

# All Souls' Church of England Primary School

## 3 Year Pupil Premium Strategy Plan

SUMMARY INFORMATION						
Pupil premium strategy	2021-2023					
CURRENT PUPIL INFORMATION 2021				20/21	21/22	22/23
Total number of pupils:	263	Total pupil premium budget:	£123,740.00	£119,705.00		

COHORT INFORMATION		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	38	38%
Girls	61	62%
SEN support	61	23%
EHC plan	6	2%
EAL	35	13%

## Assessment data

	Data from previous years					
	2016-17 All %	PP %	2017-18 All %	PP %	2018-19 All %	PP %
Good level of development (GLD)	82.2	75	78.4	50	90	87.5
Literacy	84.4	75	81.1	62.5	95	100
Maths	86.7	75	83.8	75	97.5	87.5

YEAR 1 PHONICS SCREENING CHECK					
Pupils eligible for pupil premium	All pupils	National average	Data from previous years		
			2016-17	2017-18	2018-19
			83.3%	63.6%	75%

END OF KS1						
	Pupils eligible for pupil premium			Data from previous years		
		School average	National average	2017 %	2018 %	2019 %
% achieving expected standard or above in reading, writing and maths	2017- 34	12.2	14.1			
% making expected progress in reading	2018- 53	18.3	14.2	83.3	71.4	55.6
% making expected progress in writing	2019- 62	22.5	15.8	66.7	64.3	55.6
% making expected progress in maths				50	71.4	44.4

END OF KS2						
	Pupils eligible for pupil premium			Data from previous years		
		School average	National average	2017 %	2018 %	2019 %
% achieving expected standard or above in reading, writing and maths	2017- 34	12.2	14.1	66.7	25	42.9
% making expected progress in reading	2018- 53	18.3	14.2	66.7	62.5	57.1
% making expected progress in writing	2019- 62	22.5	15.8	77.8	87.5	78.6
% making expected progress in maths				66.7	25	50

**LONG-TERM PLAN (3-YEAR TIMESCALE):**

- 1) Improve Early Literacy skills for PP children, leading to faster reading and writing progress in subsequent years, diminishing the difference at a faster rate. Improved communication and language skills leading to confident children who are able to articulate their needs and ideas.
- 2) Improved spelling skills, supporting those children who have dyslexic tendencies.
- 3) Improved progress for all children with SEND who are also eligible for pupil premium.
- 4) Improve systems in school to support behaviour at lunchtimes, increase parental engagement and give wider curriculum opportunities after school.

**PRIORITY 1- Improve Early Literacy skills for PP children, leading to faster reading and writing progress in subsequent years, diminishing the difference at a faster rate. Improved communication and language skills leading to confident children who are able to articulate their needs and ideas**

<b>Objectives</b>	<b>Success criteria</b>	<b>Rationale</b>	<b>By whom</b>	<b>By when</b>	<b>Resources needed</b>	<b>Progress indicators</b>
1. Two members of staff trained in NELI.	Staff trained, children assessed and impact seen	Children arrive in Year R with a low language starting point. Many of our families do not have the facilities for language rich books at home.	EH, MC, LR	Term 1 2021	NELI programme	Programme will be reviewed regularly. Monitoring by IH

2. Maintain the outdoor and indoor environments so they promote language skills and writing opportunities.	The outdoor environment creates purposeful opportunities for language development. This will be adapted and changed termly.	Our outside space is small and so we want to continue to develop areas currently unused to promote language opportunities.	TA MC	Termly	Blackboards Posters Outside language equipment	Walk arounds by SLT and curriculum leads will take note of language opportunities for the children. Research suggests that outdoor learning promotes language skills and writing.
3. Ensure all staff's phonics training is updated and teaching follows the programme we have within school.	Improved phonics and reading.	With new guidance surrounding the teaching of phonics we need to ensure that all staff are trained by an outside provider instead of in house training. This will ensure that all teachers and TA's are following the same teaching in all year groups.	AO TA	September 2021	Training Decodable books purchased to support phonics teaching	Regular monitoring and termly phonics data collection and analysis.

