



As a result of the Coronavirus (COVID-19) all schools in England remained shut from March until their re-opening. National Primary assessments have been withdrawn and Teacher Assessments have been used to make judgements about end of year pupil attainment.

Pupil Premium Report and Strategy Statement

In Waddington All Saints academy we endeavour to fulfil the Pupil Premium Policy set out by the L.E.A.D Academy Trust by deploying the following Trust strategies to diminish the difference in attainment for pupils in receipt of the Pupil Premium funding.

- clear, responsive leadership
- having a whole-school ethos of attainment for all
- addressing behaviours for learning and conduct behaviours that prevent pupils from learning
- monitoring and addressing low attendance
- facilitating high quality teaching for all through continued professional development of staff.
- meeting individual learning needs including those pupils who are the most-able and seemingly need no support
- deploying staff effectively, both teaching and support staff
- using pupil progress data to inform the planning of interventions and provision.

Each Academy reviews the barriers and outcomes for the pupils in receipt of Pupil Premium to understand the strategies that they to use to raise attainment. Each Academy explains their rationale for choosing the strategies and provides a cost breakdown. If you wish this statement to be explained, then please ask to speak with Pupil Premium Leader via the main office. If you wish to find out more about the DfE policy for Pupil Premium then follow this link: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

1. Summary information 2019-20	
Academy	Waddington All Saints Academy
Pupil Premium Leader	Mrs Zoe Jepson



Academic Year	19/20	Total PP budget	£58,080	Date of most recent PP Review	June 2020
Total number of pupils	381	Number of pupils eligible for PP	44	Date for next internal review of this strategy	September 2020

Pupil Premium Report Academic Year 2019-20 End of Summer Term

Review of impact of Quality First Teaching and Interventions

Year Group	Numbers of Pupils eligible for Pupil Premium/ percentage	Cost of initiatives/ projects	Achievement Review and Evaluation of Impact	Next Steps
R	1 2%		<p>Early Years Foundation Stage children are expected to reach a Good Level of Development by the end of the academic year.</p> <p>Based on Teacher Assessments for July 2020 children eligible for Pupil Premium have made good progress in: Communication and Language, Personal, Social and Emotional Development, Physical Development, Shape, Space and Measure and Expressive Arts and Design. In Reading, Writing, Maths and Understanding the World progress was not as strong as other pupils and this needs to be a focus for next year.</p> <p>From Sept 19- March 20 Attendance: Pupil Premium 97% Non-PP 96% Persistent Absence: Pupil Premium 3% Non-PP 9% Percentage that returned in June 2020: 100%</p> <p>Successful Interventions that have taken place for PP children.</p>	<ul style="list-style-type: none"> Fine motor within physical development is an area of development. Focus of intervention should also include handwriting and formation practice. Look at research on the EEF to develop early intervention initiatives for basic skills and to develop confidence and self belief.



		<p>TA 3 hours weekly, small group and 1:1 Intervention £1,755</p>	<p><u>Communication Intervention (Confidence)</u> PP children have small group delivery with highly trained staff. Focused Elklan intervention and colourful semantics. Support and intervention during daily routine and sessions, including rephrasing spoken language to be of a clear structure for him to then copy, social scripts used to build up communication skills and confidence to engage in communication with adults and peers.</p> <p><u>Phonics Intervention</u> Daily phonics intervention for sound recognition, blending and segmenting skills.</p> <p><u>Maths Intervention</u> Daily maths intervention for number recognition, correspondence and simple addition subtraction.</p> <p><u>Reading Intervention</u> 1 to 1 or small group reading 5 x weekly to focus on segmenting and blending skills, comprehension activities linked to books.</p> <p><u>Provision provided during school closure, through home learning:</u> Provided an iPad to use when learning from home, with apps linked to phonics, maths, fine motor/drawing and problem solving already installed. Activities added onto Tapestry daily, differentiated to support a variety of needs. Replying to parental questions and commenting/giving next steps on observations that parents have uploaded. Phone call home where necessary to ensure that parents feel supported.</p> <p>Evaluation of strategy The child in receipt of Pupil Premium has responded well to all provision that has been put into place throughout the first half of the academic year to enable them to reach their potential. This is evidenced in the progress made over this period of time.</p>	
1	2 4%		<p>In Year 1 Pupils are assessed in Reading, writing, grammar, punctuation and spelling and in mathematics. Pupils are expected to meet the expected age related standard (ARE) and for some pupils they will show that they are working at greater depth (GD). These are teacher assessments. Year 1 pupils are expected to pass a national phonics screening check. This is a short assessment which checks if your child knows the first sounds and blends of sounds.</p>	<ul style="list-style-type: none"> • Writing is the area where children made the least progress. Consistent modelling and breaking



