

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	N/A	N/A

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 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 (<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		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	When will you review implementation?
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	

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	

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	
A	Tutor reading programme £5,000	PP students' lower literacy levels impact on their ability to access the curriculum and therefore making progress within it. ASAP PP students enter the academy with low literacy levels, which has an impact across curriculum subjects.	Implementation of tutor reading will be monitored through Learning walks.	Theresa Brookshaw	

		Reading comprehension strategies (EEF +5 months)			
	P5 lessons - additional lesson time for year 11 students. Bespoke individual, small group and whole cohort intervention delivered. £40000	EEF evidence shows that targeted support for the right students helps students catch up. Students will now receive an additional 130 hours of face to face teaching throughout the academic year.	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.	Paul Greenway / Heads of faculty	
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	
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	

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	
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	
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 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	

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	
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	
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).	Jasmin Wheeler/Helen Jarwood	

C.	Homework Club – proportion of staffing and resources allocated to PP. £10000	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.	Shelley Little	
Other approaches: total budgeted cost					£ 135,249
Overall expenditure plan against budget				Spend: £345,950	Budget: £345,950