



**ALL SAINTS
MULTI ACADEMY TRUST**
BIRMINGHAM
GOD'S LOVE IN ACTION

Plans for Pupil Premium Spending

September 2020 – July 2021

Impact of Pupil Premium

September 2019 – July 2021

Reviewed: Spring 2021

Next Review: Autumn 2021



Mission Statement

All Saints Multi Academy Trust Birmingham

God's Love in Action

Our children are at the heart of everything we do through **Christian values and relationships**. **Living and learning together** we celebrate the uniqueness and diversity of everyone in our family. We nurture a sense of **self belief, mutual respect and belonging** through Social Emotional Learning and academic excellence. We are dedicated to building the foundations for **happy and successful life-long learning**.

Context

Every school has a duty to ensure that every child is given the best possible chance of achieving their potential.

The Government provides Pupil Premium funding, which is in addition to main school funding, to help address national inequalities between the achievements of children eligible for free school meals or children in care when compared with their peers.

The Pupil premium is allocated to schools based on the number of students who are known to be eligible for free school meals (or have been within the last six years) and children who have been continuously looked after for more than six months.

It is for the school to decide how the Pupil Premium is spent as they are best placed to assess what additional provision should be made for the individual students within their responsibility.

Pupil Premium Allocation

Amount of Pupil Premium allocated

Year	Amount of Pupil Premium	% of children
2020 – 2021	£168,125	61.6%
2019 - 2020	£159,720	63%
2018 - 2019	£170,280	66.1%
2017 – 2018	£175,560	65.2%

During lockdown, there was a number of families claiming free school meals in Rec, Y1 and Y2 that were not previously claiming them. This was due to the fact they were receiving universal free school meals but were entitled to free school meals and not claiming them. The free school meal lunch vouchers, prompted people to claim.

The school deprivation indicator is in quintile 5, which is the 'most deprived' of all schools nationally and is in the highest quintile for FSM. Mobility is also high for the school compared to nationally – 24 new starters and 22 leavers since September 2020.

Main barriers to educational achievement faced by eligible children.

St John's & St Peter's CE Academy exists in a complex and challenging context where children and families face multiple barriers to learning including those related to deprivation, attendance and parental engagement.

In addition, a significant proportion of pupils join Reception with little or no English and have no prior schooling.

The main barrier to educational achievement for the vast majority of eligible children are linked to both personal experiences outside of school and lack of academic expectations at home.

External barriers to educational achievement.

- Lack of life experiences beyond the local community
- Limited first hand experiences of which to 'hang' their learning on e.g. walking in the woods in the wind and rain.
- Little knowledge of their immediate history and those around them.
- Low academic expectations and lack of support from home.
- Dysfunctional home lives and significant pastoral issues.
- Negative attitude to school from parents own experience as children.

Academic barriers to educational achievement.

- Lack of pre-school provision.
- Low literacy and numeracy levels.
- Significant gaps in learning.
- Challenging and low level behaviour.

Plans for spending the Pupil Premium funding as outlined in the School Development and Improvement Plan.

The school has identified the following priorities as a result, of thorough self-evaluation taking into account the success of previous Pupil Premium expenditure. The money is spent on both children' academic and pastoral needs.

Academic

- 1:1 and small group tuition for all Pupil Premium children
- Relevant Continuing Professional Development for staff

Pastoral

- Educational visits
- Workshops
- After School Clubs#

The impact of the pandemic impacted plans for 2019 – 2020.

Pupil Premium 2020 – 2021

Nature of support during 2020-2021 Academic Year

Expenditure Allocation

Academic

Staffing	£111,085
Resources	£3000

Pastoral

Educational visits	£6,000
Workshops	£5,000

£125, 085

The funding was used to increase the percentage of teaching and support staff in the classrooms. Support staff are deployed to meet the academic and pastoral needs of

