It is an important means of recording a baseline and a measure from which to assess the impact of the sessions. SFW reports are needed to record progress and impact. Success experienced from this approach suggests it is a worthwhile activity to continue.</p>	<p>£1,200</p>
Increased attendance rates and punctuality	<p>TA employed to run early morning support sessions for pupils eligible for PP and identified pupils.</p>	<p>This has had an impact for an individual; lates reduced following the introduction of early morning intervention and this consequently increased the amount of learning time in school.</p>	<p>This works most effectively when the relationship between the adult and child are positive and established. Where this approach works for the child, family and staff members, it will certainly be considered again in the future to encourage punctuality and a readiness for learning.</p>	<p>£500</p>
Equal access and inclusion for all in enrichment opportunities	<p>Offer of extra-curricular opportunities to enrich pupils' learning.</p> <p>Support to individuals during unstructured times.</p>	<p>Improved self-esteem and improved involvement/ interaction with peers was observed when able to participate in opportunities equally with their peers.</p> <p>Feedback from pupils on how much they have enjoyed and benefited from inclusion in activities has been extremely positive.</p>	<p>Communication between class teachers regarding opportunities/activities offered, Headteacher, school secretary, finance admin and FSS is critical to effective administration and financial monitoring.</p>	<p>£3,000</p>