



All Saints Primary School Pupil Premium Strategy Statement School overview

| Metric | Data |
|---|---|
| School name | All Saints Rangemore |
| Pupils in school | 112 |
| Proportion of disadvantaged pupils | 1.8% (in whole school 2) 2.7% (funded for 3) |
| Pupil premium allocation this academic year | £4035 (We believe we will have £2,690 – 2x £1,345) |
| Academic year or years covered by statement | 2020 2021. |
| Publish date | July 2020 |
| Review date | Half termly for Governors |
| Statement authorised by | Charlene Gethin and LGB |
| Pupil premium lead | Charlene Gethin |
| Governor lead | Graham Bott |

Disadvantaged pupil progress scores for last academic year

Progress score requested for Reading, Writing and Maths – Our Data is suppressed as it is often 0 or 1 child/ren and are therefore identifiable. We have the data in a DATA section of the 18/19 report. There were no tests May 2019.

Strategy aims for disadvantaged pupils

Measure / Score requested - Our Data is suppressed as it is often 0 / 1 or 2 children and are identifiable. We have the data in a DATA section of the 18/19 report. There were no tests May 2019.

No children are in year 1 so we do not need to consider to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

| Measure | Activity |
|---|--|
| Priority 1 | Gap analysis and curriculum planning, quality first provision and targeted intervention due to Covid absences. Ensuring effective opportunities for quality feedback and ensuring children have good metacognitive and regulation strategies to success. |
| Priority 2 | Mental health / Emotional needs, |
| Barriers to learning these priorities address | As we only have 2, EAL, high achieving children we can tailor a bespoke plan for them which is why we have added 3 priorities. Barriers include good self-motivated learning in the school environment but not at home. These are children who, despite daily, personally delivered lessons from our teachers throughout covid being available to them, didn't fully engage. Therefore, specific gap analysis to assess their attainment and forensically identify gaps is essential. Additionally, on the surface, children seem settled and happy in their return but our work on mental health and wellbeing in order to support all children is crucial. |
| Projected spending | Nurture support £520.00 x2 |

Targeted academic support for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | Staff to clearly analysis gaps, plan a tailored curriculum to children's needs and, in a Covid climate, use effective feedback including virtual feedback to support the children's learning. |
| Priority 2 | Ensure support staff and teachers effectively implement interventions and effectively support the social, emotional and mental wellbeing of disadvantaged children. |
| Barriers to learning these priorities address | As above. |
| Projected spending | Specific learning support £420 x2 |

Additional notes: Staff need quality time and headspace to....

It has been crucial in our planning that we have prepared children to return to school and to understand what their new normal looks like for leaning and play and how learning and feedback can be driven in a socially distanced environment which relies more on IT capabilities. Mental health and wellbeing is top priority and the curriculum has had a complete review where we have mapped, through coverage and gap analysis, identifying our core spine of the curriculum. the key concepts, knowledge and skills that they all need for a secure future. Timely, sensitive assessments have been key to understand that key curricular and learning gaps. We have planned for greater use of technology and collaboration with families.

Wider strategies for current academic year.

| Measure | Activity |
|---|--|
| Priority 1 | Staff CPD in order to explore free (usually paid for service) Professional Learning Programme (PLP) at 540 minutes a year per member of staff with an additional 360 minutes' time to evaluate and review and implement. |
| Priority 2 | Access to the wider curriculum, extracurricular and responsibilities. |
| Barriers to learning these priorities address | There is poor engagement in extra-curricular activities and whole school life. Full teaching and learning provision and wider strategies though staff cdp to explore further support and knowledge of effective provision to raise the attainment, progress and emotional needs of PP children. |
| Projected spending | To release all staff the nominal cover cost for them all (5 staff to have 6, 90 minute sessions of training with 60 minutes evaluation and exploration time would be £2,700 (£90 x 30). We will plan this carefully and use some internal cover support where possible but we want quality cover as this is, in effect ,3 days out of a year out of class. Extra-curricular engagement £200.00 (if instrument tuition taken up this is £135 per child per yea..) |

