

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	ASTON ALL SAINTS COFE PRIMARY				
Academic Year	2021-2022	Total PP budget	£27,175.00 1/4/21 – 31/3/22	Date of most recent PP Review	Sept2021
Total number of pupils	211	Number of pupils eligible for PP	22	Date for next internal review of this strategy	Sept2022

2. Current attainment		
2020 KS2 SATS did not take place due to the pandemic. Data is teacher assessment for 2020 No National data for 2020.	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2019)</i>
% achieving expected standard or above in reading, writing & maths	3 100%	65%
% making expected progress in reading (as measured in the school)	3 100%	73%
% making expected progress in writing (as measured in the school)	3 100%	78%
% making expected progress in mathematics (as measured in the school)	3 100%	79%
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Parents who do not encourage their children to read at home, both their school reading book or other materials which impacts on learning in all areas of the curriculum and in the acquisition of language. This also impacts on the children’s fluency and ability to read at length and to understand and answer questions on a text at their age expected level. Following the return to school in September 2020, initial assessment indicates a gap in reading for a significant number of children, including the PP children.	
B.	Writing –Children do not always have a rich vocabulary which impacts on their speaking and listening and writing skills. Some children also start school with speech difficulties and although in most cases parents attend speech therapy appointments. As school has re-opened to all children, further work will be needed to continue this work to provide children with a rich vocabulary. The focussed work in F2 – Word Aware Program will continue. As many children did not attend nursery in the summer term, there are gaps in this area too.	

Additional barriers (including issues which also require action outside school, such as low attendance rates)		
C.	Emotional/mental health issues for some children. Financial constraints for some families can be a barrier to engagement in extracurricular activities and school uses pupil premium funding so that no child misses out on extra-curricular, off site visits or residential visits as these provide children with enrichment and experiences beyond the school's basic curriculum. Whilst we hope to resume the wider curriculum as soon as possible, we are looking at different ways to ensure that our children have as many positive and exciting learning experiences as possible and are, above all happy in school and continue with a positive mental health and wellbeing.	
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	<p>All PP children will be supported in their reading in school to impact on all areas of learning so that they have the best possible chance to meet age related expectations and make at least good progress from their relative starting points. The focus this year will continue to be fluency as we know that this is a challenge for children in our school which is emerging as a learning gap following the partial closure of schools in the summer term. All parents to know how to support with reading at home [we are working hard to re-engage all parents in a good home reading routine] and whilst we cannot hold meetings in school at the beginning of the year, teacher are sending information on power point via the class Dojo pages in place of workshops which would have taken place in the autumn term to support phonics, reading and KS1 and KS2 SATs. The focus this year on the importance on children becoming fluent readers and the need to be able to read a considerable amount of text and answer questions in writing should impact on their ability to achieve the age related expectations for their year group.</p> <p>PP children will meet at least age related expectations in reading, making at least expected progress from their relative starting points. There will be a focus on the current Y6 cohort as these children's KS1 outcomes were below the national average in reading.</p>	The gap between attainment and progress for PP children and none PP children will be narrowed. Staff in school will liaise with families where support with reading at home is needed, to engage these families and help them to understand what a positive impact on learning this will have. Staff in school will identify children who do not read at home and extra support in school will be provided so that the risk of this becoming a barrier to learning is minimised. Staff will provide information for all parents via Dojo and email to support reading at home.
B.	PP children follow or exceed their flight path for attainment and progress in writing so that they meet at least age related or where starting points are very low, make at least expected from this starting point. Their writing will show that they are able to use a wide range of vocabulary which is genre specific and which enables them to meet age related expectations for their year group. The focus will also be the current Y6 class as their outcomes at the end of Y2 were below national expectations.	The gap between attainment and progress for PP children and none PP children will be narrowed in writing. All staff working with the children will know the children well and plan for the teaching of specific vocabulary. Work will be moderated in school and externally so that staff are confident that children are being assessed accurately
C.	To ensure that all children can access the wider curriculum [including off site visits and music lessons] and to ensure that finance is not a barrier to this for Pupil Premium children	PP children will be able to join off site visits, including residential and will also be able to access music lessons, after school clubs and breakfast clubs.

