



Pupil premium strategy statement: Appley Bridge All Saints' CE Primary School

1. Summary information					
School	Appley Bridge All Saints CE Primary School				
Academic Year	2019-20	Total PP budget	£9240	Date of most recent PP Review	October 2019
		Anticipated spending	£9247		
Total number of pupils	165	Number of pupils eligible for PP (2019)	7 (4%)	Date for next internal review of this strategy	October 2020

2. Current attainment		
Attainment for: 2018-19 (Y6 SATs)	<i>Pupils eligible for PP (1 in Y6)</i>	<i>Pupils not eligible for PP (29 in Y6)</i>
% achieving expected standard or above in reading, writing and maths	100%	76%
% achieving expected standard or above in reading	100%	76%
% achieving expected standard or above in grammar, punctuation and spelling	100%	86%
% achieving expected standard or above in writing	100%	90%
% achieving expected standard or above in maths	100%	83%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

- A.** Children's poor concentration span and processing skills impact on progress in all subjects.
- B.** Over reliance on support staff when working on independent tasks for a sustained length of time.

External barriers *(issues which also require action outside school, such as low attendance rates)*

- C.** Medical needs (one pupil) result in low attendance rate.
- D.** Home situations which have an impact on learning, eg separation of parents, bereavements of close family members, moving into the area (71% of FSM pupils, 5 of the 7, joined after the start of Reception).

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Various, specific to each child. Some needs are historic and as these pupils are tracked through school, the impact of the pupil premium is determined by looking at the whole child - attendance, academic progress, medical, behaviour, support from home, attitude to learning etc.	Eligible pupils make as much progress as 'other' pupils in all areas of the curriculum. This includes accessing visits, trips and other activities, for example music lessons, which school charges for. 100% of FSM pupils attend trips and residential.
B.	Adapt tasks to meet the needs of pupils with poor concentration - fewer verbal instructions, TA support to help remember tasks and prompt to keep on task.	Pupils with short concentration spans are given help and strategies so their progress is of the same rate as other pupils. Children develop increasing independence in their learning.

5. Planned expenditure

Academic year

2019-20

The 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?
Eligible pupils make as much progress as 'other' pupils in all areas of the curriculum.	Children who are making less progress or working below age related expectations are identified for targeted interventions. Parents are encouraged to provide opportunities for pupils to continue these interventions at home, especially in school holidays.	Evidence from other schools has shown that providing focused interventions using recognised measurable interventions such as Nessy and IDL have high level impact in terms of pupils making accelerated progress.	Pupils needs will be identified through careful assessment and then monitored through pupil progress meetings.	JD/MW/AG	Termly
Pupils with short concentration spans are given strategies to provide reminders so that they can complete more work independently and increase their rate of progress to one which is similar to other pupils.	Support given from TAs in class as well as the class teacher. TAs discuss possible support mechanisms with the child and find ones that work, eg prompt cards, timer, rewards.	Evidence from previous years' classes shows that for some individuals having extra access to a trusted adult means they are supported to make better progress. Strategies and prompts promote independence for the adult.	Pupils' needs will be identified through careful assessment and then monitored through pupil progress meetings, IEP reviews and EHCP reviews.	JD/MW	Half Termly and during IEP reviews

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?
Accelerated progress by children who have made less than expected progress in the prior years.	<p>Sounds Write Intervention</p> <ul style="list-style-type: none"> -Children identified who are behind in phonics and need a more targeted intervention support programme. This will involve one session per week extra intervention. Nessy and IDL Intervention -Children will be identified who are below age related expectations and making slow progress. These children will be enrolled in Nessy or IDL which they will complete daily in class and at home for homework. 	Evidence from other schools has shown that providing focused interventions using recognised measurable interventions such as Nessy and IDL have high level impact in terms of pupils making accelerated progress.	Pupils needs will be identified through careful assessment and then monitored through pupil progress meetings, IEP reviews and EHCP reviews.	JD/MW	Termly
All children have equal access to the wider curriculum offered. These activities and experiences lead to an increase in motivation and self-esteem as well as resilience and team building skills.	Trips, residential, lunches and other chargeable activities in school are subsidised with Pupil Premium funding to ensure all pupils are able to access the wider school curriculum.	Low incomes can reduce access to opportunities. By ensuring that there are no financial barriers preventing pupils from attending trips, holiday clubs, residential etc, we are ensuring that disadvantaged pupils benefit from a range of enriching activities.	Staff are aware of families who need extra support. Where these families do not readily come forward. School will approach them and offer support.	JD/JS	Termly

