

Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Hesketh-with-Becconsall All Saints C of E Primary School
Pupils in school	208
Proportion of disadvantaged pupils	15%
Pupil premium allocation this academic year	£54,163
Academic year or years covered by statement	Spring 2021 – Spring 2022
Publish date	Summer 2021
Review date	Spring 2022
Statement authorised by	Michelle Ward
Pupil premium lead	Anna Scott
Governor lead	Joanne Fairbrother

Disadvantaged Pupil Attainment

We have used internal data, as there were no statutory assessments at the end of the academic year for 2019/20. We have shown the average attainment of pupils who receive additional funding through PP.

Disadvantaged pupil progress scores for last academic year

Mid-Year Attainment Data -Spring 2021

Year 1

Measure	Our average score for children in receipt of Pupil Premium	Our class average score
Phonics – average score on Phonic Screening Assessment (32 is the national pass mark at the <u>end</u> of Year One)	18	25

Year 2 (End of Key Stage One)

Attainment has been measured in terms of standardised scores. Average attainment for children in any year group is measured as a score of 100.

Curriculum Area	Our average score for children in receipt of Pupil Premium	Our class average score
Reading (score of 100 national average)	93	102
Maths	97	101
Writing - % on track or above for achieving end of year expectations	50%	78%
Phonics – average score on Phonic Screening Assessment (32 is the national pass mark)	34	38

Year 6 (End of Key Stage Two)

Curriculum Area	Our average score for children in receipt of Pupil Premium	Our class average score
Reading	98	92
Maths	98	98
Writing - % on track or above for achieving end of year expectations	50%	54%

Desired Outcomes

The impact of All Saints support for children who are entitled to the Pupil Premium Grant should be improved attainment for disadvantaged pupils with gaps in attainment being closed. We seek to improve school attendance for those to which this is applicable, support for families where needed including external agencies, wider opportunities and development of talents for pupils, decreased anxiety and increased self-awareness, and raised self-motivation.

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	PP children to achieve age related expectations or better by the end of the academic year. Achieved By: Analysis of assessments and guided reading notes to results in targeted support for children and additional opportunities to practise these skills. Reading books are changed regularly and children are making good progress through the book band levels.	April 2022
Progress in Writing	PP children to achieve age related expectations or better by end of the academic year.. Achieved By:	April 2022

	Ongoing assessment of writing objectives, ensure that staff know children's next steps in learning and through informative marking and planned guided group work, children's books show progress over time.	
Progress in Mathematics	<p>PP children to achieve age related expectations or better by end of the academic year.</p> <p>Achieved By: Analysis of assessments and ongoing work in basic skills and daily maths lessons, results in targeted support for children and additional opportunities to practise these skills. Homework is well matched to children's needs and supported with a variety of online and practical experiences.</p>	April 2022
Phonics	<p>PP children to all pass their phonic screening assessments at the end of Year One.</p> <p>Achieved By: Regular reading opportunities in the group and as a 1-1. One home reading book a week is matched to the children's phonic reading level. Appropriate support and timely support in place from rigorous assessment of phonic development.</p>	April 2022

Pupil Premium Priorities

Focus	Priority One: Children have rich opportunities to develop their spoken language and vocabulary choices. This will support their ability to communicate orally and develop writing skills.
Actions:	<ul style="list-style-type: none"> • Varied role play opportunities for children in EYFS and KS1 to support new vocabulary linked to curriculum topics. Speaking and writing opportunities in these areas supported with adult modelling key skills. • Resources purchased to enhance role play provision. • Training for staff, including visiting other leading schools to look at best practice in this area. • Role play/drama opportunities in KS2, through the curriculum and as extra curriculum opportunities, to support children using new vocabulary and reading play scripts. • Vocabulary mats used in foundation subjects to support using technical and subject specific vocabulary. Opportunities for children to be pre-taught this vocabulary before it is introduced to the main body of the class.

