

Pupil Premium Strategy Statement: 2020/2021

All Saints Marsh C of E Academy



Academy Overview

Metric	Data
Academy name	All Saints Marsh C of E Academy
Pupils in school	101
Proportion of disadvantaged pupils	24% (excluding nursery / EYFS)
Pupil premium allocation this academic year	£39, 005
Academic year or years covered by statement	2020-2021
Publish date	6th October 2020
Review date	6th October 2021
Statement authorised by	Trust board
Pupil premium lead	Mrs J Edwards
Chair of Trustee	Mr R Vaughton

Disadvantaged Pupil Progress 2018-19

Measure	Score
Reading	+7.16
Writing	-2.13
Maths	+4.08

Disadvantaged Pupil Performance 2018-19

Measure	Score
Meeting expected standard in RWM combined at KS2	100%
Achieving high standard in RWM combined at KS2	RWM 0% (R 80% / W 0% / M 60%)

Strategy Aims for Disadvantaged Pupils

Measure	Activity
Priority 1	To close the gaps in attainment due to COVID 19 in English, maths and phonics by ensuring a recovery curriculum is implemented across the academy.
Priority 2	To develop a whole school approach to the development of Early Reading and whole class Reading in KS2 to address the language and vocabulary barriers for eligible pupils.

Barriers to learning these priorities address?	Ensure no learning is lost and children catch up and then keep up with teaching and learning. Effective CPD is in place to ensure that we have highly skilled teachers and support staff.
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Teaching Priorities for 2020-21

Aim	Target	Target date
Attainment and Progress in Reading	KS2 81% Expected and 55% HS with Progress above National	July 2021
Attainment and Progress in Writing	KS2 86% Expected and 24% HS with Progress above National	July 2021
Attainment and Progress in Mathematics	KS2 91% Expected and 63% HS with Progress above National	July 2021
Phonics	Year 1 93% (all) PP 100% Year 2 95% (all) PP 100%	July 2021
Other	Improve attendance for disadvantaged pupils to 96.4% and PA to be less than national average	July 2021

Measure	Activity
Priority 1	To implement a remote curriculum to maintain the quality of education for all children whether they are able to access school or remain at home, including use of Google Classroom, remote feedback to ensure learning progresses and gaps are closed/closing.
Priority 1 Evaluation	<p>A broad and balanced remote curriculum was delivered during remote education to ensure that children were able to sequentially build knowledge and skills. Children were offered devices to support remote learning during partial school closures if they did not attend school.</p> <p>Teachers and support staff provided ongoing communication to parents and this included remote, online sessions to model teaching and learning strategies and best practice to support in a number of curriculum areas. Online story times, check-ins, assemblies and some lessons were provided online to ensure continued engagement from the children and parents.</p> <p>Class teachers with PP children offered provision for accessing the internet or paper copies were given to</p>

	<p>families to ensure PP engagement. Support for teaching and learning strategies was given over the phone to those families who needed it.</p> <p>Classes were monitored throughout to ensure consistency with feedback given where needed.</p>
Priority 2	To ensure RWINc and whole class reading is constantly taught across both remote and in school learning; supported by interventions and quality first teaching with small groups and individual 1 to 1 support.
Priority 2 Evaluation	<p>The systematic teaching of phonics has continued throughout the year, including during partial school closures. This has included phonics interventions for groups of children and 1:1 where applicable to support and accelerate progress. 95% of children passed the phonics screening check in Year 2.</p> <p>Having RWI online resources meant that parents and children could access the lessons matched to their child's ability and the RWI teaching could continue at home over lockdown. It also meant that training for staff could continue and impact on learning. When children were in school the regular assessment and RWI development days from our RWI consultant trainer meant that the interventions were timely and matched to the children's needs. The book bag books supported the reading books going home being matched precisely to the children's level in school.</p>
Barriers to learning these priorities address	<p>Teaching and remote learning are ensuring that gaps in children's learning are closed or closing as a result of lockdown and missed learning.</p> <p>Gaps across learning will be closed and children's wellbeing will be supported to ensure children are enabled to access the wider curriculum.</p> <p>To ensure that pupils can read fluently as a result of a systematic approach to phonic learning and whole class teaching.</p>
Projected spending	£8797

Targeted Academic Support for Current Academic Year

Measure	Activity
Priority 1	To identify gaps and establish bespoke interventions, including 1 to 1, small groups and

	universal provision are in place to address gaps in learning to ensure accelerated progress.
Priority 1 Evaluation	Interventions have been targeted to ensure that bespoke interventions for vulnerable children have been provided and that children have been able to continue to make accelerated progress. These interventions have supported both academic learning, mental health and wellbeing and also communication and interaction, using boxall assessment to identify PSED needs and precision teaching to support academic 1 to 1 interventions.
Priority 2	Through early reading strategies and consistent phonic programme children will be able to read fluently; intervening with 1 to 1 and small group support to ensure no learning is lost and children catch up and then keep up with teaching and learning.
Priority 2 Evaluation	The progress of EYFS children through the year has been accelerated to ensure children are now accessing teaching and learning and have moved through development matters and achieved their Prime Areas to enable them to access Year 1. 100% passed the Phonics Screening check and 100% gained EXS in reading.
Barriers to learning these priorities address	These approaches address gaps in learning that may have become exaggerated or widened during school closures. They will support pupils in building upon their confidence and resilience when learning across the wider curriculum.
Projected spending	£28,604

Wider Strategies for Current Academic Year

Measure	Activity
Priority 1	To ensure increased attendance rates for targeted pupils eligible for PP (target 98%)
Priority 1 Evaluation	Autumn: 95% Spring: 97% End of year: 95%
Priority 2	To ensure that children's mental and physical health needs are met through our ambitious curriculum that nurtures the whole child with wellbeing at the center. Wider family needs are identified and support put in place to address any barriers.
Priority 2 Evaluation	Teachers have worked with experts across the trust to skill and equip them with the knowledge and skills to teach an ambitious RHE curriculum. This is

	supporting children's development and understanding of how to keep themselves safe. Teaching is tailored to ensure that all children have sequential knowledge to build on and that learning is progressive.
Barriers to learning these priorities address	Attendance of eligible pupils is in line with nationals and the percentage of eligible pupils who are persistent absentees is reduced to be below nationals. Pupils eligible for PP will be led back to their rightful status as a fully-engaged, resilient learner.
Projected spending	£1610

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	To ensure that all teaching staff are skilled reading teachers including support staff to deliver high quality phonics and teaching of reading.	Ongoing CPD including the online RWI training package with training materials for staff. A cycle of ongoing annual training embedded into the CPD cycle as well as weekly Incremental coaching to improve teaching and learning.
Targeted support	Capacity to support targeted support and individual intervention by skilled staff.	RWINc lead and Literacy lead will have a contingency plan to ensure reading and phonic interventions are prioritised.
Wider strategies	Continue to support the culture of good attendance and engage all families, no matter what barriers that they experience.	Through regular attendance meetings and clear messages and communication with all stakeholders.