Anticipated Spending Breakdown:
 Subsidised Residentials, Day Trips, Clubs and Visitors to school and Lunches:
 £1485
 Subscriptions to Intervention Programmes:
 £445
 SENCO Time for Interventions and other tasks:
 £6162
 £165 X 7 = £1155 supply cover for Pupil Progress meetings

Total Planned Expenditure: £9247

6. Review of expenditure

Previous Academic Year

2018-19 Funding received - £9240 Funding spent - £13355

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Pupils eligible for pupil premium make at least expected progress every year whatever their starting points.	Staff are aware of which pupils are eligible and record actions and interventions provided to increase rates of progress. For most pupils quality first teaching is the best approach. Attendance at costed clubs and on visits and residentials is monitored to ensure pupil premium children do not miss out for financial reasons.	All staff are aware of pupils' attainment and progress from on entry to school. There is more accountability for the progress that each pupil makes. All pupils have made expected progress. Spreadsheet set up to track every pupil's involvement in sporting activities, trips and residentials	Staff understand now the need to track pupils' progress journey through school and not just in their individual year groups. Keeping assessment details simplistic has helped staff to come on board with this.	Costings- £165 X 3 = £495 supply cover for PP meetings £1240 for residentials £450 for day visits £270 - visitors to school £900

Maintain progress in maths and standard of handwriting.	Monitoring and evaluation- SLT and subject leaders.	Monitoring and evaluation shows that the standard of handwriting is much improved for all pupils. Maths assessments show that all pupils eligible for Pupil Premium are making expected progress from their starting points. 3/7 pupils are working below age expectations. 1/7 is above and the other 3 are at the expected standard.	Consistency of approach has been a key factor in ensuring success in this area.	for clubs Inset day- £2000
All teachers accurately assess and moderate standards in maths and English and share good practice with other schools to improve attainment.	Maths moderation internally each term. Writing focus on cluster INSET-cross school moderation.	The moderation sessions in school have ensured that assessments are accurate. These alongside tracking and pupil progress meetings means that individuals that are making slower progress are identified and targeted sooner.	Regular moderation means that all staff regularly check with colleagues the accuracy of their assessments which means we can be confident assessments are as accurate as possible. INSET across the cluster with other schools ensures accurate assessments which are moderated.	Total budgeted cost: £5355
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Adapt tasks to meet the needs of pupils with poor concentration - fewer verbal instructions, TA support to help remember tasks and prompts to keep on task.	Staff training to consider needs of pupils. Use of simple instructions which may need to be written for some pupils. Direct TA to support particular individuals during class and group discussions and when completing work independently.	TAs have adapted practice well and pupils have responded well to the changes.	TAs have adapted practice as necessary and this has had a positive impact on the pupils being supported. These pupils are better accessing the curriculum.	Costings- SEN resources £500 TA support £5000

<p>Additional support to be identified correctly and the best person to deliver the intervention identified with impact evaluated regularly.</p>	<p>SENCo to attend regular training including termly cluster meetings. Additional time to fulfil the role, liaise with parents and external agencies, meet other professionals in school etc. Compile provision maps, update SEN record, apply for EHC plans and additional funding.</p>	<p>SENCO has found training useful and reported back to SLT. Time provided to liaise with parents has bene used effectively. Time and planning for interventions has been completed effectively and pupils have made good progress, especially Y2 pupils who resat the Phonics Check.</p>	<p>Interventions have been allocated to specific individuals and are now delivered mainly by the SENCO e.g. Sounds Write Programme. Improvements have been seen for all pupils who have taken part in interventions.</p>	<p>SENCo time and training needs £2500</p>
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7. Additional detail

From 23rd March, school was closed to most pupils due to the pandemic. Some of the intentions on this plan therefore changed as the year progressed. All pupils entitled to FSM (5 at the time) received food parcels from school before weekly vouchers were provided by the government. All disadvantaged and other vulnerable children were in contact with school; some attended every day, others were contacted regularly by phone and also by their class teacher using Class Dojo. Children who experienced vulnerability at this time were invited to attend school. Others were offered laptops for the duration of the time spent at home.