	<ul style="list-style-type: none"> • Trips and visitors that encourage use of new vocabulary linked to topical learning. • Provide additional opportunities for children to address their whole class; key stage or school such as in assemblies or in collective worship.
How impact will be measured	<ul style="list-style-type: none"> • Observations of children in role play/ drama settings will help ascertain whether children are being supported to develop their spoken language skills. • High number of children exceed or at least meet the expectations in the communication and language aspect of the Early Learning Goals. • Book monitoring and pupil questioning will also show whether children are using the new vocabulary introduced on the vocabulary and key concept maps. • Conversations with children will also show how confidently and articulately they communicate their thoughts and feelings. • Pupil questionnaires and discussions will also show their attitude to drama and play based learning opportunities.
Linked Costs	<ul style="list-style-type: none"> • Resources for role play • TA hours to support this aspect of the curriculum • Vocab mats in each foundation subject • Drama workshop • Financial support with trips • Training opportunities for staff including release time to visit other schools with excellent practice
Focus	<p>Priority 2: Pupils entitled to PP grant have consistent progress in phonics, reading and spelling, all of which will support their writing and enable them to make accelerated progress. This, in turn, should result in them being at least in line with their age related expectations.</p>
Actions	<ul style="list-style-type: none"> • Additional 1-1 reading or additional guided reading opportunities on a weekly basis. • Access to additional reading material such as magazine subscriptions, library books and online reading resources, supporting children's particular interests. • Reading/spelling interventions across all year groups e.g. Fast Phonics; Bounce Back Phonics, IDL Literacy

	<ul style="list-style-type: none"> • Phonics and reading assessments training for staff • Assessment material which support identifying specific reading difficulties. • Teaching resources to support teaching specific aspects of the reading domains. • Extra curriculum opportunities, such as Reading Buddy Club and writing for the school newsletter. • Motivational prizes to encourage frequent reading at home. • IT Apps that support children with the spelling and pronunciation of new or frequently used words.
How impact will be measured	<ul style="list-style-type: none"> • Progress and attainment data in phonics; spelling and writing should identify PP children making progress at least in line with or exceeding those in their year group. • Lesson observation and pupil questionnaires will show the level of engagement in these activities throughout the school.
Linked Costs	<ul style="list-style-type: none"> • TA hours for 1-1 reading, group sessions and interventions • Teacher running 30 mins interventions each week with PP and targeted children. • Reading assessments • IDL Literacy subscription • Books and magazine purchased matched to PP children's interests • Apps to support speech and reading development • Prizes for reading and writing in-house competitions • SLT time to monitor and implement actions that come from this.
Focus	<p>Priority 3: Pupils entitled to PP grant have consistent progress in the number aspect of maths and are secure in mastering the 4 operations at an age appropriate level. Making accelerated progress in these areas will support them achieving results in line with their age related expectations.</p>
Actions	<ul style="list-style-type: none"> • Resources to support number confidence including games that can be taken home or played in a maths games club at lunchtime or breaktime. • Interventions such as IDL Numeracy run several times a week. • Interventions, in addition to the daily maths lesson which focus on children's identified personal targets.

	<ul style="list-style-type: none"> • IT programmes that support key skills such as times tables and can be accessed from home. Example include TT Rockstars. • Motivational prizes to encourage frequent practise of skills at home.
How impact will be measured	<ul style="list-style-type: none"> • Progress and attainment data in basic skills objectives; PUMA assessments and times table tracking should identify PP children making progress at least in line with or exceeding those in their year group. • Lesson observation and pupil questionnaires will show the level of engagement in these activities throughout the school.
Linked Costs	<ul style="list-style-type: none"> • Maths games that can be taken home and used in maths games club. • TA hours for 1-1 reading, group sessions and interventions • Teacher running 30 mins interventions each week with PP and targeted children. • IDL Maths subscription • Prizes for 'number days' and other motivational opportunities. • Training for staff in how to use maths outdoors, such as through activities such as orienteering. • SLT time to monitor and implement actions that come from this.
Focus	Priority 4: Develop self -confidence and self- esteem to support children making a significant contribution to the life of the school.
Actions	<ul style="list-style-type: none"> • Provide opportunities for children to have training and responsibilities which promote positive self-image and confidence. These will include: places on school council, prefects, representing the school in music, drama or sport, librarian responsibilities, play leader responsibilities; reading buddy to younger children, online safety ambassadors, mentors to younger children in the school, active participants in Collective Worship groups. • Sessions with School Counsellor for children who need social or emotional support at key times. • Access to sessions in small groups such as Confident Me, which promotes a positive mindset. • Wider extra-curricular opportunities such as opportunities for sport or music tuition. • Competitions run through the school and as part of national projects to give gifted children the chance to share their skills or develop new interests. • When necessary, vouchers for school uniform • Financial support with sessions in breakfast club, for children with attendance issues and work with parents to improve attendance.