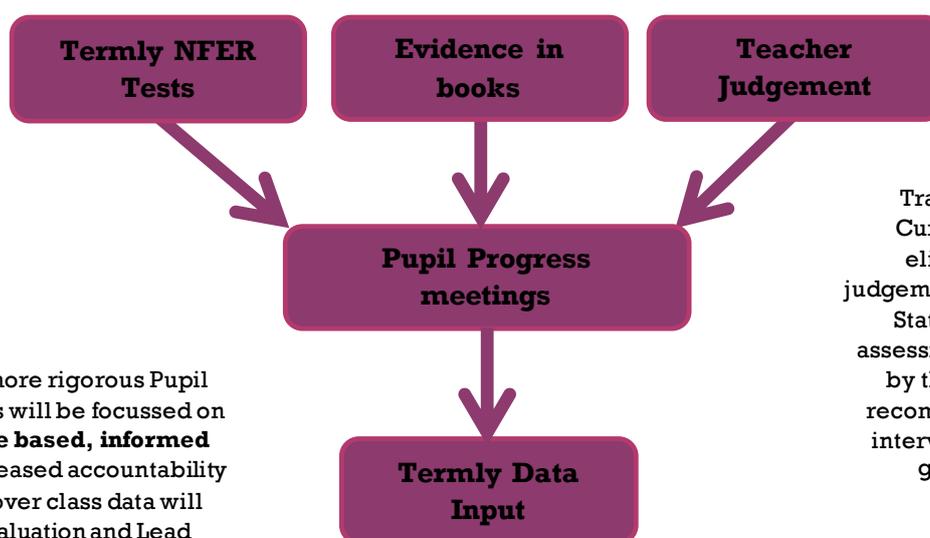
disadvantaged children. As well as providing 1:1 and small group work for targeted academic intervention, we were able to maintain a high level of staffing as part of the pastoral care team.

Impact of the money spent September 2019 – July 2021

Due to the pandemic, the school does not have reliable data for the end of the academic year 2020. The impact of our pupil premium allocation from 2019/2020 and 2020/2021 is evaluated against the predicted outcomes at the end of the academic year 2021. This is based on improved assessment procedures, which were introduced in September 2020.

Data Collection Process

Termly NFER tests allow us to track standardised progress and attainment across the school and across different classes and pupil groups.



More effective, more rigorous Pupil Progress meetings will be focussed on making **evidence based, informed judgements**. Increased accountability and ownership over class data will include self-evaluation and Lead Practitioner involvement.

Transitioning to FFT's Curriculum Tracker to eliminate inaccurate judgements against Curriculum Statements. Electronic assessments can be analysed by the LPs, with specific recommendations made for interventions based on the gaps they can see.

The entire staff, led by the Pastoral Care team are constantly working with children to develop strategies for dealing with their own behaviour and emotions. Individual children are supported in ways according to their own needs. Our exclusions, racist incidents, restraints and outbreaks of extreme behaviour continue to be low given the context of the school.

We continually ensure that we keep up to date with how the school community is changing and pride ourselves on the strong relationships that we have with all our children and their families. The school holds a very successful Parents' Welcome meeting in September with the majority of parents attending. This is an opportunity for senior staff to share the vision of the school and class based staff to share specific information regarding their child's learning. The impact of this event strengthens relationships between home and school as evidenced by the high attendance rates at INSPIRE Workshops and parents' evenings. During the pandemic, we had to find alternative ways to ensure this continued to happen.

We provide a wide variety of academic and pastoral opportunities to the children, both inside and outside the classroom. Parents, staff and visitors regularly note that our children are



confident and independent with good-social skills. The high level of performance in activities outside the classroom (arts, sports etc.) and their interaction with peers and adults alike, has raised their aspirations, for their futures.

The school considers the staff the biggest resource that they have. Bespoke, continuing professional development is offered to all staff, balanced against their individual needs and those on the school development and improvement plan. The carefully tailored approach to whole staff training and development has meant that the school has been able to access an extensive and varied programme of training for all staff.

Predicted End of Key Stage Two Outcomes						
	% achieving and exceeding the expected standard			% achieving a higher score (110+)		
	School		National	School		National
R, W & M	'21	'19	2019	'21	'19	2019
All:	70%	45%	All: 65%	21%	3%	All: 11%
Dis:	68%	41%	Dis: 71%	16%	5%	Dis: 13%
Other:	80%	57%	Other: 71%	40%	0%	Other: 13%
Reading	'21	'19	2019	'21	'19	2019
All:	83%	47%	All: 73%	29%	13%	All: 27%
Dis:	84%	45%	Dis: 78%	26%	14%	Dis: 31%
Other:	80%	50%	Other: 78%	40%	13%	Other: 31%
Writing	'21	'19	2019	'21	'19	2019
All:	83%	72%	All: 78%	29%	10%	All: 20%
Dis:	84%	73%	Dis: 83%	26%	14%	Dis: 24%
Other:	80%	71%	Other: 83%	40%	0%	Other: 24%
GPS	'21	'19	2019	'21	'19	2019
All:	79%	73%	All: 78%	33%	30%	All: 36%
Dis:	79%	73%	Dis: 83%	37%	27%	Dis: 41%
Other:	80%	75%	Other: 83%	20%	38%	Other: 41%
Maths	'21	'19	2019	'21	'19	2019
All:	70%	77%	All: 79%	25%	13%	All: 27%
Dis:	63%	73%	Dis: 84%	21%	14%	Dis: 32%
Other:	80%	88%	Other: 84%	40%	13%	Other: 32%

