

All Saints CE (A) Primary School

What has been the impact of the 2017 – 2018 Pupil Premium allocation?

Total Pupil Premium Income for 2017 – 2018 £56,040

Area of Spend	£	Intended Outcomes
Employment of specialist Numbers Count teacher to deliver high quality interventions in KS1	£14,342.52 + £850 Edge Hill University support	<ul style="list-style-type: none"> • Targeted use of Pupil Premium • Deliver intensive intervention for children in KS1 who have the greatest difficulties with maths – diminishing the gap towards ARE • Raise mathematical achievement for the lowest achievers • Plan and deliver rigorous, active lessons focusing on Fluency, number and calculation, helping children to develop skills and attitudes that will ensure good progress for all in class lessons • In-house specialist mathematics teacher who helps raise standards for all children • Detailed evidence of progress and impact • Consolidation of tasks taken back into class to practise and apply skills learnt • Pre-teaching to prepare pupils for future learning to build confidence and give higher starting points to learning – calculation strategies and mathematical vocabulary
Employment of specialist Numbers Count teacher to deliver high quality interventions in KS1	Actual Spend: £14,342.52 + £850 Edge Hill University support	Impact <ul style="list-style-type: none"> • Secure understanding of concepts through concrete work • Data used to drive mathematical learning where it was needed • Support in class tailored to individual needs • Transfer of number skills to the classroom • 50% of Year 2 disadvantaged pupils reached Age Related Expectations (ARE) in Maths, with 89% making expected progress. 73% of all pupils in Year 2 reached ARE with 10% reaching Greater Depth.
Maths coordinator to work alongside staff in school to provide leadership and support in the delivery of the new Maths Mastery curriculum	£1,142.50 10% contribution towards maths mastery	<ul style="list-style-type: none"> • To deliver the Mastery curriculum ensuring deep and sustainable mathematical learning • Training on the '5 Big Ideas of Mastery' delivered to staff – Representation and structure, mathematical thinking, variation, fluency and coherence • Leadership and support with planning and delivering lesson in the mastery

		<p>approach</p> <ul style="list-style-type: none"> • Marking and feedback provide opportunities for pupils to be active learners and by engaging with the feedback, take action in order to improve their learning • Maths Lead, Inclusion Lead and Year 4 teacher have membership of a Teacher Research Group where analysis of school strengths and weaknesses in maths teaching and implementation of active strategies for improvement are initiated
<p>Maths coordinator to work alongside staff in school to provide leadership and support in the delivery of the new Maths Mastery curriculum</p>	<p>Actual Spend: £1,142.50 10% contribution towards maths mastery</p>	<p>Impact</p> <ul style="list-style-type: none"> • Through INSET and staff meetings all staff trained in the teaching, planning and delivery of the mastery approach to mathematics • Teaching at a higher level with increased expectations of children’s learning • For pupils a physical manipulation of calculations presented a visual picture of the processes of calculation • Enabled an in depth understanding of concepts • Developed a mathematical vocabulary that is used verbally and in reasoning • ARE all pupils Year 1 76%, disadvantaged 50% with 66% expected steps of progress • ARE all pupils Year 2 73%, disadvantaged 50% with 89% expected steps of progress • ARE all pupils Year 3 75%, disadvantaged 50% with 85% expected steps of progress • ARE all pupils Year 4 67%, disadvantaged 38% with 84% expected steps of progress • ARE all pupils Year 5 73%, disadvantaged 60% with 100% expected steps of progress • ARE all pupils Year 6 83%, disadvantaged 57% with 100% expected steps of progress • KS1 Teacher Assessments 2017, 72% reaching expected standard and 73% in 2018 • KS2 Test Results / Teacher Assessments 2017, 65% reaching expected standard and 83% in 2018
<p>Talk for Writing Inset and training and English coordinators to provide leadership and support in the delivery of this new initiative</p>	<p>£1,000</p>	<ul style="list-style-type: none"> • Improved learning outcomes in reading and writing - diminishing the gap towards Age Related Expectations • Improved confidence for pupils in specified areas - specifically to develop oral language and performance • Improved confidence to write using patterns of language they have learnt • Improved language bank for children with lower language skills/ repertoires. • Improved reading experiences through daily story-telling and immersion in quality

