

James Montgomery Academy Trust Pupil premium strategy statement



1. Summary information					
School	Hooton Pagnell All Saints Church of England Primary School				
Academic Year	2020-21	Total PP budget	£22,520	Date of most recent PP Review of Impact	Summer 2019
		+ catch up premium	£7360		
Total number of pupils	92	Number of pupils eligible for PP. Number of pupils eligible for EYPP.	17 (18.4%) 0	Date for next internal Review of Impact of this strategy	Termly monitoring

2. Current attainment - (2019 results)							
	<i>Pupils eligible for PP</i>			<i>Pupils not eligible for PP</i>			
	Reading	Writing	Maths	Reading	Writing	Maths	
% achieving end of KS1 expectation in reading, writing and maths	100%	100%	0%	58%	75%	83%	
% achieving end of KS2 expectation in reading, writing and maths	100%	33%	100%	100%	100%	86%	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Attainment and progress for pupil premium children in areas specific to individuals - reading, writing and maths.
B.	Phonic knowledge and confidence in spelling.
C.	Social and economic factors.
D.	SEMH needs.
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Attendance and punctuality.

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	To identify target areas for individual children and put specific plans in place to diminish gaps.	<ul style="list-style-type: none"> • PP Children will make rapid progress across all curriculum areas. • High attaining PP children will achieve Greater Depth. • Where PP children have low entry levels and/or SEND the gap will diminish as a result of accelerated progress. • Combined attainment of pupil premium children will reach national disadvantage figures at the end of KS2.
B.	To enhance the phonic knowledge and spelling confidence of pupil premium children.	<ul style="list-style-type: none"> • Majority of Pupil Premium children achieve ARE in phonics, reading and writing. • Improved progress of pupils with identified need through intervention. • Prevention of SEN identification through early intervention.
C.	To ensure that all children are able to access the full range of experiences linked to school and the curriculum.	<ul style="list-style-type: none"> • All Pupil Premium children attend school visits. • All Pupil Premium children have access to quality music provision. • Pupil Premium children have the option to attend breakfast club. • Pupil Premium children have the option to attend paid for after school clubs. • Pupil Premium children have the option to attend a residential visit in Year 6.
D.	To target the SEMH needs of Pupil Premium children.	<ul style="list-style-type: none"> • Questionnaires and case studies show that Pupil Premium children are happy in school. • Drop ins and lesson observations show that Pupil Premium children are engaged in their learning.

		<ul style="list-style-type: none"> • Pupil Premium children will receive mental health and well-being support where needed. • Behavioural incidents for Pupil Premium children will be in line with Non Pupil premium children. • Pupil Premium children will demonstrate good emotional resilience and self-regulation skills.
E.	To improve rates of attendance and ensure good punctuality.	<ul style="list-style-type: none"> • Pupil Premium children's attendance will meet the school's attendance target and be above National comparisons for Pupil Premium children. • There will be no PP children with persistent absence. • All our PP children will have 100% punctuality.

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: A and B					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Budgeted costs
To improve attainment and progress for pupil premium children in areas specific to individuals - reading, writing and maths.	<ul style="list-style-type: none"> • Complete initial data analysis and monitor termly. • Subscribe to 'Spelling Shed' to improve levels of pupil/parent engagement and raise attainment through interactive literacy activities. • Continue to subscribe to x tables Rock Stars to support improvement of basic maths skills. 	<ul style="list-style-type: none"> • Quality First Teaching (EEF High Impact) • TA Support (EEF prove to have impact if deployed well) • Developing effective collaborative learning (EEF moderate impact) • Embedding of peer critique. • Peer Tutoring (EEF Moderate impact for very low cost) • Effective feedback(EEF high impact for low cost) 	<ul style="list-style-type: none"> • Increased levels of attainment/progress - All pupil premium children will make good or better progress. • Observations completed and best practice fed back to staff. • All children will have a Spelling Shed and TT Rockstars login that they can access from home and school. • TAs will be deployed to challenge and support and 	LC, JS	O'track £810 Coaching (1 hour per week-average teacher salary) £1350 TT Rockstars subscription £115