		TA 6 hours weekly £3,500	<p>There has not been a Phonic Screening Check for 2020</p> <p>The two pupils who are eligible for PP within Y1 made good progress within phonics. Between Sept and March one pupil went from scoring 5 to scoring 27, showing good progress. The other pupil, who is also identified as having SEND went from scoring 0 to 9.</p> <p>Based on Teacher Assessments for July 2020, one pupil eligible for Pupil Premium have made good progress in all areas. progress for the other pupil was not as strong as their peers, however they have been identified as having SEND during this year, which has impacted on the capacity to make progress made from Sept to March.</p> <p><i>There are 49 children in Year 1, 2 of which are eligible for Pupil Premium.</i></p> <p>From Sept 19- March 20</p> <table><tr><td>Attendance:</td><td>Pupil Premium</td><td>97%</td><td>Non-PP</td><td>96%</td></tr><tr><td>Persistent Absence:</td><td>Pupil Premium</td><td>2.5%</td><td>Non-PP</td><td>14%</td></tr></table> <p>Percentage that returned in June 2020: 0%</p> <p>Successful Interventions that have taken place for PP children (Sept-March):</p> <p><u>Reading</u> Precision teach delivered 5 x weekly by highly trained staff. 3 x weekly phonics and reading intervention, focusing on blending and segmenting. Reading weekly.</p> <p><u>Writing</u> Focused TA support during literacy lessons to support sentence construction and letter formation.</p> <p>Personalised homework packs Individual targets have been a high focus with regular check-ins.</p> <p><u>Provision provided during school closure, through home learning:</u></p>	Attendance:	Pupil Premium	97%	Non-PP	96%	Persistent Absence:	Pupil Premium	2.5%	Non-PP	14%	<p>down of sentence formation needed.</p> <ul style="list-style-type: none">• Letter formation has been a significant focus and this will need to be continued. Where does each letter start and end?• Explore further SEND needs for one pupil to ensure that all aspects have been unpicked thoroughly.
Attendance:	Pupil Premium	97%	Non-PP	96%										
Persistent Absence:	Pupil Premium	2.5%	Non-PP	14%										



		<p>Ipad provided with learning apps pre-loaded. Lessons with specific maths and phonics focus sent out 5 x weekly. Seesaw usage monitored and communication made if no contact. Regular phone calls to check in and see if any support needed. Seesaw monitored every day and work posted read and commented on.</p> <p>Evaluation of the strategy Attainment from Early Years Foundation Stage had been maintained up until March 20 for one pupil, the other pupil has been identified as having SEND, which has impacted on their capacity to make the expected progress. Interventions were beginning to have an impact and we were confident that further progress could have been secured during the second part of the year.</p> <p>Overall the pupil premium strategy has been effective in securing progress and outcomes for the children in receipt of PP in Y1 from Sept-March. The home learning package during lockdown has been comprehensive to support pupils to maintain progress, with phonics lessons being delivered virtually each daily.</p>	
2	2 3%	<p>In Year 2 pupils are usually assessed in reading, Writing and mathematics and these results are submitted nationally and compared. These are known as Key Stage 1 assessments. We also test in grammar, punctuation and spelling. These tests provide a starting point to measure progress for the pupils as they move through the school. These are the Teacher Assessments for July 2020.</p> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in reading, writing, maths and grammar, punctuation and spelling. Attainment for the Pupil Premium group in this year group is in line with the non-Pupil Premium group.</p> <p>From Sept 19- March 20 Attendance: Pupil Premium 97% Non-PP 96% Persistent Absence: Pupil Premium 2.5% Non-PP 13.5 % Percentage that returned in June 2020: 0% (Year 2 have not returned)</p>	<ul style="list-style-type: none"> • Children to be given prompt sheets to remind them of the non-negotiable features they should always be using within their writing. • Continue daily calculation practise in maths learning book at the end of each lesson. • Ensure the attendance of Pupil Premium children remains good.



