



# Appley Bridge All Saints' CE Primary

## Pupil Premium Strategy Statement

### School overview

Metric	Data
School name	Appley Bridge All Saints' CE Primary School
Pupils in school	154
Proportion of disadvantaged pupils	4.5%
Pupil premium allocation this academic year	£9415
Academic year or years covered by statement	2020-2023
Publish date	October 2020
Review date	September 2021
Statement authorised by	Janet Dunn
Pupil premium lead	Janet Dunn
Governor lead	Debbie Leyland

### Disadvantaged pupil progress scores for last academic year (2018/19 data due to Covid-19)

Number of disadvantaged children in cohort: 1

Measure	Score
Reading	1.1
Writing	1.1
Maths	2.0 – significantly better than the national average.

### Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	100%
Achieving high standard at KS2	0%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff attend a range of staff meetings and training as necessary, including EYFS writing and handwriting for new staff. Link training to appraisals where appropriate.
Priority 2	Purchase resources which ensure high quality teaching, including reading books linked to phonics and practical maths resources.
Barriers to learning these priorities address	Ensuring staff use evidence-based teaching methods and resources to have maximum impact on attainment and progress.
Projected spending	£3000

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading.	July 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing.	July 2021
Progress in Mathematics	Achieve above national average progress scores in maths.	July 2021
Phonics	Achieve above the national and local average expected standard in the phonics screening check for Y1	June 2021

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Purchase additional reading books: a) for Reception and Year 1 which align with the phonics scheme, Letters and Sounds and b) for struggling and reluctant readers in Key Stage 2.
Priority 2	Purchase and ensure regular use of intervention programmes for literacy including IDL. SENCo to timetable and liaise with parents.

Barriers to learning these priorities address	Encouraging wider reading which will result in accelerated progress for many children.
Projected spending	£4000

### Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure all disadvantaged pupils have the same opportunities to benefit from trips, clubs, optional tuition which is charged and residential.
Priority 2	Encourage participation for all with the inter-school sports competitions and events. Target pupils who do not willingly come forward as these activities provide wide ranging benefits including self-esteem, team building, resilience.
Barriers to learning these priorities address	Developing the whole child- ensure barriers are removed, including financial, transport needs, medical needs, lack of kit or footwear.
Projected spending	£2500

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring best use is made of staff meeting time and inset days for effective training and development.	Use of INSET days/twilights and staff meetings so that they are planned to be effective and led by the right person.
Targeted support	Ensuring the right children access the right interventions, and adapted resources and support. Parents to be supported so that they can encourage and work with their child at home on reading tasks, homework or additional tasks including IDL.	Interventions to be carefully planned so that other areas of the curriculum are not missed where this may be of detriment to the child. SENCo to have an overview of all interventions and monitor the effectiveness of them.
Wider strategies	Engaging the families facing challenges which result in pupils missing out on enriching activities, many of which boost confidence, resilience and self-esteem. These include sports events, music tuition, trips, after school and holiday clubs and residential trips offered throughout Key Stage 2.	Determine the challenges and which families need support. Make direct contact with these families and offer the help which is available for the child to enjoy enriching activities including the many opportunities school can offer.

### Review: last year's aims and outcomes (2019-2020)

Due to the very small numbers of disadvantaged pupils, comparisons between cohorts will not be made.

In 2020, there were no external assessments for any year groups.

Aim	Outcome (2 pupils in Y6)
Progress in Reading and Writing (Y6)	Teacher assessment shows that one pupil reached Greater Depth/Higher Standard. Both pupils made at least expected progress from KS1.
Progress in Mathematics (Y6)	Following the recent upward trend in maths, both pupils made at least expected progress with one at Greater Depth and one at expected.
Phonics (Y1)	Screening will take place in November 2020 for the Y2 class. In 2019, 100% met the expected threshold.
Subsidised activities as appropriate	These included: lunches for a pupil on Ever6, payments towards trips and residentials for all eligible pupils, 4 of the 7 pupils took part in inter-school sports events.