	<ul style="list-style-type: none"> Allocation of a TA in every class to support and challenge children of all ability groups and individuals identified. Embed use of peer critique. Embed use of peer tutoring. Monitor the use of the school marking and feedback policy. 		<p>this will be evident in teacher's planning and observations.</p> <ul style="list-style-type: none"> TAs will have a raised awareness of who the pupil premium children are in their classes and how to support them. 		Spelling Shed subscription £108
To ensure sustained quality first teaching for PP children in lessons.	<ul style="list-style-type: none"> Additional TA coaching Further CPD for all staff QFT skills embedded Lesson studies in school Assessment resources- O'Track, Read write Inc training and resources 	<ul style="list-style-type: none"> Quality First Teaching (EEF High Impact) TA Support (EEF prove to have impact if deployed well) Developing effective collaborative learning (EEF moderate impact) Embedding of peer critique. Peer Tutoring (EEF Moderate impact for very low cost) Effective feedback(EEF high impact for low cost) 	<ul style="list-style-type: none"> Monitoring and evaluation Links to individual appraisal objectives. Continued peer coaching with a PP focus. TA coaching and support will be embedded to develop provision for PP children, ensuring strategies are having a positive impact. 	LC JS	<p>Read Write Inc- Daily sessions (1 hour in total) £2574</p> <p>TA coaching</p>
To provide targeted support for Pupil Premium children through 1:1 intervention.	<ul style="list-style-type: none"> Complete initial data analysis and monitor termly. Meetings between class teachers and TA delivering support. Weekly 1:1 sessions to target specific areas of need. 1:1 sessions delivered by teacher 	<ul style="list-style-type: none"> TA Support (EEF prove to have impact if deployed well) Effective feedback(EEF high impact for low cost) 	<ul style="list-style-type: none"> Assessment point pupil progress meetings and data analysis. Increased levels of attainment/progress - All pupil premium children will make good or better progress. 		<p>TA salary £10.34 x 4.5 hours per week £1814.67</p> <p>Teacher salary £31.94 x 2 hours per week £2491.32</p>
Total budgeted cost					£9,263
Review of Impact					

ii. Targeted support A, B, D and E					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Budgeted costs
Pupil Premium Children's attendance will meet the school's attendance target and be above national comparisons for PP children.	<ul style="list-style-type: none"> Attendance officer (through JMAT) Regular targeted support for vulnerable families from the JMAT attendance officer and Headteacher. Measurable targets for success. Termly attendance meetings- LC and AF. Half termly attendance reviews - LC. Structured approach to attendance support. 	<ul style="list-style-type: none"> Good attendance and punctuality are key in raising levels of attainment and progress. The average PP attendance for 2018-19 was 94.89 with 2 persistent absentees (below 90%). 	<ul style="list-style-type: none"> Weekly attendance monitoring - AF Half-termly attendance review of impact by LC Termly attendance meetings - LC and AF Meetings with JMAT attendance officer 	LC and AF	AF - 1 hour per day £2268 Half termly attendance meeting and audit £121
There will be no Pupil Premium Children with persistent absence.	<ul style="list-style-type: none"> Attendance officer (through JMAT) Regular targeted support for vulnerable families from the JMAT attendance officer and Headteacher. Measurable targets for success. Termly attendance meetings- LC and AF. Half termly attendance reviews - LC. Structured approach to attendance support. 	<ul style="list-style-type: none"> Good attendance and punctuality are key in raising levels of attainment and progress. The average PP attendance for 2018-19 was 94.89 with 2 persistent absentees (below 90%). 	<ul style="list-style-type: none"> Weekly attendance monitoring - AF Half-termly attendance review of impact by LC Termly attendance meetings - LC and AF Meetings with JMAT attendance officer 	LC and AF	
All our Pupil Premium Children will have 100%	<ul style="list-style-type: none"> Attendance officer (through JMAT) Regular targeted support for vulnerable families 	<ul style="list-style-type: none"> Good attendance and punctuality are key in raising levels of attainment and progress. 	<ul style="list-style-type: none"> Weekly attendance monitoring - AF Half-termly attendance review of impact by LC 	LC and AF	

