

All Saints Church of England Primary School, Bradford

Pupil premium strategy statement



The Pupil Premium is funding provided to schools which is additional to the main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are to be held accountable for how they have used the additional funding to support pupils from low-income families. Information about how the money is spent is shared in this document and available on the School website.

Many pupils entitled to FSM also face vulnerabilities which may be a barrier to good achievement. At All Saints we therefore deploy pupil premium to plan and promote effective intervention and additional support in order to overcome these barriers and accelerate pupil progress, closing the gap between the FSM and the national average.

Objectives of Pupil Premium Spending

Our school motto of **'a united and caring community of learners'** underpins the school vision that all pupils at All Saints school will receive a quality, well-rounded education that will enable them to thrive and develop the tools to bridge any potential achievement gaps. Our holistic approach to analysing pupils social, emotional and mental health needs, coupled with a strong Pastoral Team, ensure that wider needs are also met and support is provided in a timely, bespoke manner.

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. At All Saints pupils eligible to pupil premium may require greater support to access learning, including additional speech and language development and target session to work alongside families.

Our key objective in using the Pupil Premium Grant is to close the gap between pupil groups. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school.

We have analysed our data thoroughly and thought very carefully about the allocation of funding.

1. Summary information					
School	All Saints Church of England Primary School, Bradford				
Academic Year	2019/20	Total PP budget September 2019 to July 2020:	£305,070	Date of most recent PP Review	Review delayed due to lockdown
		Early Years:	£2,981		
		Looked After Children:	£3,833		
		Total	£311,884		
Total number of pupils	236	Number of pupils eligible for PP		Date for next internal review of this strategy	September 2020

2.		
2020 Outcomes , progress figures and national comparisons not yet available.	Pupils eligible for PP (All Saints)	<i>Pupils not eligible for PP (national average)</i>
End of Year 2: % meeting the expected standard in the Phonics Screening Check	No reported outcomes due to COVID 19 – all statutory assessments cancelled.	
End of Key Stage 1: % achieving the expected standard in reading, writing and maths		
End of Key Stage 2: % achieving the expected standard in reading, writing & maths		

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low attainment on entry to school
B.	Use of English as a 2 nd Language causes delays such as, language acquisition, reading comprehension & formal writing skills
C.	Identified poor oral language skills (NTE pupil premium pupils and non-NTE pupil premium pupils)

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Extended visits abroad and cultural differences in approach to attendance means lower attendance in some cases	
E.	Limited support from home with regards to homework, particular concerns associated with the development of reading skills	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved reading attainment	Pupils to have at least age expected reading levels.
B.	Improved attendance	Continued improved attendance figures
C.	Improved speech and language skills	Pupils to have at least age expected expressive and receptive language skills

5. Planned expenditure					
Academic year	September 2019 – July 2020				
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?
Continued upward trend in outcomes (GLD, Phonics Screening Check, End of KS1&2 and other assessments)	Additional teacher in Year 6 SLT lead boosters to develop key skills – maths & reading	Experience in 2018/19 and EEF toolkit shows that reducing class size and small group tuition has a positive effect on outcomes in Year 6.	Teaching will continue to be monitored by the SLT.	GT x 9 1 hour sessions/pw SLT 8 sessions	September 2019
	Additional Year 2 teacher – 5 mornings + 2 pms maths/English Additional HLTA SLT - maths Additional Phonics workshops with parents	Experience in 2018/19 and EEF toolkit shows that parental involvement has a positive effect on outcomes in Year 2. Significant numbers of SEND pupils within the cohort.	DHT to oversee and coordinate Year 2 intervention strategy (see detailed report on the year group) AHT working with target SEND pupils & leading daily mathematics session (1:5 hours per day)	KS TH	September 2019
	Management time, SLT monitoring tracking and progress/book scrutinies /pupil progress meetings	Experience in 2018/19 was that standards of teaching and learning for all children, including PP, improved due to closer monitoring, target-setting and feedback to teachers.	SLT will work with School Improvement Partner to implement monitoring and evaluation schedule	SLT	September 2019
Projected Spending					£76,062.00

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?
1) Raise standards of attainment and progress of PP pupils by the end of July 2020. 2) Improve individual pupils' self-esteem, resilience, behaviour, attendance and punctuality 3) Language Assessment & follow up programme	Teaching assistants	All approaches contributed successfully to improved standards in 2018/19 – [positive feedback from families and pupils with regards to the pastoral support programmes (including Nurture provisions)]	Regular Pupil Progress Meetings to focus on PP children's' progress	AHTs and TH TA L Mentors EYP's R B P	September 2019
	Learning Mentors				
	Early Years Practitioners in KS1 classes				
	Reading Buddy Programme (R B P)				
	Speech Therapist	Screening of EYFS identified significantly low language capabilities across the year groups, prompting the need for a comprehensive response. A significant proportion of PP pupils require additional intervention.	Inclusion lead coordinates training for wider staff leading to a comprehensive programme of Language Development across the school – particularly Early Years	SG TH HR + SENSAs & TAs	September 2019
Forrest Schools Programme	Pupils have the opportunity to develop their personal resilience and they are able to express themselves with greater confidence, within the classroom setting.	HLTA trained to be a qualified Forrest School instructor, ensuring that greater numbers of target pupils access the intervention.	MC DH	September 2019	
Nurture Provision	Training and advice from the Bradford Behavioural Support Service; they advised the school that a bespoke provision would support the needs of these more complex pupils. Measurable progress through the Boxall Profile pointing towards improvements in the pupil's	A target number of pupil premium pupils access an intensive support package (4 sessions per week) to develop their social, emotional and mental health skills.	NP BG TH	September 2019	