Teaching priorities for current academic year

Due to Covid, our priorities for all areas remain around clear identification and targeted quality first teaching (including pre teaching and intervention support) to target children with gaps with ongoing assessment and alteration of plans and groups as appropriate.

| Aim | Target | Target date |
|-------------------------|---|--------------------------------|
| Progress in Reading | - Outdoor reading and in school leaning spaces - Develop our mapping of text and text choices - not just across the curriculum which is well embedded practice but also across guided reading sessions. | Summer 2021 Autumn 2020 |
| Progress in Writing | - Understanding of writing standards and GDS – non sat years. (& New staff) - Development of parental understanding– work-shops, observations of spelling lessons to see what happens and what it looks like. - Revisit handwriting and presentation expectations | Summer 2021 Summer 2021 |
| Progress in Mathematics | - Embedding lesson design for new staff (particularly at Needwood where we almost have a completely new staff!). - Arithmetic fluency. (Whilst staff have embraced well we need to evaluate that all staff are addressing the needs of children when they haven't achieved a target and how to support this). - Greater depth - what is this, what does it look like in the classroom, how do we plan for it, which children are we targeting to achieve GD this year. - Development of TA subject knowledge and pedagogy to implement effective intervention strategies both within and supplementary to class lessons. | Summer 2021 |
| Phonics | - Cross curricular vocabulary (and spelling). - Continuation of SPAG drive from 19/20 | Summer 2021 |

| | | |
|-------|---|----------------------------------|
| Other | Please ask to see full plans or this would be a long set of objective and plans. <ul style="list-style-type: none"> - Assessment development - Personal, Social and Emotional Development including specific Wellbeing - Science - RE and Collective Worship - Computing development - SEND | Click or tap here to enter text. |
|-------|---|----------------------------------|

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|--|--|
| Teaching | Ensuring enough time is given over to allow for staff professional development | Use of INSET days, NQT time, twilight sessions and additional cover by senior leaders as well as planned, effective cover. |
| Targeted support | Covid return, the capacity of appointed nurture lead for all children including PP children to be effective. | Prioritise children with most need. Enable support from other, qualified staff – and the time for them to do this. |
| Wider strategies | How to engage children in extra - curricular provision | Effective communication with families, support for costs and transportation. |

Review: last year's aims and outcomes

| Aim | Outcome |
|--|--|
| Mental health / Emotional needs and especially resilience and confidence in performance/exam mode (cusp children achieving ARE). | <p>Despite COVID, our children developed positive attitudes to learning and improved esteem and confidence. They developed good relationships with friends, adults in and out of school managing conflict well.</p> <p>Attendance improved despite difficulties in family structures.</p> <p>We targeted achievement in assessments although Covid meant that this was a difficult to ascertain.</p> <p>Parental involvement / parenting support (both of child's behaviour and learning at home and for parents' needs) and communication were a barrier and a target and this was compounded by children being isolated for covid compounded this. Children were provided with IT capability (where necessary) in order to engage with our online learning platform which was of high quality and each piece of work was marked by teachers virtually and written and even video feedback was provided. They were also provided with daily food.</p> <p>Nurture support was targeted and children were provided with a variety of support to meet their social, emotional and behavioural needs – this was also conducted virtually throughout covid and through the summer.</p> |
| Learning attitudes, seeing themselves as learners and how to learn. Metacognition. | <p>Positive attitudes to learning and improved esteem and confidence. They developed good relationships with friends, adults in and out of school managing conflict well.</p> <p>Prior to covid we had worked hard on developing metacognitive strategies in our children and this was developing where they understood learner qualities and were being responsible for their own learning. The majority believed effort would lead to success and were often positive</p> |
| Reaching potential at Greater depth. More-able transition GDS to AGD. | They were not measured at the end of the year in any year group / key stage. Early assessments for those returning show gaps but some pleasing results. |