<p>Talk for Writing Inset and training and English coordinators to provide leadership and support in the delivery of this new initiative</p>	<p>Actual Spend: £1552.80</p>	<p>texts</p> <p>Impact</p> <ul style="list-style-type: none"> • Pupils developed patterns of language conducive to variety of genre • Pupils became more aware of their reader and audience • Writing for a purpose through purpose lead criteria • Disadvantaged children exposed to rich language through story, giving the structure to their writing and patterns of language that are different from the spoken word <p>Writing</p> <ul style="list-style-type: none"> • ARE all pupils Year 1 64%, disadvantaged 50% with 100% expected steps of progress • ARE all pupils Year 2 63%, disadvantaged 38% with 76% expected steps of progress • ARE all pupils Year 3 72%, disadvantaged 50% with 84% expected steps of progress • ARE all pupils Year 4 42%, disadvantaged 38% with 100% expected steps of progress • ARE all pupils Year 5 55%, disadvantaged 40% with 100% expected steps of progress • ARE all pupils Year 6 82%, disadvantaged 71% with 100% expected steps of progress • KS1 Teacher Assessments 2017, 61% reaching expected standard and 63% in 2018 • KS2 Test Results / Teacher Assessments 2017, 59% reaching expected standard and 82% in 2018 <p>Reading</p> <ul style="list-style-type: none"> • ARE all pupils Year 1 74%, disadvantaged 50% with 99% expected steps of progress • ARE all pupils Year 2 69%, disadvantaged 38% with 64% expected steps of progress • ARE all pupils Year 3 70%, disadvantaged 50% with 100% expected steps of progress • ARE all pupils Year 4 69%, disadvantaged 63% with 100% expected steps of progress • ARE all pupils Year 5 75%, disadvantaged 80% with 100% expected steps of progress • ARE all pupils Year 6 75%, disadvantaged 71% with 100% expected steps of
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		<p>progress</p> <ul style="list-style-type: none"> • KS1 Teacher Assessments 2017, 66% reaching expected standard and 68% in 2018 • KS2 Test Results / Teacher Assessments 2017, 67% reaching expected standard and 75% in 2018
Quality First Teaching to provide targeted support for children at risk of underachievement	£3,500	<ul style="list-style-type: none"> • Consolidation of learning – time to practise and apply skills • Targeted TA support for children at risk of underachievement • Additional TA support to release teacher to provide quality teaching • Support within lessons to improve understanding of learning in all curriculum areas • Consolidation of learning completed in classes –time to practise and apply skills • Pre-teaching to prepare pupils for future learning in order to build confidence and give higher starting points • Catch up teaching to ensure understanding and application before moving on • Close attainment gap with peers • TA support for Forest School activities • Close attainment gap with peers
Quality First Teaching to provide targeted support for children at risk of underachievement	Actual Spend: £2,500	<p>Impact</p> <ul style="list-style-type: none"> • Underachieving or vulnerable learners identified at termly progress meetings led to direct targeted support by teacher and/or teaching assistant in the classroom • Planning annotated to track learners progress and attainment so that support was tailored to children’s learning and individual needs • Pupils benefited from high levels of interaction in the classroom and learnt through dialogue with their peers • Pupils are being more responsible for their own learning • Pupils benefited from a range of quality feedback <p>See results above</p>
Non-contact teacher time for data analysis	£2,000	<ul style="list-style-type: none"> • Non-contact time provided three times a year and staff meetings set aside three times a year to meet within teaching teams and with the headteacher and inclusion Lead to discuss progress and attainment of pupils
Non-contact teacher time for data analysis	Actual Spend: £2,000	<p>Impact</p> <ul style="list-style-type: none"> • Dedicated time given for discussion around progress, attainment, underachievement and challenge of all pupils and with all staff within the year

