



## 3 Year Pupil Premium Strategy Plan

All Saints Catholic Voluntary Academy

### SUMMARY INFORMATION

#### PUPIL PREMIUM LEADERSHIP INFORMATION 2020

Pupil Premium Lead	Grainne Beaumont	Governor Lead	Gill McGrath
--------------------	------------------	---------------	--------------

#### CURRENT PUPIL INFORMATION 2020

Total number of pupils:	78	Total pupil premium budget:	18,830	Date of most recent PP Review	Started February 2020- Finishing this term.
Number of pupils eligible for pupil premium:	14	Amount of pupil premium received per child:	1345	Date for next internal review of this strategy	November 2020
Proportion of disadvantaged pupils:	17.9%				

## PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	5	12.8%
Girls	9	23%
SEN support	2	15%
EHC plan	0	100%
EAL	0	0

### Assessment data for previous 3 years \*

EYFS DATA 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving Good level of development (GLD)	N/A	71%	71%	57%	74%	72%
% meeting EXP or exceeded in Reading	N/A	71%	71%	62%	79%	77%
% meeting EXP or exceeded in Writing	N/A	71%	71%	58%	76%	74%
% meeting EXP or exceeded in Maths (Number)	N/A	86%	86%	66%	82%	80%
EYFS DATA 2017-18						
% achieving Good level of development (GLD)	67%	83%	78%	57%	74%	72%
% meeting EXP or exceeded in Reading	67%	83%	78%	62%	79%	77%

% meeting EXP or exceeded in Writing	67%	83%	78%	59%	76%	74%
% meeting EXP or exceeded in Maths (Number)	67%	83%	78%	66%	82%	80%
<b>EYFS DATA 2016-17</b>						
% achieving Good level of development (GLD)	0%	43%	38%	56%	73%	71%
% meeting EXP or exceeded in Reading	100%	71%	78%	63%	79%	77%
% meeting EXP or exceeded in Writing	100%	57%	0%	58%	76%	73%
% meeting EXP or exceeded in Number	0%	71%	63%	66%	81%	79%

<b>PHONICS 2018-19</b>						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% of pupils passing Phonics Screening Check	75%	71%	73%	71%	84%	82%
<b>PHONICS 2017-18</b>						
% of pupils passing Phonics Screening Check	0%	71%	56%	70%	84%	82%
<b>PHONICS 2016-17</b>						
% of pupils passing Phonics Screening Check	N/A	85%	85%	68%	83%	81%

<b>KSI ATTAINMENT 2018-19</b>						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving expected standard or above in	0	57%	50%	na	na	na

reading, writing and maths						
% meeting expected standard or above in reading	0	57%	50%	62%	78%	75%
% meeting expected standard or above in writing	0	57%	50%	55%	73%	69%
% meeting expected standard or above in maths	0	57%	50%	62%	79%	76%
<b>KSI ATTAINMENT 2017-18</b>						
% achieving expected standard or above in reading, writing and maths	n/a	n/a	n/a	na	na	na
% meeting expected standard or above in reading	0	77%	71% <sup>0</sup>	60%	78%	75%
% meeting expected standard or above in writing	0	77%	71%	53%	73%	70%
% meeting expected standard or above in maths	0	85%	79%	61%	79%	76%
<b>KSI ATTAINMENT 2016-17</b>						
% achieving expected standard or above in reading, writing and maths	n/a	n/a	n/a	na	na	na
% meeting expected standard or above in reading	N/A	75%	75%	61%	78%	76%
% meeting expected standard or above in writing	N/A	50%	50%	52%	71%	68%
% meeting expected standard or above in maths	N/A	75%	75%	60%	78%	75%

<b>KS2 Data 2018-19</b>						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
Ks2 Attainment RWM combined	0	61.5%	57%	51%	71%	65%
Progress score in reading	-5.31	1.77	1.3	-0.62	0.32	0.03
Progress score in writing	-0.5	0.89	0.8	-0.50	0.27	0.03
Progress score in maths	-9.09	-2.89	-2.9	-0.71	0.37	0.03
<b>KS2 DATA 2017-18</b>						
Ks2 Attainment RWM combined	N/A	89%	89%	51%	70%	64%
Progress score in reading	N/A	2.30	2.3	-0.60	0.30	0.03
Progress score in writing	N/A	2.07	2.07	-0.40	0.20	0.03
Progress score in maths	N/A	0.42	0.42	-0.60	0.30	0.03
<b>KS2 DATA 2016-17</b>						
Ks2 Attainment RWM combined	50%	75%	70%	48%	67%	61%
Progress score in reading	1.11	5.83	4.89	-0.70	0.30	0.00
Progress score in writing	-0.24	-1.08	-0.91	-0.40	0.20	0.00
Progress score in maths	-0.63	0.70	0.43	-0.60	0.30	0.00