		TA 3 hour weekly £1,755	<p>Successful Interventions that have taken place for PP children.</p> <p><u>Reading</u> To build the fluency of reading so that reading is quicker. To answer questions about what they have read.</p> <ul style="list-style-type: none">- Sight reading of common exception and high frequency words.- 1 minute speed reads.- Reading of own text.- Comprehension focus to answer specific questions. <p><u>Writing</u> To ensure writing is in coherent sentences. To consistently use key punctuation.</p> <ul style="list-style-type: none">- In class support to ensure this is happening within all classwork.- Practise of use of specific punctuation and sentence types.- Recognising when something does not make sense. <p><u>Spelling</u> To spell common exception words and use them within writing.</p> <ul style="list-style-type: none">- Weekly words to practise.- Many different VAK ways to practise and remember the words.- Use of them within sentences to link to writing targets. <p><u>Maths</u> To know simple calculation facts.</p> <ul style="list-style-type: none">- Revisiting and overlearning of calculation strategies to ensure confidence.- Use of calculation strategies within reasoning questions. Comprehension of these questions too to ensure they are completing the correct calculation. <p>Personalised homework pack to support the development of key skills. <u>Provision provided during school closure, through home learning:</u> Both children have had packs delivered to their houses as parents said they were not keen on completing activities online. Packs provided worksheet activities based on times tables,</p>	
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			<p>calculation practise, comprehension tasks, common exception word and high frequency word spelling practise. Ipads were also provided to enable ease of access to Seesaw (our on-line learning platform).</p> <p>Evaluation of the strategy Overall the strategy has been effective in ensuring progress for these pupils from Sept-March. Pupils have responded well to the intervention/ provision that has been put in place and this has led to progress in line with their peers. They have also had a comprehensive home learning package, to support the pupil to maintain progress during school closure.</p>	
3	6 11%	<p>TA 10 hours weekly £5,850</p>	<p>In Year 3 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments. Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made progress in English and Maths maintaining the level gained in KS1. Attainment for the Pupil Premium group in this year group is in line with non-Pupil Premium group.</p> <p>Attendance Attendance: Pupil Premium 96% Non-PP 98% Persistent Absence: Pupil Premium 8% Non-PP 0% Percentage that returned in June 2020: 2 children attended childcare in the key workers group</p> <p>Successful Interventions that have taken place for PP children. All PP children are visited prior to learning to ensure tasks and learning are understood. Learning has been differentiated to ensure needs are met in maths and English. Quick Times tables recall group – 2 x a week to develop memory of times tables. Spelling intervention group to ensure year 2 and year 3 spellings learnt by the end of the year. Reading groups 3/4 times a week – targeted at fluency and understanding of text. Personalised homework pack to support the development of key skills.</p> <p>Provision provided during school closure, through home learning: Ipad provided with preloaded apps to ensure that access to IT equipment was not a barrier.</p>	<ul style="list-style-type: none"> • Reading is an area where some of the children needed lots of encouragement to engage. Book blog has helped and it had improved but will need to be a continued focus. • Sentence structure for some is a barrier to their writing becoming grammatically correct. This is linked to how they speak. Talking their sentences would continue to be a benefit to them. • Recalling times tables rapidly needs to have a continued focus ready for the year 4 test.



			<p>Personalised target work was set by the designated TA. SEN sent differentiated work daily for maths and when needed for literacy.</p> <p>Evaluation of the strategy</p> <p>All children have maintained progress from their KS1 attainment. Out of the two children identified as having SEND, one has an EHCP in place, both have made good progress from their start points from Sept-March. This evidences good value for money.</p>	
4	<p>6 11%</p> <p>50% are identified as having SEND</p>	<p>TA 10 hours weekly £5,850</p>	<p>In Year 4 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments. Based on these results, 100% of pupils have maintained their attainment in reading and 83% in writing and maths.</p> <p>Based on Teacher Assessments for July 2020 83% of pupils eligible for Pupil Premium have made good progress from their KS1 results in reading, writing and maths and this is 100% if excluding pupils who are also identified as SEND. Attainment for the Pupil Premium group in this year group is in line with the non-pupil premium group.</p> <p>Attendance Attendance: Pupil Premium 97% Non-PP 97% Persistent Absence: Pupil Premium 3% Non-PP 0% Percentage that returned in June 2020: 20%</p> <p>Successful Interventions that have taken place for PP children: <u>Emotional support</u> 50% of these pupils are identified as having a high level of emotional need. They have received bespoke intervention with our ELSA, to support them to overcome these barriers and be able to access learning more successfully.</p>	<ul style="list-style-type: none"> • Further analysis of the level of SEND needs and strategies to support as they move through KS2. • Baseline assessments in place to quickly identify the gaps. • Pre and over learning to embed key skills, post lock down. • Emotional support, through ELSA provision to support those with a higher



		<p><u>Maths</u> Pre and over learning with a focus on mental arithmetic. Support for developing reasoning skills. Develop key skills- e.g. timetables/ calculation Personalised homework packs</p> <p><u>Reading</u> Intervention with a highly skilled TA 4 x per week. VIPERs focus for comprehension Fluency development.</p> <p><u>Spelling</u> Intervention to support spelling (over learning, envelopes, spelling shed)</p> <p><u>Provision provided during school closure, through home learning:</u> Ipad provided with preloaded apps to ensure that access to IT equipment was not a barrier. Personalised target work was set by the designated TA. SEN sent differentiated work daily for maths and when needed for literacy. 4/6 of pupils engaged regularly. The other two were contacted regularly to ensure that they have the support needed, in response to this work was printed, etc.</p> <p>Evaluation of strategy The strategies put into place to support these pupils develop further positive dispositions for learning have been successful in enabling them to make good progress. This was evidence in LSA observations during Spring 2020. The curriculum has been designed to ensure that it is of a high interest, to ensure engagement and promote a desire to write and this is evidenced in pupil outcomes. 50% of this group are also identified as having SEND, specific target work is evident through provision mapping to support these children further. Overall the strategy has been effective and provided good value for money.</p>	level of emotional need, post lockdown.
5	4 8%	<p>In Year 5 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments. Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in writing, reading and maths. Attainment for the Pupil Premium group in this year group is in line non-Pupil Premium group.</p>	<ul style="list-style-type: none"> • Writing -coherence and flow within extended pieces.



