



Pupil Premium Strategy Statement: 2020-2021 All Saints' Thurlestone Church of England Academy

ACADEMY OVERVIEW

Metric	Data
Academy name	All Saints' Thurlestone C of E Academy
Pupils in school	126
Proportion of disadvantaged pupils	7%
Pupil premium allocation this academic year	£6 725
Academic year or years covered by statement	20/21
Publish date	October 2020
Review date	Sept 2021
Statement authorised by	Miss L Garside
Pupil premium lead	Miss L Garside
Governor lead	Mrs J Cardrick

DISADVANTAGED PUPIL PROGRESS 2019-20 - NO DATA DUE TO C19

Measure	Score
Reading	n/a
Writing	n/a
Maths	n/a

DISADVANTAGED PUPIL PERFORMANCE 2019-20 - NO DATA DUE TO C19

Measure	Score
Meeting expected standard at KS2	n/a
Achieving high standard at KS2	n/a

STRATEGY AIMS FOR DISADVANTAGED PUPILS

Measure	Activity
Priority 1	To close the attainment gaps due to COVID 19 in English, Maths and Phonics by ensuring a recovery curriculum is implemented across the academy

Priority 2	To ensure that there is rigour in the teaching of writing throughout the school, allowing pupils to develop fluency and a strong authorial voice whilst also re-building their stamina. This will aid their access to the rest of the wider curriculum
Barriers to learning these priorities address?	<p>Ensure that no learning is lost and children catch up and then keep up with teaching and learning</p> <p>Effective CPD is in place to ensure that we have highly skilled teachers and support staff so that progress can be accelerated</p>

TEACHING PRIORITIES FOR 2020-21

Aim	Target	Target date
Attainment and Progress in Reading	KS2 94% Expected in Reading, 41% at GDS and Progress to be above average.	Sept 21
Progress in Writing	KS2 94% Expected in Writing, 41% at GDS and Progress to be above average.	Sept 21
Progress in Mathematics	KS2 94% Expected in Maths, 47% at GDS and Progress to be above Average.	Sept 21
Phonics	Aiming for 100%	Sept 21
Other	Attendance of disadvantaged pupils to be at least 96.4%	Sept 21

Measure	Activity
Priority 1	To implement a remote curriculum to maintain the quality of education for all children whether they are able to access school or remain at home, including use of Google Classroom. Remote feedback to ensure learning progresses and gaps are closed.
Priority 2	To ensure that writing is taught consistently and robustly across the school including in RWI lessons: supported by interventions in both small groups or 1:1

Barriers to learning these priorities address	<p>Teaching and remote learning are ensuring that gaps and misconceptions in children's learning that may have occurred during school closures are closed or are closing.</p> <p>To ensure that children can successfully write with fluency for a sustained piece of writing and with authorial voice</p>
Projected spending	£4000

TARGETED ACADEMIC SUPPORT FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1	To identify gaps and establish bespoke interventions, including 1 to 1, small groups and universal provision are in place to address gaps in learning to ensure accelerated progress.
Priority 2	To ensure that precision teaching is used with targeted small groups and in 1:1 sessions. This will ensure that individual needs are fully met
Barriers to learning these priorities address	<p>These approaches address gaps in learning that may have become exaggerated or widened during school closures.</p> <p>They will support pupils to develop confidence and resilience when learning and build stamina for pupils' writing.</p>
Projected spending	£2500

WIDER STRATEGIES FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1	<p>To ensure that attendance is maximised with and that an ambitious target of 98% is set for eligible pupils</p> <p>Class teachers and leaders will use up-to-date attendance data to take action quickly, both to challenge and support families.</p> <p>The clear remote learning plan will support pupils who are absent due to infection or isolation. Links between home and school will be purposeful and planned</p> <p>Attendance is celebrated and valued by all stakeholders with weekly and ½ termly rewards</p>

Priority 2	<p>To ensure that the children's mental health and well-being needs are fully met in the school environment.</p> <p>Children will be given a toolkit of strategies to ensure that they build resilience in their mental health and remain 'mentally fit'.</p>
Barriers to learning these priorities address	<p>Attendance of eligible pupils is in line or above the national average and the % of eligible pupils who are persistent absentees is reduced to be below national averages</p> <p>Eligible pupils will be supported to be fully engaged, resilient learners</p>
Projected spending	£250

MONITORING AND IMPLEMENTATION

Area	Challenge	Mitigating action
Teaching	Ensuring that all teachers are skilled in the teaching of writing and have an excellent understanding of the progression of writing from Reception to Year 6	CPD and the use of incremental coaching on a weekly basis to support rapid staff development. For KS1 writing, the Reading Leader will use the RWI suite of materials to also develop writing.
Targeted support	Ensuring that interventions are timely and delivered by highly trained staff	All interventions are quality assured by a member of SLT and appropriate training put in place. Monitoring of interventions, through coaching, happens regularly. Interventions are prioritised within the school day.
Wider strategies	Continue to support and develop the culture of good attendance and engage all families, no matter what barriers they experience	There is a robust fortnightly attendance meeting in place. Key messages regarding attendance alongside the support that school can offer are regularly shared with parents.