



All Saints Primary School Pupil Premium Strategy Statement School overview

Metric	Data
School name	All Saints Rangemore
Pupils in school	115
Proportion of disadvantaged pupils	4 children (1 currently funded, 1 new to reception 2 new to PP register) 3.5%
Pupil premium allocation this academic year	£1,345 (We believe we will have £5, 380 – 4x £1,345)
Academic year or years covered by statement	2021 2022
Publish date	July 2021
Review date	Half termly for Governors
Statement authorised by	Jodie Jones, Charlene Gethin and LGB
Pupil premium lead	Jodie Jones
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 in May 2020 and 2021.

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 2020 and 2021.

We have a child in reception so 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, support with self- regulation strategies.
Barriers to learning these priorities address	
	We are unable to share this information as it would identify children.
Projected spending	Nurture support £520.00 x 1

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 x 1

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 learning 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. There is also a focus on language development and using vocabulary across the curriculum and offering cultural experiences for these children.

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	Extra-curricular engagement £270 (if instrument tuition taken up after this year £135 per child per year.)

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 as well as new developments in the Writing and Maths curriculum. As well as the implementation of a new validated phonics scheme in January 2022.

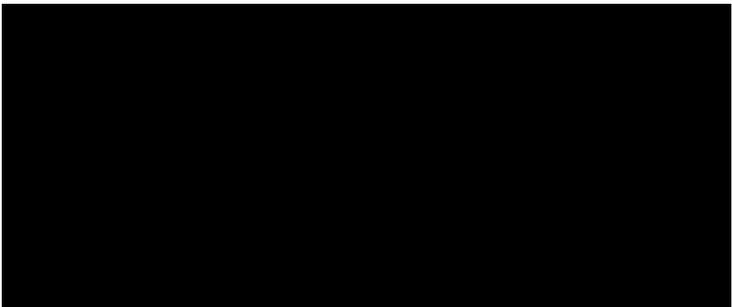
Aim	Target	Target date
Progress in Reading	- Outdoor reading and in school leaning spaces - NELI training linked to recognition of letters and speech and language for children in reception.	Summer 2022 Spring 2022
Progress in Writing	- Understanding of writing standards and GDS – non sat years. (& New 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 - Pleasure for writing enable children to develop a positive attitude towards their writing and build up their skills.	Summer 2022 Summer 2022 Autumn 2021 Spring 2022
Progress in Mathematics	- Embedding lesson design for new staff (particularly at Needwood where we almost have a completely new staff!). - Arithmetic fluency. (using mastering number). - 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.	Autumn 2021 Autumn 2021 Summer 2022 Autumn 2021
Phonics	- Cross curricular vocabulary (and spelling). - Speech and language (NELI training in EYFS) - Validated phonics scheme and training for staff	Summer 2021 Autumn 2022 Jan 2022

Other	<p>Please ask to see full plans or this would be a long set of objective and plans.</p> <ul style="list-style-type: none"> - Assessment development - Personal, Social and Emotional Development including specific Wellbeing - Science - RE and Collective Worship - Computing development - SEND 	.
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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. Catch up funding linked to children's need.	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
<p>Mental health / Emotional needs and especially resilience and confidence in performance/exam mode (cusp children achieving ARE).</p> <p>Document has been suppressed as information identifies children.</p>	<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>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.