

Pupil Premium Strategy Statement 2019-20

1. Summary information					
School	All Saints Academy, Plymouth				
Academic Year	2019-20	Total PP budget	£360,375	Date of most recent PP Review	09/19
Total number of pupils	603 (+12 service children)	Number of pupils eligible for PP (includes adoption, LAC, PP)	393	Date for next internal review of this strategy	12/19

2. Current Progress		
<i>Other students' progress measured in section 5 against expenditure.</i>	Pupils eligible for PP (2020 Results)	Pupils not eligible for PP (2020 Results)
Year 11 cohort Progress 8	-0.62	-0.26
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	65% of the entire school population are PP; they are less of a specific focus group and more the dominant group in nearly all classrooms. Quality first teaching required (this has not been the case in previous years).	
B.	Approximately 30% of students enter the school with lower than average levels of literacy and numeracy.	
C.	Behaviour is a barrier for PP students as indicated by records. 12% of PP students received at least one fixed term exclusion, compared to 3% of non PP students.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	High social deprivation and low social, academic and career aspirations in the school catchment zone. As a consequence, many students experience adverse childhood experiences which then present as barriers to education.	

E.	Low attendance figures compared to national average.	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved quality first teaching for all to enable students to make more progress than in previous years (also leading to increased levels of literacy and numeracy, with students catching up to age related expectations).	Improved P8 results for PP students. Reading comprehension ages show improvements in KS3 (AR) and numeracy completion rates and improvement rates (Sparx).
B.	Improved pastoral care for students (pastoral system and intervention programmes implemented).	Reduced exclusions/behaviour points for students compared to previous academic year (term on term improvements).
C.	Improved engagement with school (attendance and enrichment/careers programmes).	Improved attendance for PP group/overall attendance improves by 3% compared to previous year. Gatsby Benchmarks improve and all criteria are met for these.

5. Planned expenditure					
Academic year		2019-20			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	IMPACT (updated September 2020) RAG Rated to show whether to continue next year
A	Develop quality first teaching, through CPD and bespoke precision coaching. A group of staff will have extra time on their timetable to coach staff to improve. £76,753	EEF research shows that having the best teachers on all groups, not just Year 11 will improve results of PP students. Precision coaching model (as evidenced from Reach Academy Feltham) will enable regular improvements to the quality of teaching to students.	Learning walks, work scrutinies and student voice will indicate the embedding improved teaching. Improved in year data and mock examination results for Yr 11 will show improvements.	Anna Mills	Department QA showed continued improvement in quality compared to 2018-19. Triangulated by internal reviews (work scrutinies etc), Ofsted, SIAMS and Reach Academy Feltham. Whole school CPD to be complimented by department based CPD session in the 20/21 academic year

A	Continued work on a well-planned, sequenced and challenging curriculum is implemented for students to benefit from. HoD given extra release time to plan this, visit Reach Academy Feltham to co-plan with HoD and review impact. £50000	EEF and Dylan Wiliam research shows that having a well-planned curriculum for students raises expectations of what is expected of students and leads to improved outcomes.	Learning walks, work scrutinies and student voice will indicate a better curriculum for students.	Anna Mills/Lee Sargeant/Ed Vainker	Reviews of work completed by students show a marked improvement as a result of new curriculums. Work scrutinies show more work in books/improved internal data quantify this from test data. Curriculum HoDs have developed a 'booklet' based curriculum for the 20/21 academic year. All curriculum booklet have been quality assured by Reach Academy Feltham.
Quality of teaching for all: total budgeted cost					£126,753
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	IMPACT (updated September 2020) RAG Rated to show whether to continue next year
A	Targeted use of TLAs and HLTAs to support identified PP students who are identified as not making expected progress. Withdrawal of students to ensure small group tuition (1:3) for English and Maths. £17250	EEF evidence shows that targeted support for the right students helps students catch up. English and Maths catch up improvements with students will enable them to access other areas of the curriculums.	Students loaded as a focus group on 4Matrix and monitored throughout the year. Once students catch up they will go back into lessons and other students will come into the groups.	Heads of English/Maths/SENDCO	YR11 final data showed that PP students improved in basics/progress compared to 2019 data. 4+ Eng – 75% 4+ Maths – 45% Basic 4+ Eng/Math – 44%

B & C	Youth Worker to run bespoke programmes on self esteem/anger management/social skills for PP students who are disengaged from education. £23500	Students who are disengaged do not access school/lessons. Youth worker has identified support for extremely vulnerable students.	Students attendance reviewed to school/lessons half termly.	Youth Worker/SLT Lead for Pastoral Care	Students who accessed the programme logged fewer behaviour points, on average, post completion of programme Data? All students completed the sessions and some dropped in for extra sessions.
B & C	Offsite provision for PP students who are struggling to access the curriculum due to behavioural/social issues. £40000	Research from Plymouth's alternative providers shows a demonstrable impact with students to engage with education if at risk of PEX.	SLT to identify students and visit alternative providers. Providers to also provide weekly updates of engagement and attendance from students.	James Buchanan	Students attending Brunel Offsite provision resulted in significant reduction in fixed term exclusions and reduced the number of students at risk of PEX. (see appendix 1)
A, B & C	English and maths intervention groups (Coachbright programme). £11250	Coachbright is a national programme with demonstrable impact on students who are below expected standards in Yr 11 for En and Ma. They work on student aspiration with student mentors.	English and maths intervention groups must be loaded as research groups onto 4 matrix in by HoD/SLT. Attendance to Coachbright sessions and feedback from Coachbright and student surveys.	Heads of English and Maths / Laura Asquith	Student feedback showed 98% enjoyment and value from programme. All students visited Plymouth University for graduation and completed sessions. 98% attendance to sessions for PP students who completed programme.