punctuality.	<p>from the JMAT attendance officer and Headteacher.</p> <ul style="list-style-type: none"> Measurable targets for success. Termly attendance meetings- LC and AF. Half termly attendance reviews - LC. Structured approach to attendance support. 	<ul style="list-style-type: none"> The average PP attendance for 2018-19 was 94.89 with 2 persistent absentees (below 90%). 	<ul style="list-style-type: none"> Termly attendance meetings - LC and AF Meetings with JMAT attendance officer 		
To enhance the phonic knowledge and spelling confidence of pupil premium children.	<ul style="list-style-type: none"> Daily phonics teaching for F2, Y1 and Y2 children. Targeted support for KS2 children with phonic gaps. Regular interventions for any children who have gaps in their learning. Spelling Shed. 	<ul style="list-style-type: none"> EEF teaching and learning toolkit Hertfordshire Reading Fluency Project 	<ul style="list-style-type: none"> Assessment point pupil progress meetings and data analysis. Review of impact of teaching and learning in phonics/spelling. Monthly RWI audits to support the teaching of the programme and produce action plans. SENCO and TA intervention to diminish gaps in learning. 	LC, JS	<p>SENCO - time to carry out impact Review of Impact (4hrs x 2 assessment points and (4 hours x 2) interim monitoring points £510</p> <p>£2,000 - additional R,W,Inc. resources.</p>
Total budgeted cost					£4899
Review of Impact					
iii. Other approaches: C and E					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Budgeted costs

For pupils to feel happy and safe and ready to learn after break and lunch time.	<ul style="list-style-type: none"> • Sports Coach to provide lunch time support for our vulnerable pupils with increased sporting provision. • Teaching Assistants to provide lunch time support for our vulnerable pupils through the use of playground games. • Teaching assistant to work in a mentoring capacity with vulnerable children - drop in sessions and timetabled meetings for individuals. 	<ul style="list-style-type: none"> • Observation • Behaviour logs • Pupil voice 	<ul style="list-style-type: none"> • Regular catch ups with TAs. • Mentoring opportunities. • Regular pupil voice. • Half termly Pupil Progress Meetings. • Data Collection. 	LC	<p>£3000 - lunch and break time provision</p> <p>£3226 (4 hours per week) Mentoring</p>
To promote engagement by addressing social, emotional needs and mental health.	<ul style="list-style-type: none"> • Luke Mitchell from Positive Regard to develop adult-child relationships in response to millennial need. • Adult greeting on the gate and at classroom doors each morning. • Reframed behaviour policy based around three core behaviours which are modelled and celebrated - Ready, Respectful, Safe. • Assessment point targets for vulnerable children & case study update • Drop-ins to monitor the engagement of all pupils. 	<ul style="list-style-type: none"> • SEMH needs impact on behaviour and learning. 	<ul style="list-style-type: none"> • Assessment point target reviews. • Regular drop-ins to monitor the engagement of all pupils. • Action plan with regular reviews from Positive Regard. 		<p>Behaviour support from Positive Regard £400</p> <p>Behaviour training from Jason Bangbala £800</p>
To support our Reception and Year 1 children in forming positive	<ul style="list-style-type: none"> • Audit classroom and playground provision • Purchase resources to improve classroom and outdoor provision. 	<ul style="list-style-type: none"> • Observation • Behaviour logs • Pupil voice • SEMH needs impact on behaviour and learning. 	<ul style="list-style-type: none"> • Learning walks. • Mentoring opportunities. • Pupil voice. • Parental voice. • Monitoring of Dojo messages 	LC NA JS	£2000

relationships with peers.	<ul style="list-style-type: none"> • Timetable in response to pupils' needs. • Allocate staff according to pupils' needs. • Parenting support to reinforce boundaries and social skills for pupils. • Provide alternatives for pupils who struggle with space, noise and sensory difficulties. 				
Children will demonstrate increased emotional resilience and self-regulation skills.	<ul style="list-style-type: none"> • Curriculum is organised around key drivers including aspiration, resilience, faith and collaboration. • Curriculum document • Dojo messages celebrating drivers being used • Teacher trained in emotional well-being • Tailored bespoke 'Team Teach' training focusing on positive strategies for managing conflict and de-escalation techniques. 	<ul style="list-style-type: none"> • SEMH needs impact on behaviour and learning. 	<ul style="list-style-type: none"> • Learning walks. • Mentoring opportunities. • Pupil voice. • Parental voice. • Monitoring of Dojo messages. 	LC JS	£450 Team Teach training
Pupil Premium Children will have the opportunity to complete homework in a supported environment (Lunchtime Sanctuary), reducing anxiety.	<ul style="list-style-type: none"> • To provide support for the completion of homework and offer a range of opportunities during the school day to support the all-round wellbeing of pupils. 	<ul style="list-style-type: none"> • Observation • Behaviour logs • Pupil voice • Homework records 	<ul style="list-style-type: none"> • Regular catch ups with staff running the 'sanctuary'. • Pupil voice. • Half termly Pupil Progress Meetings. • Data Collection. 	LC and JS	Teacher salary 2 hours x3 days per week £6200

