

Pupil Premium Strategy Statement 2020-21

1. Summary information					
School	All Saints Academy, Plymouth				
Academic Year	2020-21	Total PP budget	£345,950	Date of most recent PP Review	09/20
Total number of pupils	590	Number of pupils eligible for PP (includes adoption, LAC, PP)	347	Date for next internal review of this strategy	01/21

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		
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (issues to be addressed in school, such as poor literacy skills)		
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 been improving).	
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 (issues which also require action outside school, such as low attendance rates)		
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

2020-21

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	Review
A	Embed 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.	Jayne Harmer	Department QA showed continued improvement in quality compared to 2019-20. Staff feel positive about the coaching. We have moved to fortnightly coaching with one member of SLT to support the HOF. HOF to deliver feedback and complete PAS. 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. £35000	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.	Paul Greenway/Lee Sargeant/Ed Vainker	Reviews of work completed by students show a marked improvement as a result of new curriculums. Staff survey showed curriculum booklets as a positive teaching tool, which lightened workload and complemented the curriculums.
A	Implement and monitor new assessment policy to ensure precise intervention and accurate feedback for PP students £13,298	Accurate assessment and grading are essential so that students know where they are in their learning and understand what they need to do to improve (Question level analysis) Accurate assessment is essential for appropriate timely and targeted interventions	Learning walks, work scrutinies and student voice will indicate that teacher feedback is improving outcomes for students. Improved in year data and mock examination results for Yr 11 will show improvements.	Paul Greenway	Student outcomes for PP improved resulting in a P8 of -0.21, however, the gap between their non-PP peers whilst reduced, remains significant.

A	Tutor reading programme £5,000	<p>PP students' lower literacy levels impact on their ability to access the curriculum and therefore making progress within it.</p> <p>ASAP PP students enter the academy with low literacy levels, which has an impact across curriculum subjects.</p> <p>Reading comprehension strategies (EEF +5 months)</p>	Implementation of tutor reading will be monitored through Learning walks.	Theresa Brookshaw	<p>Tags show an increase in English grades.</p> <p>English 4+ 83%</p> <p>English 5+ 64%</p>
	<p>P5 lessons - additional lesson time for year 11 students. Bespoke individual, small group and whole cohort intervention delivered. £40000</p>	<p>EEF evidence shows that targeted support for the right students helps students catch up.</p> <p>Students will now receive an additional 130 hours of face to face teaching throughout the academic year.</p>	<p>Learning walks, work scrutinies and student voice will indicate the embedding improved teaching.</p> <p>Improved in year data and mock examination results for Yr 11 will show improvements.</p>	Paul Greenway / Heads of faculty	Student outcomes for PP improved resulting in a P8 of -0.21, however, the gap between their non-PP peers whilst reduced, remains significant.
Quality of teaching for all: total budgeted cost					£170,051

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	When will you review implementation?
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/SEND/CO	English 4+ 83% English 5+ 64% Maths 4+ 68% Maths 5+ 42% Both 4+ 64% Both 5+ 37% 5 grades inc Ma & ENg 4+ 35% 5 grades inc Ma & Eng 5+ 27%

B & C	Young Devon counselling to run bespoke programmes on self esteem/anger management/social skills for PP students who are disengaged from education.	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 have been supported on 6 week packages having been referred through our student support services panels. 19 students seen in total by Young Devon - 16 of whom DS.
B & C	Offsite provision for PP students who are struggling to access the curriculum due to behavioural/social issues. £20000	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. Reduction in behaviour logs as well as providing an appropriate environment for bespoke work with educational psychology (two staff members). Students have also accessed alternative provision in the form of, Aspire (1) , and Norpro (1). Reduction in exclusions and behaviour logs for those for whom were attending as well as supporting their attendance and attempting

					<p>to prevent persistent absenteeism.</p> <p>Cohort size 20/21 – 18 pupils. Of that number, 12 were eligible to reintegrate to mainstream (other 6 are still in provision). 9 pupils were successfully reintegrated back to ASAP or were referred successfully through to SPP.</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>
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.	Paul Greenway	<p>All PP pupils were provided with revision guides in core subjects.</p> <p>Bespoke curriculum workbooks were also created to enhance home study.</p>
Targeted support: total budgeted cost					£40,650
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	When will you review implementation?
B	Child Protection Officer (safeguarding coordinator) 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 CP 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 SEND/behaviour issues/PEX thresholds met. There were 21 (out of 25 total) PP students seen by the EP. Strategies acted upon by class teachers as seen by TAM reviews, learning walks. General reduction in behaviour logs and exclusions for aforementioned students.

					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.
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. Attendance to breakfast clubs logged weekly to ensure students are on time.	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. See attendance trackers for evidence. Engagements and QA by PCC link EWO. Attendance for PP at end of year was (19/20 was 87.20 18/19 was 92.5, 17/18 was 89.9)

					<p>New EWO inducted and implementation of new attendance strategy.</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>
C	<p>Enrichment provision for PP students (e.g. peripatetic lessons, access to trips, careers provision). £12000</p>	<p>Serves to enhance the wider educational experience of PP students so aspirations are raised as they have access to these opportunities.</p>	<p>Attendance to peripatetic lessons, PP students to access trips that are on offer (monitor participation).</p>	<p>Jasmin Wheeler/Helen Jarwood</p>	<p>A number of PP students attended 1:1 music lessons.</p> <p>Covid restricted our enrichment week plans.</p>
C.	<p>Homework Club – proportion of staffing and resources allocated to PP. £10000</p>	<p>Attendance at homework club will see PP students completing Knowledge Organisers and learning more.</p>	<p>PP registers maintained of attendance to homework club by supervisor. Homework logs (kept daily) to ensure Knowledge Organisers are completed.</p>	<p>Shelley Little but run by Kathy Hyde and Micheal Lucas</p>	<p>Due to Covid restrictions and keeping year groups bubbled we decided to focus on year 7 so we could support their learning and understanding of</p>

					the expectations of what is the expected homework level we expect.
Other approaches: total budgeted cost					£ 135,249
Overall expenditure plan against budget				Spend: £345,950	Budget: £345,950