ATTENDANCE DATA			
	% Attendance of pupils eligible for the PP	% Attendance for All pupils	National % Attendance for All pupils
2019-20	92.8%	96.2%	na
2018-19	93.11%	96.17%	96%
2017-18	91.8% #	95.9%	95.8%

# ASP' shows only 2 terms- historical data.

\* No individual school or national attainment data is available for the 2019-20 academic year, due to the Coronavirus pandemic.

BARRIERS TO FURTHER ATTAINMENT	
In-School Barriers (such as poor literacy skills)	
A	Progress with oral language and communication skills is slower for PP than other pupils.
B	PP struggle to read for pleasure and do not regularly read at home.
C	Self-esteem and confidence can slow progress.
External Barriers (such as poor attendance)	
D	Attendance and punctuality is slightly below other pupils.
E	Parental involvement with home learning and homework is impacting progress made.
Desired Outcomes	
	Outcome
	Success Criteria

A	To improve the oral language and communication skills for pupils eligible for PP.	<ul style="list-style-type: none"> <li>- PP pupils to be in line with the national average in EYFS in Communication and Language.</li> <li>- Reading a variety of age appropriate books for enjoyment and increasing their vocabulary.</li> <li>- Pupils confident to answer questions in maths. Higher percentage of pupils to meet expected and great depth standard at the end of the year.</li> </ul>
B	PP struggle to read for pleasure and do not regularly read at home.	<ul style="list-style-type: none"> <li>- Children to be given 6 age appropriate books a year to build up a home library.</li> <li>- Children to enjoy reading at home for pleasure.</li> <li>- Children being encouraged to read at home and reading more at home to gain their Bronze/ Silver/ Gold awards.</li> <li>- Parents more engaged with school and encouraging their child to read at home.</li> </ul>
C	Self-esteem and confidence can slow progress.	<ul style="list-style-type: none"> <li>- Good progress being made due to high self-esteem.</li> <li>- ELSA supporting children with additional mental health or anxiety needs that cannot be met in class.</li> <li>- House point system enables pupils to be given praise for achievement and for the whole child.</li> <li>- Children's skills and achievements in all areas of the curriculum and for personal qualities recognised and rewarded.</li> </ul>
D	Attendance and punctuality is slightly below other pupils.	<ul style="list-style-type: none"> <li>- Attendance to be in line with non-PP children.</li> <li>- Attendance to at 96%- whole school target.</li> <li>- Families working with attendance officer and given strict criteria to follow and this having an impact.</li> </ul>

		<ul style="list-style-type: none"> <li>- Number of lates to be down to zero, especially in line with COVID staggered starts.</li> </ul>
E	Parental involvement with home learning and homework is impacting progress made.	<ul style="list-style-type: none"> <li>- All PP children to have access to online learning platform introduced for homework and home learning.</li> <li>- All PP children to have suitable internet access.</li> <li>- All PP children to be using CENTURY/ Education City/ Timetable Rock stars to enhance their learning.</li> </ul>

### 3 YEAR PUPIL PREMIUM STRATEGY

#### TEACHING PRIORITIES (Quality First Teaching, Teaching support, curriculum subject design)

Member of staff responsible: All teaching and support staff.

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Costings	Success measure
----------	---	-----------------------------------	----------	-----------------