Cohort Information:

Number in cohort: 24 (4.2 per pupil)

Disadvantaged: 19 (79% with each child being worth 5.3%)

Other: 5 (21% with each child being worth 20%)

4 Pupils dis-applied – New to the country

Low number of non-disadvantaged is not really representative and makes comparable difficult

Evaluation:

- There are only 5/24 children who were not disadvantaged so comparisons between the two groups are not very reliable. Children are tracked as individuals as part of regular pupil progress meetings.
- In Reading, Writing & GPS disadvantaged children perform in line with other children at the school.
- In Maths disadvantaged children perform below (-17%) other children in the school which affects the combined percentages.
- At the higher level, Non-disadvantaged perform better than the disadvantaged apart from GPS.
- Across the subjects disadvantaged pupils do slightly better in Reading & Writing apart from Maths

Reading, Writing & Maths Combined

- Overall percentage achieving the expected standard has increased since 2019 and is above the national average (+5%)
- Disadvantaged children achieve the expected standard has increased from 2019 (+27%) but slightly below the national average (-3%). Given their starting point's this represents effective use of funding.
- 21% of children in the cohort achieved the combined higher standard, which is an increase (+18%) from 2019.

Reading

- Overall percentage reaching the expected standard higher with 2019 (+36%) and higher than national (+10%).
- The attainment of disadvantaged children achieving the expected standard is higher (+6%) than other disadvantaged children nationally. The disadvantaged children performed slightly better than that of other children in the school (+4%).
- The percentage of disadvantaged children in the school achieving the higher standard (26%) was slightly below (-5%) similar children nationally.

Writing

- Overall, the percentage of children achieving the national standard in writing is slightly above 2019 national (+5%).
- Disadvantaged children are in line with (+1%) other children nationally.
- Although disadvantaged writers have improved since 2019 (+11%) and are in line with national.
- Provision for disadvantaged children in writing, will continue to be a priority.

Maths

- The percentage of children reaching the expected standard is below the national average (-9%).
- Disadvantaged children achieved lower (-17%), 63% than other pupils in the school and lower than the national average (-21%)
- The percentage of all children achieving the higher score is in line (-2%) similar children nationally.

- The percentage of disadvantaged children achieving the higher score is below (-11%) than the national average.

Grammar, Punctuation and Spelling (GPS)

- The percentage of children achieving the expected standard (+1%) is in line with the national average.
- Disadvantaged children achieved slightly lower at the expected standard (-4%) compared to nationally.
- Disadvantaged pupils at the higher score achieve below (-11%) nationally.
- Other pupils at the higher score achieve higher (+8%) nationally.

Predicted End of Key Stage One Outcomes						
	% expected or better			% Greater Depth		
	School		National	School		National
R, W & M	'21	'19	2019	'21	'19	2019
All:	48%			7%		
Dis:	39%			5%		
Other:	50%			10%		
Reading	'21	'19	2019	'21	'19	2019
All:	57%	66%	75%	11%	3%	25%
Dis:	60%	56%	78%	6%	0%	28%
Other:	50%	77%	78%	20%	8%	28%
Writing	'21	'19	2019	'21	'19	2019
All:	50%	66%	69%	7%	3%	15%
Dis:	44%	63%	73%	6%	0%	17%
Other:	60%	69%	73%	10%	8%	17%
Maths	'21	'19	2019	'21	'19	2019
All:	61%	69%	76%	11%	7%	22%
Dis:	61%	56%	79%	6%	6%	24%
Other:	60%	85%	79%	20%	8%	24%

Cohort Information:

Number in cohort: 28 (4% per pupil)

Disadvantaged: 18 (64% with each child being worth 6%)

Other: 10 (36% with each child being worth 10%)

Approximately two thirds of the children are disadvantaged.