		behavioural presentation around school.			
	Nurture Provision - Lunchtime	Pupils identified as struggling with the mainstream playgrounds required an alternative provision. Approximately 30 pupils access this on a daily basis – PP pupils form the majority of this particular group.	The lunchtime provision is coordinated by the Nurture Lead – she oversees the sessions and supports the TA in charge.	BG NP	September 2019
Ensure all NTE children are assessed and individual programme devised to ensure good progress following admission.	Eastern European teaching assistants, supporting pupils and parents throughout school	All approaches contributed successfully to improved standards in 2018/19 – Year 6 pupil to make the most progress in school was a NTE pupil.	Regular Pupil Progress Meetings to focus on PP children's' progress	KS SK RB	September 2019
Ensure all PP children make good progress in reading in Key Stage 2.	Package of reading support & target intervention.	Across the school reading continues to be an area of development. Some pupils are still not accessing regular reading opportunities.	Planned additionality: Volunteer network – overseen by Reading Intervention Lead (0,.5 days p/w) Reading drop in sessions – am After school reading sessions – x 3 sessions per week Whole school investments in Accelerated Reader programme - continued support & training from Literacy Lead	Literacy TLRs HLTA AHT DH	September 2019
Projected spending					£240,155.00

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?
Improve attendance and punctuality of PP pupils	Attendance Officer	Success last year's attendance strategy now needs to be continued into this academic year.	Termly Attendance Team Meetings. Attendance Figures reported to FGB within	MS/JW SLT	Summer Term attendance team review meeting
	Breakfast club resources/staffing	Breakfast club is over-subscribed and provides much-needed support for a wide range of our families and children. Of the pupils that attend Breakfast Club, 75% of Pupil Premium children attend, helping them to improve their attendance and punctuality as well as supporting their learning by providing them with a healthy breakfast.	Regular drop-ins by SLT	JW	Report to Governors, Summer term 2019
	Monthly incentives to improve attendance of pupils	Pupils respond favourably to rewards. Although they do not need to be highly costly the pupils and their parents appreciate the recognition of making the effort to attend. This includes treat days/certificates and other similar incentives.	DHT to support the Community Team to implement the incentive package.	KS/JW	Additional costs for paper & incentive treats eg a cinema trip/ ice skating.
	Forest Schools – delivered by schools own qualified Forest schools practitioner	Due to the success of this approach we have trained an internal member of staff to enable a greater number of pupils to participate.	Regular drop-ins by SLT Pupil interviews	MC	
Projected spending					£42,331.00
Total Projected Spending					£358,548

6. Review of expenditure			
Previous Academic Year			
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
Improved end of Key Stage 2 outcomes for disadvantaged children	Additional teacher in Year 6		Continue to employ strong teachers in Year 6, extend enhanced provision throughout Years 5, 4 and 3 if possible. Continue to share good practice in Year 6 throughout KS2.
Ensure the large majority of PP children meet the requirements of the Phonics Screening Check (PSC) by the end of Year 2.	Year 2 teacher – Additional Phonics workshops with parents		Continue to work closely with parents throughout KS1 to ensure a consistent approach to phonics at school and at home.
Rapidly Improve outcomes for PP children throughout the school.	Management time, SLT monitoring tracking and progress/book scrutinies		Continue to focus on progress of PP children during Pupil Progress meetings and work scrutiny throughout the year. Strengthen provision for and assessment of newly arrived children.

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)
4) Raise standards of attainment and progress of PP pupils by the end of July 2020 5) Improve individual pupils' self-esteem, resilience, behaviour, attendance and punctuality.	Teaching assistants	Yes, see outcomes in sections (i) and (iii)	Reading Support programmes in 2018/2019
	Learning Mentors		
	Nursery nurses in KS1 classes		
	All Aboard Programme		
	Reading Buddy Programme		
Ensure all NTE children are assessed and individual programme devised to ensure good progress following admission.	Eastern European teaching assistants, supporting pupils and parents throughout school	Yes all NTE pupils make good, measurable progress.	Continue to employ NTE team

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)
Improve attendance and punctuality of PP pupils	Attendance Officer	Yes. Average attendance of PP Pupils has increased:	Both strategies successful so will continue to offer in 2019/2020
	Breakfast club resources/staffing	Yes	
Improve levels of self-esteem, resilience, confidence and health awareness	After school clubs – extensive pupil offer.	Yes, children from years 1 – 6 were able to access at least one club per week. Extensive uptake and very positive feedback from the pupils. Additional support provided for SEND pupils to ensure they could access the offer. PP pupils were enabled to access multiple clubs.	All strategies successful so will continue to offer and further enhance through 2019/20.
	Music – singing & choir	Yes – choir performed at Bradford based school's festivals & to the local community.	
	Subsidising cost of residential trip to Kingswood	Yes, the residential trip will be subsidised but the location will be evaluated against quality of provision and distance factors.	
	HLTA	This employee has enhanced his offer to include Forrest Schools.	

	Pupil Premium Uniforms £26 x 237 children	Yes. The self-esteem and pride of 232 children boosted by wearing a new school uniform	
	Forest Schools –	Yes, a large number of PP children benefitted from 6 week programmes of outdoor learning.	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.



What are the most effective ways to support disadvantaged pupils' achievement?



Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.

1. Whole-school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



2. Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



3. High quality teaching for all: Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



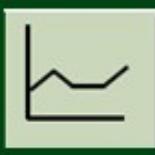
4. Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



5. Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



6. Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.



7. Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.