To ensure that all children are able to access the full range of experiences linked to school and the curriculum.	<ul style="list-style-type: none"> Educational visits linked to the curriculum will be subsidised by 50%. Residential visits will be subsidised by school. Offer a free place at breakfast club for any child with attendance below 95% or frequent late incidents. Provide music provision for all children. 	<ul style="list-style-type: none"> Children will be able to engage more readily in school if they have attended all curriculum linked provision and can draw on real-life experience. Children develop resilience and selfconfidence through trying new activities and stretching themselves beyond their comfort zone - this raises aspirations. The Sutton Trust, Parent Power - cultural participation (defined as going to the museum or to musical/theatrical performance), reading habits (how many books the child has, how much they read), and participation in extracurricular activities found largely positive effects of higher levels of cultural capital on education attainment. 	<ul style="list-style-type: none"> All disadvantaged pupils access at least one extra-curricular activity. All Pupil Premium children have access to quality music provision. Pupil Premium children have the option to attend breakfast club and will have a healthy start to the day with breakfast before lessons begin . Pupil Premium children have the option to attend paid for after school clubs. Pupil Premium children have the option to attend a residential visit in Year 6. 	LC	£1500
Total budgeted cost					£15963
Review of Impact					
Total Spend	£30,125				

6. Review of expenditure					
Academic year	2018-19 (19-20 review of impact limited due to COVID – outcomes continuing into 20-21).				
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					
iv. 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	Budgeted costs

Improved support for PP children in lessons	TA coaching. CPD for teachers QFT skills developed. Lesson studies in school. Assessment resources- OTrack, academy resources Read write Inc training and resources	<ul style="list-style-type: none"> - Quality First Teaching (EEF High Impact) - TA Support (EEF prove to have impact if deployed well) - Developing effective collaborative learning (EEF moderate impact) - Meta-cognition and self-regulation (EEF- high impact) - Development of peer critique. - Effective feedback(EEF high impact for low cost) 	<ul style="list-style-type: none"> - Monitoring and evaluation - Links to individual appraisal objectives. - Peer monitoring with PP focus. - Coaching and support will be offered to develop provision for PP children ensuring strategies are having a positive impact. 	LC JS	<p>Read Write Inc- Daily 1:1 sessions (2 hours in total) £4356</p> <p>O'track £810</p> <p>Coaching (1 hour per week-average teacher salary) £1350</p>
Total budgeted cost					£6516
Review of Impact	<p>Teaching staff target PP children effectively in lessons, providing additional support where appropriate e.g. pre-learning tasks, 1:1 support during learning, targeted feedback, same day intervention.</p> <p>Learning walks evidence that children are receiving this support, including higher attainers who are targeted for High Risk learning. RWI is fully implemented and results are strong. 1 PP child took the phonics screening check in Y2 and passed it.</p> <p>Coaching is fully embedded in school with teachers engaging in daily professional discussions around teaching and learning.</p> <p>O-Track is used successfully to track PP children's attainment and progress- pupil progress meetings are used effectively for next step targets and bespoke 1:1 support.</p>				
v. 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	Budgeted costs
Pupil Premium Children's attendance will meet the school's attendance target and be above national comparisons for PP children. There	Attendance officer (through JMAT) Regular targeted support for vulnerable families from the JMAT attendance officer and Headteacher. Measurable targets for success. Termly attendance meetings. Structured approach to	<ul style="list-style-type: none"> - Good attendance and punctuality are 'key' in raising levels of attainment and progress. - Essex Toolkit 	<ul style="list-style-type: none"> - Weekly and half-termly attendance Review of Impact by the HT and office manager - Meetings with JMAT attendance officer 	LC and AF	<p>AF - 1 hour per day £2268</p> <p>Half termly attendance meeting and audit £121</p>