<p>1.For children to develop their communication and language skills in order to communicate their needs/ the knowledge they have been taught and to achieve their true potential.</p>	<p>PP children to be heard read at least 3 times a week on a 1:1 basis. To use banded books but also to read library books together.</p> <p>Develop EYFS/KS1 curriculum to enhance communication skills. TA/Teacher modelling play. Use PSHE time to encourage children to talk about their feelings and communicate with each other.</p>	<p>From September 2020. Recognised that PP children read less than others in lockdown.</p> <p>Continue with Journey in Love and Circle Time. New PHSE curriculum 1 Decision being trialled at the moment.</p>	<p>£4,914 per year</p> <p>1:1 reading – 3 times a week. 1 TA for 15 mins per week x 39 weeks.</p> <p>1Decision to purchase £300</p>	<p>Children reading on a more regular basis and achieving their Bronze (50 reads)/ Silver(100 reads)/ Gold badges (150 reads). Raising their communication skills through discussions with adult about the book.</p> <p>Children to be able to communicate their feelings more especially in the early years. 80% of PP children to achieve GLD in EYFS.</p>
<p>2.To raise self-esteem and confidence, so each PP child has a can do attitude to learning and knows they can achieve.</p>	<p>Children work 1:1 with ELSA to develop skills to deal with anxiety and raise their self-esteem.</p> <p>School following Recovery curriculum from September. This involves putting everyone’s mental health and confidence as the main focus for the first term.</p>	<p>ELSA works with 3-5 children a week for a 12 week period from September.</p> <p>From September and reviewed every two weeks.</p>	<p>£120 per child for the 12 weeks.</p>	<p>Children develop the skills to deal with their anxieties and use these back in the classroom to enhance their learning capabilities.</p> <p>All children to have settled back into school. Children who need extra support identified and given correct support.</p>

TARGETED ACADEMIC SUPPORT (interventions)				
Member of staff responsible: All support staff/ GR- Literacy lead				
Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Costings	Success measure
1.To accelerate progress made for PP children and close the gap.	1:1 and small group work interventions lead by TAs. Dynamo maths Extra phonics sessions Precision teaching.	From October 2020- after settling in period and needs assessments.	£7,800 per year.	Children make accelerated progress. The children close the gap, and this is shown in analysis of each intervention. More children reach their FFT targets due to interventions and the skills and knowledge taught and retained.

<p>2.Children to read for pleasure and read more regularly at home.</p>	<p>Each PP child to receive 6 books for them to build up a library at home. These books taken from Pie Corbett's list of must reads for each year group.</p> <p>Additional library books / resources purchased to enhance reading interventions in school. Non-fiction resources enhanced to enable PP children to read about subjects they are interested in.</p>	<p>1 book per ½ term- 6 over each year in school.</p> <p>Current library books looked at and older books removed (September).</p> <p>Gaps in resources identified and purchased. (Oct 2020)</p>	<p>£600 per year. £1800 over 3 years.</p> <p>£800 per year. £2400 over 3 years.</p>	<p>Children to enjoy reading a variety of age appropriate books away from the reading scheme. To increase the percentage of PP children reaching the expected standard in reading at the end of each year (75%).</p> <p>Children using the library more and reading a wider variety of books for enjoyment.</p>

**WIDER STRATEGIES (Wider curricular, Cultural capital, PSHE, Mental Health, extra-curricular)**

Member of staff responsible: GR/BS/GB- Mental Health Ambassadors. AP-ELSA

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Costings	Success measure
<p>1. Pupils gain a breadth of experiences that enhance their learning. These experiences lead to improved language and vocabulary skills.</p>	<p>Activities outside the classroom. These include school trips/ residential/ visits from companies to school.</p> <p>All PP children have trips and residential paid for.</p> <p>When after school clubs resume, there will be no fee for PP children for paid activities.</p>	<p>September- December 2020- Lunch time PE sessions for whole school.</p> <p>Forest schools 2 weekly sessions. Each class to be timetabled.</p>	<p>£675 for trips per year. £2,025 over 3 years.</p> <p>Residential- £450 per year. £1350 over 3 years.</p> <p>Extra swimming sessions to resume (Pentecost Term) when swimming pool open.</p> <p>More after school clubs to resume when assessed to be viable.</p>	<p>Participation in clubs shows PP children participating. Shows percentage in line with whole school.</p> <p>All PP children to attend trips and residential and to be paid for by school.</p> <p>PP children joining in with PE activities at lunchtime.</p>