**PRIORITY 2** Improved spelling skills, supporting those children who have dyslexic tendencies.

Objectives	Success criteria	Rationale	By whom	By when	Resources needed	Progress indicators
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1. Clued spelling trialed in Year 3/4 to see impact	Improved spelling and vocabulary	Children can spell in phonics and in RWI lessons but often fail to use their knowledge when writing. Increased vocabulary and regular spelling practice will benefit this.	HW HB DM	Trialed in Term 5/6	Pixl Clued spelling boxes	Improvement in spelling in
2. Nesy purchased to support children with dyslexic tendencies.	Children feel more confident and supported with spelling strategies.	Many children are being identified as having spelling difficulties based around language and speech.	IH HW FW HB DM	Ongoing	Nesy	Analysis of Nesy completed by IH. Progress in spelling seen in books during moderation.
3.						

**PRIORITY 3** Improved progress for all children with SEND who are also eligible for pupil premium.

Member of staff responsible:

Objectives	Success criteria	Rationale	By whom	By when	Resources needed	Progress indicators
1. The introduction and use of Bsquared for those children who need support.	Children who make small steps of progress will be tracked and progress that is less than one step can be seen.	SEN children often make smaller steps of progress than others. This will identify steps made and steps to move forward.	IH	Ongoing for those children who it will support.	BSquared.	Data show steps of progress and progress seen through moderation of books.
2. Ensure deployment of TA's is beneficial to support those children who are PP and have EHCP's.	Children are supported within class so that a sense of achievement is seen and the classroom environment allows the children to access suitable resources to support learning.	PP funding supports to employment of support assistants to support EHC plans.	IH All CT	Termly evaluation of support and progress.	Resources to support EHC Plans.	
3. Support new teacher with the use of Pixl for intervention and gap analysis after testing.	All teachers are supported in how to use Pixl effectively to support intervention and progress across the school.	Pixl was introduced to support	HW JR	Term 1 Ongoing support termly	Pixl	Provision maps show Pixl is being used to identify gaps in learning and provide intervention.

4. Engage with parents/parent workshops to provide support to help engage with curriculum learning at home.						
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**PRIORITY 4** Improve systems in school to support behaviour at lunchtimes, increase parental engagement and give wider curriculum opportunities after school.

Member of staff responsible:

Objectives	Success criteria	Rationale	By whom	By when	Resources needed	Progress indicators
1. Introduce Class Dojo across the school to reinforce positive behaviour and ensure parents acknowledge children's achievements.	Improved SEMH of PP children, allowing them to access all areas of the curriculum and increase progress and attainment in all subject areas.	Sharing celebrations will encourage parental engagement and also engage children who find school challenging at times.	HW LR	September 2021	Class Dojo on every computer in classrooms Letter to parents	



2. Quiet club reintroduced at lunchtimes for those children who find the playground challenging.	Improved well-being for children. Behaviour at lunchtimes improved.	Some children find playtimes difficult and so the choice to have some quiet space encourages purposeful play and relieves behavioural issues on the playground.	IH SD	September 2021	Games	
3. Sports coaches to provide and facilitate clubs after school. PP money to support those who financially cannot afford the clubs.	Children given opportunities to experience a wider variety of clubs and sports.		CH BS	September 2021	Spots trust coaches School staff to support clubs	
4. Money used to support enrichment of children's learning e.g. school trips.	Pupils eligible for PP will have the same participation rates as all pupils to activities.		IH JE	September 2021		
5. Trip to the theatre and o2 young voices	Children supported who want to attend and receive PP funding	Experiences like these are often not accessible to our PP children.	HW LR	School year	Funding for trips	% of PP children uptake for trips.