A	Free revision guides for Y11 PP students. £3400	Revision guides will enable students to access out of school support, where they would normally not be able to afford this.	Ensure all departments have ordered and provided PP students with guides. PP students making progress through data drops/final outcomes.	Laura Asquith	All PP pupils were provided with revision guides in core subjects. A 'how to revise' evening was run to further support PP students with revision.
Targeted support: total budgeted cost					£95,400
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	IMPACT (updated September 2020) RAG Rated to show whether to continue next year
B	Child Protection Officer supporting identified PP students. £20000	This is a vital welfare and pastoral support activity to ensure students attend school and barriers of social need are broken down.	Logs of PP students receiving support from the CPO, improved attendance of these students and improved outcomes from data drops.	James Buchanan/Karen Maher	Logs and case studies of CPO intervention all show improved attendance and engagement with lessons.
B	Educational Psychologist, part role in supporting identified PP students. £27350	Students with behavioural barriers to learning will be assessed and strategies given to staff to support these students.	SLT lead/SENDSCO to ensure students with higher behavioural logs and at risk of PEX are assessed by the EP. Regular review meetings for these students are carried out to ensure needs are being met.	James Buchanan/Sam Sykes	EP provision carried out for students with behaviour issues/PEX thresholds met. There were 9 (out of 10 total) PP students seen by the EP. Strategies acted upon by class teachers as seen by TAM reviews, learning walks. (see appendix 1)

C	Attendance support, including EWO, Student Support Officers, free breakfasts every morning for PP students. £65,899	Attendance is a key factor in the achievement of students. Historically PP student attendance has been below 90%.	Fortnightly attendance updates to see if strategies are having an impact. Regular review meetings with EWO/Student Support Officers to ensure students at risk are being supported.	James Buchanan/EWO/Student Support Officers	EWO/SSOs followed up on every case, in line with the attendance policy with pre and post fine support. Attendance for PP at end of year was 87.20 (18/19 was 92.5, 17/18 was 89.9).(see appendix 1)
C	Enrichment provision for PP students (e.g. peripatetic lessons, access to trips, careers provision). £12000	Serves to enhance the wider educational experience of PP students so aspirations are raised as they have access to these opportunities.	Attendance to peripatetic lessons, PP students to access trips that are on offer (monitor participation).	Zoe Bennett/Laura Asquith/Helen Jarwood	Every PP student had at least one careers interview with an independent CSW advisor with many PP students having two or three interviews. PP students received home telephone calls from the CSW careers advisor during lockdown and next steps support/advice was given. All PP students had the opportunity to complete a work experience placement. Many successfully secured their own placement and further support was given to some PP students in order to help them secure a placement. All PP students had access to the careers platform Unifrog in order to record their employability skills, careers experiences and to research potential Post 16 career opportunities. All PP students were invited to attend a careers fair hosted by the Academy. Students had access to a number of 6 th

					forms and FE colleges along with employers and apprenticeship providers.
C.	Homework Club – proportion of staffing and resources allocated to PP. £13000	Attendance at homework club will see PP students completing Knowledge Organisers and learning more.	PP registers maintained of attendance to homework club by supervisor. Homework logs (kept daily) to ensure Knowledge Organisers are completed.	Laura Asquith/Shelley Little	Attendance at homework club was accessed by 60% of PP students throughout the year, on at least 80 occasions (1/2 the academic year). KO logs show that by the end of the academic year only 8% of PP students were not completing this on a regular basis (defined as at least once a week).
Other approaches: total budgeted cost					£ 138,249
Overall expenditure plan against budget				Spend: £360,375	Budget: £360,375

Appendix 1

<p>1. Students attending Brunel Offsite provision resulted in significant reduction in fixed term exclusions and reduced the number of students at risk of PEX.</p> <p>Reduction in behaviour logs as well as providing an appropriate environment for bespoke work with educational psychology (three staff members).</p> <p>Students have also access alternative provision in the form of CSW, Aspire, and Norpro. Reduction in exclusions and behaviour logs for those for whom were attending as well as supporting their attendance and attempting to prevent persistent absenteeism.</p> <p>n.b. Quantitative judgements based on pre and post interventions (e.g. number of exclusions, behaviour logs etc) are not reliable or accurate due to Covid-19 lockdown.</p>	<p>2. EP provision carried out for students with behaviour issues/PEX thresholds met. There were 9 (out of 10 total) PP students seen by the EP. Strategies acted upon by class teachers as seen by TAM reviews, learning walks.</p> <p>General reduction in behaviour logs and exclusions for aforementioned students.</p> <p>n.b. Quantitative judgements based on pre and post interventions (e.g. number of exclusions, behaviour logs etc) are not reliable or accurate due to Covid-19 lockdown.</p>	<p>3. EWO/SSOs followed up on every case, in line with the attendance policy with pre and post fine support.</p> <p>Attendance for PP at end of year was 87.20 (18/19 was 92.5, 17/18 was 89.9).</p> <p>n.b. The global Covid-19 pandemic has significantly impacted on attendance and therefore the data is not an accurate presentation of actions and outcomes regarding funding.</p> <p>Review: New attendance policy launched in Sep 20; now working with Babcock for EWO services.</p>
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