		<ul style="list-style-type: none"> group Led to moderated, accurate assessment and regular updates around each pupil
1:1 and small group tuition	£5,529.71	<ul style="list-style-type: none"> Improved learning outcomes in reading, writing and maths (greater proportion meeting Age Related Expectations) Pupils gain in confidence with key concepts Pupils feel equipped to tackle higher-level work
1:1 and small group tuition	Actual Spend: £5,529.71	Impact <ul style="list-style-type: none"> Enabled pupils to gain in self-esteem and confidence and access the curriculum Support given for social and emotional needs
Arch readers x 2 to help close the language gap	£840	<ul style="list-style-type: none"> Improved ability to discuss books
Arch readers x 2 to help close the language gap	Actual Spend: £840	Impact <ul style="list-style-type: none"> Improved confidence, self-esteem, reading and comprehension skills Improved level of discussion and use of communication through spoken language See reading results above
Equipment and Project Fund to enable staff to bid for specific funding in order to improve educational outcomes for children in receipt of PP	£2,000	<ul style="list-style-type: none"> Staff can bid for specific funding to improve educational outcomes for children in receipt of Pupil Premium
Equipment and Project Fund to enable staff to bid for specific funding in order to improve educational outcomes for children in receipt of PP	Actual Spend: £1,506.80	Impact <ul style="list-style-type: none"> Specialist provision for one child to improve educational outcome, in particular self-esteem and Behaviours for Learning
Resource utilisation and training to direct resources and training to areas of greatest need to diminish the gap for children in receipt of PP	£2,000	<ul style="list-style-type: none"> Resources directed to areas of greatest need
Resource utilisation and training to direct resources and training to areas of greatest need to diminish the gap for children in receipt of PP	Actual Spend: £948.38	Impact <ul style="list-style-type: none"> Maths resources purchased to support the mastery approach to teaching Training attended for support for vulnerable learners
Inclusion Mentor to work with	£15,871	<ul style="list-style-type: none"> Improved emotional well-being of the children and support for families

vulnerable and underachieving children and their families		<ul style="list-style-type: none"> • Children to understand feelings and emotions enabling them to learn • Children to increase self-esteem and confidence and develop a more positive attitude to learning
Inclusion Mentor (now Deputy SENCo Inclusion) to work with vulnerable and underachieving children and their families	Actual Spend: £15,871	Impact <ul style="list-style-type: none"> • Children have a safe place to go and can discuss emotions and feelings with a trusted adult • Barriers to learning lessened or removed • Supported school drive on Behaviours for Learning • Improved emotional well-being of pupils and their families and a point of contact in school • Part of the school Inclusion Team and supports work of SENCo and PP Lead • Supports school drive on communication with parents • Works in class with vulnerable groups of children to support their access to learning
Art Group for children in need of nurture support	£720.60 + £250 for materials	<ul style="list-style-type: none"> • Improved home / school links <p><i>Unable to take place –focus moved to Forest School</i></p>
Forest School Teaching Assistant support	Actual Spend: £1767.10	Impact <ul style="list-style-type: none"> • Regular support for Forest School Leader to enable leader to plan and deliver sessions specific to children’s needs • Positive impact on language and communication skills in Reception with 70% of pupils gaining a good level of development (National Benchmark 71%) • Transfer of problem solving skills to classroom
Home School Link Worker	£4,254	<ul style="list-style-type: none"> • Parents/ Carers are more able to support children at home with emotions, self-regulation and learning
Home School Link Worker	Actual Spend: £4254	Impact <ul style="list-style-type: none"> • Impact through the Didcot Partnership of Schools
Enrichment activities, support with trips and residential activities	£1,000	<ul style="list-style-type: none"> • Social skills are developed through participation in a range of clubs provided by the school or external providers • Pupils enjoy being at school and are keen to arrive before / stay later to participate in chosen activities • Talent, skills and efforts in non-academic subjects are celebrated and self-confidence developed

		<ul style="list-style-type: none"> • Pupils are able to participate fully in school trips and residential
Enrichment activities, support with trips and residential activities	Actual Spend: £1043.80	Impact <ul style="list-style-type: none"> • Twelve pupils received funding for educational visits or residential trips • Positive pupil voice • Supported home / school links through the discussions between parent /carer and the Learning Mentor • Improved self-esteem and resilience • Widened opportunities to experiences and activities
Funding for After School Club	£1,100	<ul style="list-style-type: none"> • To promote good attendance and punctuality • Pupils have time to complete homework tasks if unable to do them at home • Pupils enjoy spending time with their peers at the end of the day
Funding for After School Club	Actual Spend: £2228.50	Impact <ul style="list-style-type: none"> • Four pupils had funded places at After School or Breakfast Club to develop social skills and self-esteem • Access to a wider friendship group to support communication through play • Support for homework and reading activities • Positive pupil voice
Actual spend:	£56,377.11	