		10 hours TA support weekly. £5,850	<p>Attendance</p> <p>Attendance: Pupil Premium 98% Non-PP 96%</p> <p>Persistent Absence: Pupil Premium 0% Non-PP 7%</p> <p>Percentage that returned in June 2020: 75%</p> <p>Successful Interventions that have taken place for PP children:</p> <p><u>Maths</u> Arithmetic practice – embedding and unpicking barriers to learning. Maths reasoning and problem solving booster- focusing on strategies to tackle these. Maths focus on multiple step problem solving. Understanding vocabulary to support deciphering questions.</p> <p><u>Fix it Writing intervention</u> Programme which is progressive focusing on building varied sentences. Children able to identify and correct simple, compound and complex sentences.</p> <p><u>Social interaction</u> ELSA schemes and games used to work on social interaction, working with others and managing feelings.</p> <p><u>Reading Comprehension</u> Focus on VIPERS linked to a range of texts focusing on comprehension and responding to questions appropriately Personalised homework packs Focusing on individual targets identified which are regularly reviewed and modified. Embedding of skills has been significant. 2 minute books Sent home daily/weekly for post learning and embedding skills. This has secured many skills which were have been identified as needed developing.</p> <p><u>Provision provided during school closure, through home learning:</u> Ipads with preloaded apps provided to ensure that IT was not a barrier to accessing learning at home.</p>	<ul style="list-style-type: none">• Continue to promote reading for pleasure• Strategies to a systematic approach to solve reasoning problems in maths.
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			<p>Regular contact with parents and children to support with learning. Differentiated and targeted support given where appropriate.</p> <p>Evaluation of strategy: The children eligible for PP in Y5 achieve well. Interventions are highly focused and the impact is evident through provision mapping. A majority of pupils eligible for PP have made good progress from KS1, with the only exception being one pupil in maths. Provision maps and pupil outcomes evidence a strong provision to support this child make progress in maths and progress is evident from Sept to March.</p>																																														
6	11 20%	<p>TA support 15 hours weekly £8,775</p> <p>CGP resources £2,000</p> <p>Y6 specific resources £3,000</p>	<p>In Year 6 the pupils take tests that are externally marked in Reading and Mathematics, Grammar, punctuation and spelling. Writing remains a teacher assessment which is moderated, often by the Local Authority. These tests did not take place in 2020 due to the COVID 19 School Closure. These are the Teacher Assessments.</p> <p>Based on Teacher Assessments for July 2020, all pupils eligible for Pupil Premium have made good progress in all areas. In writing, progress was not as strong as other areas. Attainment for the Pupil Premium group (not including those with SEND), is broadly in line with the non-Pupil Premium group.</p> <table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>81.8%</td> <td>86.7%</td> <td>81.8%</td> <td>84.4%</td> <td>81.8%</td> <td>97.8%</td> <td>81.8%</td> <td>95.6%</td> </tr> <tr> <td>GD</td> <td>18.1%</td> <td>37.8%</td> <td>18.1%</td> <td>31.1%</td> <td>36.4%</td> <td>28.9%</td> <td>45.5%</td> <td>53.3%</td> </tr> <tr> <td>Expected Progress from KS1</td> <td>100%</td> <td>91.5%</td> <td>100%</td> <td>97.9%</td> <td>100%</td> <td>97.9%</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>Better than expected progress from KS1</td> <td>27.3%</td> <td>23.4%</td> <td>9.1%</td> <td>12.8%</td> <td>36.4%</td> <td>20%</td> <td>n/a</td> <td>n/a</td> </tr> </tbody> </table>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	81.8%	86.7%	81.8%	84.4%	81.8%	97.8%	81.8%	95.6%	GD	18.1%	37.8%	18.1%	31.1%	36.4%	28.9%	45.5%	53.3%	Expected Progress from KS1	100%	91.5%	100%	97.9%	100%	97.9%	n/a	n/a	Better than expected progress from KS1	27.3%	23.4%	9.1%	12.8%	36.4%	20%	n/a	n/a	<ul style="list-style-type: none"> • Supportive enhanced transition to secondary school. • Key skills provided through closure/summer to support the children to be prepared for secondary.
	Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP																																									
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Expected Progress from KS1	100%	91.5%	100%	97.9%	100%	97.9%	n/a	n/a																																									
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			<p>Attendance</p> <p>Attendance: Pupil Premium 97% Non-PP 97%</p> <p>Persistent Absence: Pupil Premium 5% Non-PP 0%</p> <p>Percentage that returned in June 2020: 54.5%</p> <p><u>Success Interventions that have taken place for PP children.</u></p> <p><u>Reading Group</u></p> <p>PP group have small group delivery x 2 weekly with highly trained staff to focus on developing fluency so they could access texts more easily. Impact positive with group making good progress from starting point. Able to develop this to focus on VIPERS.</p> <p>1:1 fluency focus for those children whose reading speed was below average.</p> <p><u>Writing group</u></p> <p>Group 4 x weekly to teach key grammar skills needed within writing inc spelling patterns.</p> <p>2 x weekly GD writing focus to develop skills to secure GD.</p> <p><u>Arithmetic group</u></p> <p>Small group/1:2 arithmetic sessions with personalised homework to focus on key arithmetic skills – x 3 weekly.</p> <p>GD maths group x 3 weekly to support those children towards GD.</p> <p><u>Homework</u></p> <p>Individual books used for homework with support for gaps weekly.</p> <p><u>Provision provided during school closure, through home learning:</u></p> <p>Personalised learning for those children also on the SEN register, including phone calls/online contact for all pupils in receipt of PP. Online learning differentiated and personal targets set when appropriate. Ipads provided so that access to online learning did not become an issue.</p> <p><u>Pastoral Support</u></p> <p>ELSA support for 3 pupils to support improved attendance and engagement.</p> <p>Evaluation of the strategy</p> <p>Pupil outcomes evidence good progress for PP children over this year. Intervention has been highly targeted to ensure that these children reach their full potential, therefore providing good value for money.</p>	
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Review and evaluation of the impact of whole school strategies not already mentioned.