<p>2. PP children identified with additional emotional and mental health issues to be supported by ELSA and Mental health ambassadors in school. School to minimise and alleviate worries and concerns about uniform/ lunches.</p>	<p>Release ELSA to give time to plan and work with children. ELSA to continue with her training via Derbyshire.</p> <p>The school has 3 Mental Health Ambassador. These ambassadors are trained and will work with other agencies/ School Family support worker to get the right support for families and children who need it.</p> <p>One Education to work with families on any attendance issues.</p> <p>School buys uniform and other items for families who need this. School dinners for PP children who no longer receive FSM will also be looked at for families.</p>	<p>Advent term 2020- Children referred for ELSA after assessing emotional needs.</p> <p>AP</p> <p>Throughout the year- Family Support Worker involved.</p> <p>1/2 termly review to identify any families needing support from other agencies.</p> <p>AS recognised as needed.</p>	<p>ELSA- £2900</p> <p>FSW- One Education attendance-</p> <p>Aprox £500 per year.</p>	<p>Children learning the skills to use back in class to enhance their mental health and accelerate learning.</p> <p>Children with specific needs recognised and correct agencies put into place.</p> <p>Attendance of PP in line with whole school.</p> <p>Basic needs of all PP children being met and alleviating worries and concerns.</p>
--	---	---	--	---

## PUPIL PREMIUM ACTION PLAN: 2020/21

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
1	1.For children to develop their communication and language skills in order to communicate their needs/ the knowledge they have been taught and to achieve their true potential.	<p>PP children to be heard read at least 3 times a week on a 1:1 basis. To use banded books but also to read library books together.</p> <p>Work on the library to enhance it is included in the 3-year plan.</p> <p>Children to receive 6 age appropriate books throughout the year to build up their own library.</p> <p>Teachers to encourage parents to talk to their children more and discuss books. This will be achieved via on-line workshops this academic year.</p> <p>Develop EYFS/KS1</p>	<p>Reading and being read to enhances the language skills of all children. Discussing a books and its characters enhances and improves communication skills.</p> <p>A well-stocked and appealing library promotes children to want to read.</p> <p>The children learn to read through phonics and the reading scheme. We want children to read a wide variety of books and learn to read for pleasure. We are using the 6 books from Pie Corbett's list to enhance the books they read.</p> <p>Teachers/TAs and parents talking / asking the correct questions/ modelling behaviours and talk have a</p>	<p>This will be reviewed ½ termly.</p> <p>PP lead to hear PP children read ½ termly and assess amount of home and school reading taking place.</p> <p>Discussions from Pupil Progress reviews to take place /pupil discussions/ book scrutinises.</p> <p>Literacy co-ordinator is working on updating the library. This is part of the Literacy action plan and will be reviewed.</p> <p>Assess the use of the library and discuss with pupils their enjoyment of it.</p> <p>Parent questionnaires and evaluations of workshops.</p>	<p>GB</p> <p>GB</p> <p>GB</p> <p>GR</p> <p>GR</p> <p>GB/ AB</p>	<p>Oct/ Dec/Feb/ April/ May/July</p> <p>Alongside pupil progress discussions and co-ordinator meetings.</p> <p>Reviewed with link governor termly.</p>

		curriculum to enhance communication skills. TA/Teacher modelling play. Use PSHE time to encourage children to talk about their feelings and communicate with each other.	real impact on communication and language skills.			
2	2.To raise self-esteem and confidence, so each PP child has a can do attitude to learning and knows they can achieve.	ELSA trained TA to work with children. Recovery plan includes whole school actions to raise self-esteem.	Children who believe in achieve more. Self- esteem is a key to learning. Some children need to develop these skills and learn how to cope with stresses to succeed.	Copies of referrals to ELSA / list of children undertaking and completing training.  Teachers aware of skills the children have been taught and encourage these in class.		

TOTAL estimated budgeted cost? £5,417

### TARGETED ACADEMIC SUPPORT

Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
-------------------------------	-----------------	------------------------	---	---	------------	-------------

1	1.To accelerate progress made for PP children and close the gap.	1:1 and small group work interventions lead by TAs. Dynamo maths Extra phonics sessions Precision teaching.	Research from EEF shows TA one to one or small group work has a positive benefit on children's learning and can close the gap by 3 to 5 months. We use our TA's	Pupil progress meetings with TAs. TA record files of progress made.	GB/PJ/AP/AF/SD	½ termly progress meetings.
2	2.Children to read for pleasure and read more regularly at home.	Each PP child to receive 6 books for them to build up a library at home. These books taken from Pie Corbett's list of must reads for each year group.  Additional library books / resources purchased to enhance reading interventions in school. Non-fiction resources enhanced to enable PP children to read about subjects they are interested in.	School has evaluated that children who read quality texts , enjoy reading and read and comprehend to a higher level.  The school has recognised the need for a wider variety of fiction and non-fiction books to enhance the reading scheme is needed.	Literacy co-ordinator meetings.	GB/GR	½ termly meetings with co-ordinator.