<p>will be no Pupil Premium Children with persistent absence. All our Pupil Premium Children will have 100% punctuality.</p>	<p>attendance support.</p>				
<p>Review of Impact</p>	<p>The average PP attendance for 2018-19 was 94.89 with 2 persistent absentees (below 90%). Individual attendance was as follows: 96.01% 96.28% 96.28% 100% 98.84% 99.47% 92.55% 98.14% 96.28% 95.74% 88.30% 87.23% 90.16% 93.09%</p> <p>Those % highlighted indicate cause for concern. Our attendance policy will be revised and families supported in line with this.</p>				
<p>To enhance the phonic knowledge and spelling confidence of pupil premium children.</p>	<p>Daily phonics teaching for F1, F2, Y1 and Y2 children. Regular interventions for any children who have gaps in their learning. Read Write Inc. Spelling</p>	<p>- EEF</p>	<p>- Assessment point teacher impact Review of Impact - Assessment point spelling assessments & Review of Impact of teaching and learning in spelling - SENCO TA intervention Review of Impact assessment point</p>	<p>LC, JS</p>	<p>JS - time to carry out impact Review of Impact (2hrs x 4 assessment points) £250 SENCO intervention Review of Impact time - £762</p>

					Read Write Inc. Spelling online subscription - £165
Review of Impact	SENCO time used effectively to monitor spelling and phonics - pupil progress conversations used to inform teacher next steps for PP children including intervention where needed e.g. phonic 1:1 boosters. 1 PP child resat the phonics screening check in Y2 - passed comfortably				
Pupil Premium Children will have an increased knowledge and understanding of a wider range of vocabulary which will contribute towards progress and attainment in reading, writing and mathematical reasoning	Bedrock Vocabulary project will give children exposure to a wider range of vocabulary and children's use of adventurous vocabulary will be enhanced. Support staff in delivering good quality general classroom practice in relation to adventurous vocabulary.	-Bedrock Vocabulary research	- Observations - Half - Termly Pupil Progress Meetings. - Written reports to Bedrock	LH and HT	No cost
Review of Impact	Vocabulary is strong throughout school as evidenced in learning walks, book trawls and external review from school improvement partner. We will not continue with the Bedrock Vocabulary project as we did not feel it worked well in mixed year group classes. Vocabulary Ninja is fully implemented. Vocabulary banks are displayed in classrooms and children access these independently as evidenced in learning walks. .				
Total budgeted cost					£3566
vi. 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	Budgeted costs
For pupils to feel happy and safe and ready to learn after break and lunch time.	<p>Teaching assistant to provide lunch time support for our vulnerable pupils with increased sporting provision from November 2018.</p> <p>Teaching assistant to work in a mentoring capacity with vulnerable children - drop in sessions and timetabled meetings for individuals.</p>	<p>Observation</p> <p>Behaviour logs</p> <p>Pupil voice</p>	<ul style="list-style-type: none"> - Regular catch ups with TAs. - Mentoring opportunities. - Pupil voice. - Half termly Pupil Progress Meetings. - Data Collection. 	LC LD	<p>£3091.50 - lunch and break time provision</p> <p>£1677.50 (4 hours per week) Mentoring</p>
Review of Impact	<p>The end of year pupil questionnaire showed that 83% of pupils feel happy in school and 94% feel safe. This is evident in children's learning which is focused. Mentoring has been used successfully in calming children and ensuring they are ready to learn when back in the classroom. An unstructured approach has allowed for this time to be bespoke to individual needs. The employment of a lunchtime sports coach has had a positive impact on children, through the use of increased physical activity and purposeful play. 21.3.19 - LC attended Jason Bangbala's behaviour training with strategies then disseminated to all staff for consistent use in school, this has impacted positively on children's behaviour for learning. Further to this, as a school improvement priority for 2019-20, we will target behaviour for learning to ensure that zero learning time is lost.</p>				
Pupil Premium Children will have the opportunity to complete homework in a supported environment, reducing anxiety.	<p>To provide support for the completion of homework and offer a range of opportunities after, during and before the school day to support the all-round wellbeing of pupils</p> <p>Staffed library access.</p> <p>Staffed computer access.</p> <p>Indoor</p>	<p>Observation</p> <p>Behaviour logs</p> <p>Pupil voice</p> <p>Homework records</p>	<ul style="list-style-type: none"> - Regular catch ups with TAs - Pupil voice. - Half termly Pupil Progress Meetings. - Data Collection. 		£3000
Review of Impact	<p>The children who did access this support, found it to be highly beneficial, however, this was limited due to pupil engagement. For 2019-20, we will rebrand this facility so that it feels more appealing. iPads will be provided to increase the appeal, online learning forums will be accessed, reading support will be offered and craft will be available. We will call the club a Lunchtime Sanctuary and all PP children will be encouraged to use it as regularly as possible.</p>				
Total budgeted cost					£7769

Total planned budgeted cost	£15,673
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