Strategy	Number of pupils	Cost	Impact	Next Steps/recommendations
Support Pupils to become competent readers. -Introduce 'Mybookblog' in Y3 -Focused intervention -reading culture developed	Over 120	£4,500	<p>This has been an effective use of the premium during this academic year and enabled us to support our pupils to a high level during school closure.</p> <p>Reading has become the foundation of all subjects within school. Texts have been purchased to support and enhance all aspects of the curriculum. This has supported the development of a 'culture' of reading.</p> <p>'Mybookblog' has been implemented in Y3 and embedded from Y4-Y6. Teachers report that pupils are reading and accessing the app independently and are enjoying the comprehension skills development. This has been particularly useful during the period of school closure.</p> <p>Having one LSA who has taken on the role of 'reading intervention' has been excellent in ensuring progression across KS2. They have worked closely with teachers and data to identify specific areas where additional support is required. The LSA has received further training and is very competent in being able to spot barriers within learning. We now have a systematic approach in place and this enables us to support progress and ensure that no child falls behind.</p>	<p>Continue to use 'mybookblog' in Y3-Y6. Closely monitor the accounts of PP children.</p> <p>Continue to embed highly structured interventions to help pupils build fluency within reading. Purchase additional resources to support intervention, so that children have a breadth and depth in terms of what they are accessing.</p> <p>Quickly identify those pupils who have fallen behind as a result of school closure and ensure that support is put in place to close the gap.</p>



Embed support from outside school Y1-Y6	44	£3,000	Homework has once again been a success. All children eligible for PP have a designated LSA who monitors and supports their homework. As a result, 85% of pupils complete their homework every week. Where pupils are finding it difficult communication is made with home and further support provided. This system continued through the period of school closure, meaning that these children received personalised learning and support from their class teacher and their LSA. This worked well and parents reported that they felt supported.	To continue to implement a high emphasis on home learning. We recognise that this is going to be crucial in ensuring that the attainment gap for these pupils is narrowed as quickly as possible, after 6 months out of school.
Embed the consistent approach to teaching spelling and mental maths across the school	All pupils Y2 – Y6	£300	During the first half of the academic year this was recognised as a strength within our provision. The purchase of apps such as TT Rockstars and Spelling shed supported pupil effectively during school closure as these are something they are able to access at home.	To continue to provide the high level of resources to ensure a consistent approach to the teaching of spelling and mental maths across the school.
Ensure all pupils eligible for PP had access to an Ipad during school closure	44	£7,000	In March 20, when school closed due to covid-19, we ensured that all pupils who were eligible for PP had access to an iPad, to support home learning. We provided iPad that families collected which has the relevant learning apps already downloaded so that they were able to continue with their learning.	Further Ipad purchased to ensure that all pupils eligible have access to them in school and at home in the event of a local lockdown.
Pupil self-esteem and confidence and resilience.	44	£3,000	ELSA support has proven to be invaluable throughout this academic year. It has supported pupils to be emotionally ready to learn and has provided supported over the phone during school closure.	Following school closure we believe that our pupils eligible for PP will need a level of emotional support to enable them to be emotionally ready for learning. To look at further ways to support pupil resilience and a 'growth mindset'.