TOTAL estimated budgeted cost?						£9,200

## WIDER STRATEGIES

Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
1	1. Pupils gain a breadth of experiences that enhance their learning. These experiences lead to improved language and vocabulary skills.	<p>Activities outside the classroom. These include school trips/ residential/ visits from companies to school.</p> <p>All PP children have trips and residential paid for.</p> <p>When after school clubs resume, there will be no fee for PP children for paid activities.</p>	EEF research shows that children need a wide variety of experiences to help knowledge stay with them. We believe every child should gain a variety of experiences inside the classroom and out. Residential provides children with coping being away from home and a variety of skills. We wanted to take the pressure of children and ensure they gained all these experiences.	<p>Registers from clubs.</p> <p>Ensure every child attends trips/ residential.</p> <p>These are recorded on HT termly report.</p>	GB/DQ/CS	Termly in line with HT report.
2.	2. PP children identified with additional emotional and	Release ELSA to give time to plan and work with children. ELSA to continue	Children need to feel safe and secure to learn. Evidence from Mental Health First Aid	Referrals and notes from ELSA. ELSA given planning time and ELSA time.	GB/AP	Every 12 weeks (length of programme).

	<p>mental health issues to be supported by ELSA and Mental health ambassadors in school. School to minimise and alleviate worries and concerns about uniform/ lunches.</p>	<p>with her training via Derbyshire.</p> <p>The school has 3 Mental Health Ambassador. These ambassadors are trained and will work with other agencies/ School Family support worker to get the right support for families and children who need it.</p> <p>One Education to work with families on any attendance issues.</p> <p>School buys uniform and other items for families who need this. School dinners for PP children who no longer receive FSM will also be looked at for families.</p>	<p>Training.</p> <p>Families need guidance from experts. Once these strategies have been put into place, the school has seen accelerated learning taking place.</p> <p>Punctuality and attendance are a main barrier to learning. (EEF)</p>	<p>My Concern</p> <p>Attendance file with paperwork.</p>	<p>GB/BS/GR</p> <p>One education</p>	<p>Termly</p> <p>Termly</p>
--	--	--	---	--	--------------------------------------	-----------------------------

TOTAL estimated budgeted cost?						£4,500

## REVIEW OF 3 YEAR STRATEGY [date]

\*At least annually

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
Increase rates of progress: phonics/writing	Additional TA groups lead by Additional TA All TA staff are trained and experienced in delivery of the phonics programme. Regular review of programme, monitoring of pupil progress	Children made good progress in phonics. Assessed ½ termly and children moved to new groups throughout the school.	To be continued September 2020. Phonics screening did not take place due to COVID-19. New phonics tracker introduced from September. Catch up important for Year 2 children and this process will be used for them.
To raise self-esteem and wellbeing.	. ELSA time available. Staff all aware of mental health issues and where to go for help. Well-being board in school telling the children where to go to for help. Teachers praise the 'Whole child' and not just academic achievement.	High impact for children who worked with ELSA. Skills taught being used in school. Improved self-esteem and children more verbal about feelings and needs.	To continue moving forward. ELSA to undertake regular training updates and work with other ELSA's in working group. Teachers now making more referrals and this shows a definite need for an ELSA in school.
TARGETED ACADEMIC SUPPORT			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
1:1 for target PP pupils in writing and maths IMPACT	IMPACT- 1:1 for five minutes at the end of the day to work on misconceptions from that days learning.	High- Register kept and children who needed IMPACT regularly, recognised as needing interventions.	The school recognised the need for more pre and post teaching. Misconceptions are best dealt with on the day they are taught. This helps with self-esteem and progress.

## WIDER STRATEGIES

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
PP children to play more sociably together.	Peak Active Sports to play alongside children to promote social skills. New equipment bought to enhance play.	Impact high- behaviour at lunch time improved.	Children enjoyed structured sports at lunchtime. This will continue for the whole school at lunch time but not from PP fund.
All children to attend residential and trips.	PP children do not pay anything to tips over the year.	Mid impact- children didn't worry about going on trips or residential due to price. Stopped these being used as a reward for good behaviour at home. Children gained a variety of different experiences to enhance the curriculum.	School where able to book more trips and experiences to enhance the curriculum. This will continue moving forward.