5. Review of expenditure				
Previous Academic Year review		2020-2021		
i. Quality of teaching for all				
Action	Intended outcome	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)	Cost
<p>All PP children will be supported in their reading in school to impact on all areas of learning so that they have the best possible chance to meet age related expectations or make at least good progress from their relative starting points. The focus this year is on fluency as we know that this is a challenge for children in our school. All parents to know how to support with reading at home and we sign post to training for parents to support reading at home with their child. The focus this year on the importance on children becoming fluent readers and the need to be able to read a considerable amount of text and answer questions in writing should impact on their ability to achieve the age related expectations for their year group.</p>	<p>PP children will meet at least age related expectations in reading, or make at least expected progress from their relative starting points. There will be a focus on the current Y5 and Y6 cohorts as these children's KS1 outcomes were below the national average</p>	<p>For the summer term 2020, schools were closed due to the pandemic and all national tests were cancelled.</p> <p>Indicative data for the end of the school year was made at the end of the spring term shortly after schools closed.</p> <p>In reading, the Y6 PP children predicted outcomes based on assessment to the end of the spring term when schools closed – 33% met the expected standard.</p> <p>In reading, the Y6 PP children, based on predicted outcomes 100% would have made expected progress from their end of KS1 outcomes</p>	<p>Given the KS1 data for the Y6 class 2020-21 and following the closure of schools in the summer term 2021, the focus on reading, fluency and ensuring that boys are engaged in their reading will remain.</p> <p>The use of morning booster sessions has been very successful and because these are one to one sessions, they offer very individual programs of learning specifically targeted at a child's individual needs. Although we were not able to complete the cycle this year due to the closure, this will be a model which will be used this year, for Y6 and possible other year groups and the extra catch up funding will also be used in part for this kind of program.</p> <p>We will work with parents and children to re-engage with a good, regular reading habit at home; all PP children regardless of ability read regularly with a member of staff in school.</p>	<p>£11,400 – salary costs and booster lessons</p> <p>Purchase of reading books/resources and online tools - £3,000</p>

<p><u>Continue to provide an exciting stimulus for writing</u> which engages both boys and girls and which has clear audience and purpose</p> <p>Teachers to model writing all the time to <i>impact</i> on the quality of writing and this will include the use of SPAG as well as discrete SPAG.</p> <p>Keep a clear focus to the lesson so that children are not overwhelmed and are clear about the learning in each piece of writing</p> <p>To have an awareness of those children who need more support but only provide scaffolds for those children who need it. Use guided writing support for this group of children – other ideas for younger children.</p>	<p>PP children follow or exceed their flight path for attainment and progress in writing so that they meet at least age related or where starting points are very low, make at least expected from this starting point.</p>	<p>For the summer term 2020, schools were closed due to the pandemic and all national tests were cancelled.</p> <p>Indicative data for the end of the school year was made at the end of the spring term shortly after schools closed.</p> <p>In writing, the Y6 PP children predicted outcomes based on assessment to the end of the spring term when schools closed – 100% met the expected standard.</p> <p>In writing, the Y6 PP children, based on predicted outcomes 100% would have made expected progress from their end of KS1 outcomes</p>	<p>Given the KS1 data for the Y6 class 2020-21 in writing and following the closure of schools in the summer term 2021, the focus on all aspects of writing, especially SPAG will need to continue in the new academic year. In all classes, this will be delivered through differentiated teaching and learning. Progress will be discussed at termly pupil progress meetings.</p> <p>We will continue to use the structured Write Stuff program for teaching writing in all year groups. We will purchase and organise training for those staff who were not able to attend the whole school training and invest in EYFS Write Stuff training which is new training specifically for the early years.</p>	<p>£10,000 – salary costs</p>
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<p>Children who have joined school in KS2 from other schools who may be either low attaining and or disengaged in their learning. To gain an accurate view of attainment when children transfer from other schools, assessments will be made internally so that school as an accurate judgement. Provide these children with targeted support in specific areas of the curriculum according to</p>	<p>We aspire for all children to meet age related expectations or make at least good progress from their starting points and support will be put in a place where it is needed to help achieve this aspiration.</p> <p>For this specific group of children in Y6 to meet age related expectations or at least make good or better progress from</p>	<p>For the summer term 2020, schools were closed due to the pandemic and all national tests were cancelled.</p> <p>Indicative data for the end of the school year was made at the end of the spring term shortly after schools closed.</p> <p>In reading, writing and maths, the children who transferred from other schools [4] - their predicted outcomes based on assessment to the end of the spring term when schools closed</p> <p>Reading – expected standard 25%</p> <p>Writing – expected standard 50%</p> <p>Maths – expected standard 25%</p> <p>Progress from KS1 outcomes – reading – 50% writing – 75% Maths – 75%</p>		
<p>We know that some children and their families have mental health issues which impact on their day to day lives and for the children on their learning. Links with external agencies, for example Early Help, will be effective in supporting these families. Staff in school will also receive training so that they are able to spot the signs and help children in school.</p>	<p>We want these children to be supported so that they are happy and settled in school so that they have the best possible chance to succeed</p>	<p>Several families were referred to different external support agencies during the year. During the period of school closure, staff remained in contact with all parents, but those vulnerable for a range of reasons were contacted more regularly both by class teachers and HT.</p>	<p>As schools have reopened, staff are alert to any possible issues for children and families and will sign post accordingly.</p>	