Ensure all teaching is at least good.	90	£2,000	Additional support has been provided for NQTs/RQTs across school to ensure that they are confident in our approach to teaching and learning. This has been successful, in the spring term all teaching across the school was identified as being at least good (LEAD LQA).	
Reduce persistence absence	3	£600	Absences have been monitored half termly and any concerns raised with parents. In a majority of cases the initial meeting with parents solved the issue. Where issues continued class teachers conducted an EHA and ensured that we were doing everything possible to support the pupils and their families.	Continue to monitor attendance.

Summary: how well are eligible pupils doing? Is the difference diminishing?

Overall the strategy has been effective in improving outcomes for children eligible for Pupil Premium at All Saints. As a school we are continuously looking for ways to enhance provision to enable all pupils to make good progress and to reach their full potential. The pupils across all year groups can evidence strong provision which has led to good outcomes from Sept to March 20. We feel that our success is down to the fact that we focus a large proportion of our funding on developing and embedding the strengths from previous years. We have a focused approach on KS data and ensure that a strategic plan is in place to enable all pupils to reach their full potential, leaving no stone unturned.

Summary of Proposed Actions for the 2020/21

- **Clear baselines in place to quickly identify gaps in learning. This will enable teachers to support accelerated progress.**
- **Quality first teaching to support accelerate progress.**
- **Personalised homework in place to support the development of key skills.**
- **Various resources to support pupils in overlearning key skills- spellings, multiplications, etc.**
- **Strategies to support pupils to remember the knowledge taught and to be able to talk confidently about their learning.**
- **Emotional support available as needed to respond to need following school closure.**

Strategy for 2020-21



Based upon the evaluation of the outcomes from the previous academic year, research of projects for raising attainment and our own knowledge of what has worked well in our own academy the following strategy has been agreed:

1. Summary information for 2020-21					
Academy	Waddington All Saints Academy				
Pupil Premium Leader	Mrs Zoe Jepson				
Academic Year	20/21	Total PP budget	£45,730	Date of most recent PP Review	June 20
Total number of pupils	373	Number of pupils eligible for PP	34	Date for next internal review of this strategy	February 21

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as weak teaching, low attainment of whole cohort, etc</i>)	External barriers (<i>issues which also require action outside school, such as low attendance rates, high new EAL, mobility, social care and safeguarding</i>)
To develop confidence, self-esteem and resilience, leading to good dispositions to learning.	To closely monitor persistence absence rates to ensure that these are swiftly addressed and do not impact on pupil progress.
To ensure that all children become fluent readers, leading to strong comprehension skills.	To continue to develop relationships between home/school to support learning.
To ensure that the gaps in learning are quickly identify and provision put in place to enable the children to overcome these.	To ensure those with a more turbulent home life receive the pastoral support needed.
To ensure that key skills (spelling and mathematics) continue to be embedded and progressive across both key stages.	
To ensure the high impact of group interventions.	



To ensure pupils have strategies to support memory and retention of learning.	
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3. Implementation and/or Impact of the curriculum – separate for each year group as each cohort has its own profile and needs. This could include training to improve the implementation of the curriculum, strategies to engage pupils in specific curriculum areas or interventions to raise attainment in core subjects.						
What do we want to achieve?			How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?
Year Group	What do you want to achieve and how they will be measured	Success criteria	How will the intervention or provision be delivered?	Refer to research from EEF or other research to justify the choice of strategy.		Provide simple breakdown of proportionate or full costs.
Year R	To support the development of speech and language skills, for communication. Pupils in receipt of PP achieve a GLD in reading, writing, number and shape and space.	100% of pupils eligible for PP will achieve a GLD in these core areas. Children will be able to communicate their wants and needs effectively	SALT therapy ELKAN interventions. Specific interventions with TA to meet individual need.	EEF research indicates that high quality interventions within the early years can have a significant impact on pupil progress (+5 months) Previous strategies demonstrate success of specific interventions such as colourful semantics.	Intervention monitoring. LQA Data analysis	TA support – small group work and 1:1 interventions 3 hours weekly £1,755
Year 1	All pupils eligible for PP to consolidate skills and knowledge to support them to	All pupils eligible for PP will make good progress from	Ensure a smooth transition into Y1.	<ul style="list-style-type: none"> Smooth transitions support children to settle into Y1 quickly and be ready to learn. Building strong relationships enables staff to work with children to develop confidence and 	Team Leader to ensure planning and provision is fit for purpose.	TA support – small group work and 1:1 interventions 3 hours weekly