How impact will be measured	<ul style="list-style-type: none"> • Improved attendance and punctuality should reflect children’s attitude to learning. PP children should not have a difference in attendance data, unless there are significant reasons for this, which may be more related to their health. • Children’s attitude to learning and participation in extra-curricular activities should positively reflected in pupil questionnaires and in discussions with children. • The percentage of PP children accessing additional opportunities and responsibilities through school will support the judgement that they are embracing all aspects of school life. • Parental Questionnaires to show that parents/carers of PP children feel supported by the school.
Linked Costs	<ul style="list-style-type: none"> • PE and music tuition after school by specialists • TA hours to run programmes such as Confident Me • Support for breakfast club provision • Time for SLT to monitor attendance and put in to place the follow-up actions
Barriers to learning that some of our children entitles to PP funding experience:	<ul style="list-style-type: none"> • Full time and punctual attendance • English as an additional language • Life experiences that support the development of a rich vocabulary • Limited self-esteem • Mobility – moving to a new school and having to settle in and make new friends • Reading opportunities outside the school provision • Lockdowns • Diagnosed SEN • COVID related issues around mental health • Children who didn’t engage with home learning during lockdowns • External or previous external agency support • Increase in Early Help referrals
Actions	<ul style="list-style-type: none"> • Monitor punctuality and attendance half termly. Responding appropriately to children with low attendance or poor punctuality. Responses may include: letters to parents, meeting with parents, attendance contracts; home visits, referral to PAST team, sessions at breakfast club etc, reward incentives for children to be in school on time.

	<ul style="list-style-type: none"> • Support and training for staff in selecting and using resources appropriate for children with English as an additional language. Examples include: NALDIC resources on their website. • When appropriate, make referrals to SALT for children whose EAL is affecting progress • Continue with rigorous tracking of progress and attainment across all year groups leading to focused and targeted support in class. • Introduction of after school and lunchtime clubs • Continue with TLP's/Behaviour Plans for children in need of SEND or behavioural support. • Continue to liaise with external agencies e.g. WISH, Lancashire Family and Children Wellbeing Service, CAMHS etc. Strong communication links with parents accessing services to support their family and child.
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Monitoring and Implementation

Area	Challenge	Action
Teaching	All teachers have a shared vision of what good teaching looks like based on different learning styles for different pupils.	CPD, both paid for and in-house, for all teaching staff.
Targeted support	All children entitled to the pupil premium grant have timetabled interventions where appropriate on a daily or weekly basis.	Needs are identified and interventions are timetabled with appropriate 1:1 or small group activity.
Wider strategies	To overcome barriers to learning.	All teachers and teaching assistants know the barriers for learning and have strategies in place to overcome them.

Review: Last Year's Aims and Outcomes

Aim	Outcome
Support new PP Lead in identifying PP priorities and monitoring impact.	PP lead worked with headteacher; school advisor and members of the SLT in other schools to look at best practice in supporting PP children. New PP lead now more experienced in what this role entails and the whole school impact it can have.
New assessment tracker to support leaders in monitoring and supporting PP children progress and attainment.	New tracking system effectively used to monitor progress and attainment of PP children, with follow up pupil progress meetings with the headteacher and targeted responses for children not making the expected progress.
New internal assessment systems, such as year group objectives and personal targets to be shared with pupils and parents to have a positive impact on progress and attainment.	Writing and maths objectives sheets used throughout the school. Children now see and understand the areas that still need teaching/supporting. Parents have been given a copy of pupil's personal targets that have been informed from these ongoing assessments.
Support PP children with the transition from home to school learning and then vice versa.	<p>PP children were well supported during the lockdown. PP children received FSM vouchers in each lockdown in term time and in holidays.</p> <p>Vulnerable PP children were offered places in key worker provision.</p> <p>The loan of chrome books was offered to children who had trouble accessing a device for home learning during lockdown.</p> <p>Referrals were made to Lancashire Children and Family Wellbeing service for Early Help where necessary.</p> <p>Hardcopies of learning packs were also offered if broadband was an issue.</p> <p>Regular weekly contact for all children with their class teacher via Google Classroom.</p>

	<p>Weekly calls were made to families of children who did not turn work in or appear on Google Meets are regularly as others.</p>
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Post lockdown assessments did show that whilst some older more able PP children made excellent progress with their reading skills, whereas children with identified reading and maths gaps did fall further behind.