<p>To ensure that no child is prevented from joining extra-curricular activities because of financial constraints</p>	<p>We want all children to be able to access a wide range of enrichment activities</p>	<p>Up to the end of the spring term, off site visits and music lessons took place.</p> <p>During the school closure, some parents accessed music lessons on line, both with the Rotherham Music Service and with the piano and drumming teachers.</p>	<p>Music lessons have resumed in school [apart from piano which is on line for now] and these will continue to be subsidised for PP children. Visits were subsidised for PP children up to the end of the spring term. When visits resume, the subsidy will continue. We know that having a wide range of experiences which enhance our curriculum is very important for all our children but especially so for our most vulnerable families.</p>	<p>Visits subsidy - £277</p> <p>Music lessons subsidy - £656.55</p> <p>Breakfast club subsidy - £116</p> <p>After school clubs subsidy - £20</p>
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6. Planned expenditure

Academic year	2021-22
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p><u>Ensure that the quality of teaching and learning</u> across all year groups impacts on standards for all children so that they meet age related expectations or make at least good progress from their relative starting points in reading, writing and maths.</p> <p>In reading fluency will be a focus as this is emerging as a gap for many children as a result of schools being closed in summer 2020.</p> <p>All parents to know how to support with learning at home; the reading habit as homework needs "re booting"</p> <p>Ensure that links to the whole curriculum are made so that all children have access to a quality, broad and balanced curriculum.</p> <p>SPAG is an emerging issue as a gap in learning following the closure of schools in summer 2020.</p>	<p>All children, including PP children will meet at least age related expectations in reading, writing and maths or make at least expected progress from their relative starting points.</p> <p>There will be a focus on the current Y6 cohort [+PP children] as these children's KS1 outcomes were below the national average. The impact of this and the school closure makes this a challenge for all children but for this group in particular.</p>	<p>In 2019, we know that some children found the KS1 and KS2 reading comprehension papers difficult because of the quantity of text in these tests. This was also evident in other year groups in school and has been identified as a whole school priority. Although the KS 1 and 2 assessments did not take place, we know that there is a gap in this area due to children missing the summer term 2020 due to the pandemic.</p> <p>We know that reading in particular, fluency is a gap and this is a significant focus of our work this year; children need to read at home daily to build their fluency and to complement the reading work being carried out in school.</p> <p>The Education Endowment Foundation teaching and learning toolkit states that evidence shows that parental involvement can have a moderate impact on children's success in school. We have also accessed their recently produced documents [June/July 2020] and research providing advise due of the impact of Covid and the schools' closure.</p>	<p>Termly pupil progress meetings will show progress children are making especially in reading and writing. Any gaps will be identified and actioned in the following term. Teachers formative assessment will also show gaps in learning. The first pupil progress meetings of the year will take place in October/early November to identify very early in the school year, where the gaps are.</p> <p>The progress made by PP children will be a focus in all pupil progress meetings.</p> <p>Register teachers for online Write Stuff training as a refresher and new training to impact on the teaching of writing for specific cohorts of children</p>	<p>HT and Literacy lead</p>	<p>Termly July 2021</p> <p><u>Planned expenditure</u></p> <p>SPAG books for Y6 £50 Phonics Bug £599 Abacus £978 Write Stuff training £450 Stops problem solving £150 Total Budget cost £2,227</p>
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ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
<p>Targeted “booster/catch up program” for PP children in order for them to make at least expected progress from their starting points. Specifically targeted to their own learning needs in literacy and numeracy</p> <p>Ensure that PP children receive targeted supported in class so that they make progress in all aspects of their learning</p> <p>Reading – target PP children and support parents to read at home. These children will also receive extra support with one to one reading in school</p>	<p>All pupil premium children make progress by the end of the year so that they close the gap towards meeting age related expectations in reading, writing and maths.</p> <p>All PP children in every year group will have targeted intervention/support according to need. This will be provided by the teachers and teaching assistants in each class – the support staff have been linked to individual classes to make this possible.</p>	<p>Following the closure of schools in the summer term 2020, emerging gaps are fluency in reading and SPAG in independent writing.</p> <p>EEF evidence shows that there is a positive impact on progress where targeted interventions take place as an addition to whole class teaching. Children need to access whole class teaching at their year group as well as receive specific catch up to ensure that they are able to catch up quickly.</p>	<p>Monitoring of reading by LT including how the one to one reading support is impacting on reading in the classroom.</p> <p>Termly pupil progress meetings to monitor progress and impact of interventions and catch up programs. The PP children will be a specific focus in these meetings.</p>	HT and literacy lead	At the end of each term and at the end of the school year
Staffing to support the implementation of the targeted support			Total budgeted cost	£26,000.00	
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review

<p>To ensure that no child is prevented from joining extra-curricular activities because of financial constraints</p>	<p>We want all children to be able to access a wide range of enrichment activities</p>	<p>We know that taking part in extra-curricular activities and enrichment experiences has a positive impact on the health and well-being of pupils both now and in the future.</p>	<p>There is wide range of quality activities available through school which can be accessed by PP children.</p>	<p>HT</p>	<p>Termly July 2021</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>£2,000</p>