	<p>reach their full potential. Measure by the outcomes at the end of Y1.</p> <p>Support a smooth transition into Y1.</p>	<p>their previous FS data.</p> <p>All pupils to pass the phonics screening check.</p> <p>Read and spell the 45 common exception words.</p> <p>Know numbers to 100 and add/subtract.</p> <p>Write clear sentences with CL and FS.</p>	<p>Quick and effective baseline assessments to identify gaps in learning.</p> <p>Small group intervention- ensure provision is tailored to meet individual need- especially in writing and phonics.</p> <p>Emphasis on building self-confidence and a 'growth mind-set'. Develop strong relationships with staff, quickly.</p> <p>Handwriting and formation practice.</p>	<p>a 'can-do' attitude, which will support learning further.</p> <ul style="list-style-type: none"> • Pre and over learning have previously been very successful in securing progress. • EEF research indicates that high quality interventions can have a significant impact on pupil progress (+5 months) 	<p>Learning walks.</p> <p>LQA of pupil learning by Pupil Premium leader.</p>	<p>£1,755</p>
Year 2	<p>To ensure that these pupils make good progress across Y2 and that this is reflected in KS1 assessments.</p>	<p>Provision will lead to good attainment outcomes for these pupils.</p>	<p>Quick and effective baseline assessments to identify gaps in learning.</p> <p>Focused support on letter formation.</p> <p>QFT teaching- including explicit modelling of writing, particularly the formation of sentences.</p>	<p>SENCO support has been invaluable when supporting children previously. Further understanding of barriers, will support progress and ensure that these pupils get the correct support.</p> <p>Focused interventions have worked well for this cohort, using the over learning technique has been successful in securing basic key knowledge. EEF research indicates that high quality interventions can have a significant impact on pupil progress (+5 months)</p>	<p>SENCO feedback to class teacher and pupil premium leader.</p> <p>Intervention monitoring</p> <p>LQAs</p>	<p>Outside agency professional support £500</p> <p>TA support – small group work and 1:1 interventions 3 hours weekly £1,755</p>



			<p>High quality, focused interventions based on solid assessments of the children.</p> <p>Ensure SEN smart targets support high levels of progress. SENCO release to evaluate provision and consider other support available.</p>			
Year 3	<p>Outcomes for this cohort are good in all areas of learning. Good progress made from KS1 TA. Evidenced in teacher assessments at the end of Y3.</p>	<p>Provision will lead to good attainment outcomes for these pupils. Good progress will be evident in learning outcomes and assessment data.</p>	<p>Quick and effective baseline assessments to identify gaps in learning.</p> <p>High quality, focused interventions based on solid assessments of the children.</p> <p>Embed key skills through daily practice- e.g. calculation.</p> <p>Success criteria used to ensure all features are present within writing.</p>	<p>This cohort have not been in school since March 20 and engagement with home learning has been high.</p> <p>Predicted Y2 data shows that these pupils are capable of performing well in all areas. Effective identification of gaps in learning and a strategic approach to intervention should support these pupils to make progress required, to mitigate any negative impact of school closure. EEF research indicates that high quality interventions can have a significant impact on pupil progress (+5 months)</p>	<p>LQAs.</p> <p>Intervention monitoring by pupil premium lead.</p>	<p>TA support – small group work and 1:1 interventions 6 hours weekly £3,510</p>
Year 4	<p>To ensure that all pupils in receipt of PP make good progress from their end of KS1 data.</p>	<p>Provision will lead to good attainment outcomes for these pupils.</p>	<p>Quick and effective baseline assessments to identify gaps in learning.</p>	<p>EEF research indicates that high quality interventions can have a significant impact on pupil progress (+5 months) Interventions to be high focused based on learning need identified. Pre and post measure in place to ensure good progress.</p>	<p>PP progress meetings- Jan 20.</p> <p>LQA of pupil outcomes.</p>	<p>SENCO release- 2 days £400</p> <p>TA support – small group work and 1:1 interventions</p>



	<p>Evidenced in TA at the end of Y4.</p> <p>To ensure that gaps in learning are quickly identified and addressed.</p>	<p>Good progress will be evident in learning outcomes and assessment data.</p>	<p>High quality, focused interventions based on solid assessments of the children.</p> <p>Focus on promoting reading in all areas of the curriculum.</p> <p>Focus on rapid recall of multiplication facts in preparation for the Y4 test.</p> <p>Focus on sentence structures and ensuring that writing is grammatically correct.</p>	<p>Wide variety of books available to ensure pupils are reading across the curriculum.</p> <p>EEF research indicates that Social and emotional learning can add +4 months impact on pupil progress.</p> <p>ELSA support to develop confidence and to mitigate potential issues at home.</p>	<p>Learning walks.</p> <p>Monitoring of interventions-SENCO.</p>	<p>10 hours weekly £5,850</p>
Year 5	<p>To ensure that all pupils in receipt of PP make good progress from their end of KS1 data. Evidenced in TA at the end of Y4.</p> <p>To support the social and emotional needs of the pupils within this cohort.</p>	<p>Provision will lead to good attainment outcomes for these pupils.</p> <p>Good progress will be evident in learning outcomes and assessment data.</p>	<p>Further analysis of the level of SEND needs and strategies to support as they move through KS2.</p> <p>Baseline assessments in place to quickly identify the gaps.</p> <p>Pre and over learning to embed key skills, post lock down.</p> <p>Bookblog used on a 1:1 basis.</p> <p>Emotional support, through ELSA provision to support those with</p>	<p>EEF research indicates that high quality interventions can have a significant impact on pupil progress (+5 months). Interventions to be high focused based on learning need identified. Pre and post measure in place to ensure good progress.</p> <p>Pre and over learning used as a strategy to support memory and retention.</p> <p>EEF research indicates that Social and emotional learning can add +4 months impact on pupil progress.</p> <p>ELSA support/ intervention to meet the social and emotional needs.</p>	<p>PP progress meetings- Jan 20.</p> <p>LQA of pupil outcomes.</p> <p>Learning walks.</p> <p>Monitoring of interventions-SENCO.</p>	<p>SENCO release- 2 days £400</p> <p>Outside agency, specialist support. £1500.</p> <p>TA support – small group work and 1:1 interventions 10 hours weekly £8,775</p>