Evaluation:

- The percentage of all children achieving the expected standard in Reading, Writing & Maths, is below across all subjects nationally.
- The percentage of disadvantaged children achieving the expected standard in Reading, Writing & Maths is below across all subjects nationally.
- The percentage of disadvantaged pupils achieving the expected standard in Reading, writing & Maths is lower, compared to all other children.

- The percentage of disadvantaged pupils achieving the expected score is higher in reading and maths apart from writing where it is lower (-16%). This has resulted in a lower combined percentage of 39%.
- Disadvantaged children and other children achieving the higher score are in line or have achieved higher than the school's 2019 data
- 3in Reading, Writing & Maths.
- The percentage of all and disadvantaged pupils achieving the higher score in Reading, Writing & Maths, is below the National higher average.

Predicted Phonics Outcomes		Phonics Outcomes					
% Working at Threshold							
Year 1 School 2021		Year 1 School 2020		Year 1 School 2019		Year 1 National 2019	
Screening in 11/20		Screening in 11/20					
All:	53%	All:	56%	All:	53%	All:	82%
Dis:	52%	Dis:	41%	Dis:	55%	Dis:	84%
Other:	56%	Other:	88%	Other:	50%	Other:	84%
Year 2 School 2021		Year 2 School 2020		Year 2 School 2019		Year 2 National 2018	
Screening in 11/20		Screening in 11/20					
All: (6/12 children) 50%		No retakes took place		All: 6/10 children) 60%		All: 92%	
Dis: (4/8 children) 50%				Dis:(4/6 children) 67%		Dis: 85%	
Other: (2/4 children) 50%				Other: (2/4children) 50%		Other: 94%	

Year 1(19/20) Cohort Information:

These children took phonics screening at the start of Y2 in November 2020

Number in cohort: 25 (4% per pupil)

Disadvantaged: 17 (68% with each child being worth 6%)

Other: 8 (32% with each child being worth 13%)

Year 1(20/21) Cohort Information:

Number in cohort: 30 (3.3% per pupil)

Disadvantaged: 21 (70% with each child being worth 5%)

Other: 9 (30% with each child being worth 11%)

Evaluation:

- Year 1 phonics were below (-29%) the national average.
- There was no difference in the achievement of disadvantaged and other children in the school compared to each other.
- There were 12 pupils, who did not achieve the expected standard in Year 1 and 50% are to achieve the pass mark.

Predicted Early Years Foundation Stage Outcomes				
EYFS	School 2021	School 2019	National 2019	Birmingham 2019
% GLD	All: 32%	All: 37%	All: 71.8%	All: 70.7%
	Dis: 18%	Dis: 29%	Dis: 56.5%	Dis: 60.2%
	Other: 50%	Other: 40%	Other: 74.3%	Other: 68%

Reception (20/21) Cohort Information:

Number in cohort: 29 (3.4% per pupil)

Disadvantaged: 17 (59% with each child being worth 5.9%)

Other: 12 (41% with each child being worth 8.3%)

Evaluation:

The percentage of children achieving GLD is below pupils nationally and locally.

Disadvantaged children perform below the other children in school. They also perform below similar children nationally and locally.

External Monitoring and Evaluation

- The School Improvement Partner's reports are also available for school inspectors and advisors and support what is written in this document.
- This document has been scrutinised by the Local Academy Board of the MAT.

Conclusion

Going forward we will need to address how the funding can be more effective for the needs of all our children. We have experienced a period of significant instability in staffing combined with high mobility, which has had a negative impact on KS1 data, which is below national average.

We will need to address what is not making an impact on pupil attainment and look at what strategies need to be in place to ensure pupils are making progress in line with national average. This will include evidence based, strategies that will work for the context of our school before deciding on the most effective ways to spend the funding.

2020/21 Objectives:

- To strengthen the outcomes of EYFS and KS1 pupils
- To have strong measures for disadvantaged pupils and build on raising attainment
- To review current academic strategies already in place for these pupils and provide a detailed action plan to raise attainment.

We celebrate all of our children's successes as we continue to strive to teach the 'whole child' as part of our commitment to delivering both academic excellence and through our social and emotional learning curriculum. As part of our on-going self-evaluation, we will continue to closely monitor all aspects of all our children progress. Pupil progress will be monitored more rigorously to ensure our improved assessment procedures are more robust and that our pupil premium is having an impact on all our pupils.

We know our children as individuals and continue to use outcomes of this monitoring to inform short and longer term school improvement planning.
We want pupil premium to be the key that unlocks the opportunity for all pupils across the school to attain well.