			a higher level of emotional need, post lockdown.			
Year 6	<p>To ensure that all pupils in receipt of PP make good progress from their start points. Evidenced in end of KS assessments.</p> <p>To mitigate any gaps in learning due to school closure. To increase the number of pupils meeting the expected standard in reading, writing and maths.</p>	<p>QFT/ Provision will lead to good attainment outcomes for these pupils, measured from starting points and previous assessment data.</p> <p>Good progress will be evident in learning outcomes and assessment data.</p>	<p>Writing -coherence and flow within extended pieces.</p> <p>Bookblog used on a 1:1 basis.</p> <p>Continue to promote reading for pleasure</p> <p>Strategies to a systematic approach to solve reasoning problems in maths.</p>	<p>EEF research indicates that high quality interventions can have a significant impact on pupil progress (+5 months). Interventions to be high focused based on learning need identified. Pre and post measure in place to ensure good progress.</p> <p>Pre and over learning used as a strategy to support memory and retention.</p> <p>Confidence and resilience supported through ELSA support.</p>	<p>Pupil Progress meetings- Jan 20.</p> <p>LQA of pupil outcomes.</p> <p>Learning walks</p>	<p>TA support – small group work and 1:1 interventions 20 hours weekly £11,700</p>

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Whole School Initiatives/the wider curriculum	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
Reading development	<p>Further embed mybookblog in across KS2.</p> <p>Highly focused intervention to develop</p>	<p>Competent skills in reading support a child to engage with all other aspects of learning.</p> <p>Fluency and comprehension skills have been identified as a barrier to learning.</p> <p>Increase pupil attainment in reading, in all year groups.</p>	<p>English lead to monitor termly</p> <p>Assessment data</p>	£3,500



	comprehension and fluency- delivered by a highly experienced LSA. Develop vocabulary.	To promote a love of reading culture across all year groups, so that the children become lifelong readers. Focus on repeated reading and guided oral reading instruction. EFF report recommendation- improving literacy- word recognition and language comprehension.		
Developing literacy skills	Clicker 7	Personalised learning support. Recommendation by the educational psychologist. (This was on our strategy for last academic year, however lockdown made this not possible during the second half of the academic year)	Termly monitoring (SEND)	£1,000
Homework packs	Personalised homework folders- with an allocated LSA. Regular contact with parents. Incentives for completing learning at home.	This is the fourth year this has been including within the strategy and it continues to have a positive impact across the school. Following school closures, homework is increasingly important as these children have potentially missed ½ year of learning. Homework will be used during the autumn term as a strategy to embed key skills from the previous year group that have been missed.	Termly monitoring (PP Lead)	£1,000
A robust approach to the teaching of spelling and mental maths across the school.	Regular, short, sharp lessons planned over the week to embed skills. Purchase access to apps to support this- Edushed, TT Rockstars. Purchase further resources as necessary	Following school closures, we recognise the need to ensure that key skills are embedded for all children who are eligible for PP to support their progress moving forward. This has been a focus for 18 months and has been identified as a strength within provision, we want to ensure that we continue to embed this as school reopens.	Termly monitoring (PP Lead)	£500



	to support the learning and memorising spellings and timetables.			
Pupil self-esteem, confidence and resilience.	ELSA support Team building activities- Commando Joe's?	Self esteem and confidence are often identified as a barrier to learning. ELSA support has proven to be successful in supporting pupils to be emotionally ready to learn in school, therefore we feel it will benefit our children in receipt of Pupil Premium to have further access to support this year.	Termly reports Feedback from teachers Pupil interviews	£2,000
Funding for residential visits	Financial support for families who may need it.	To ensure that no pupil is negatively impacted upon and to ensure inclusion in all aspects of the Y6 curriculum.	Year 6 pupils	£500 (£100 per pupil)
		Total		£8,500

Date: 1st September 2020

Pupil Premium Leader: Zoe Jepson