

## Pupil Premium Strategy 2017-18

### Amount of Pupil Premium funding received 2017-18

Number of pupils eligible	45
Total Pupil premium received	£56,040

### Identified barriers to educational achievement

All Saints CE (A) Primary School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Limited Communication, Language and Literacy
- Access to extra-curricular activities, educational experiences such as trips and participation in physical activities
- Parent / Carer engagement with school in relation to curriculum meetings, workshop evenings, homework and general communication
- Late arrival at school
- Family aspirations and expectations for their child(ren)
- Behaviour – pupils with specific social and emotional needs which affect their learning

### Rationale for expenditure

As identified in the 2016 - 2017 data analysis, accelerated progress is required for pupil premium eligible pupils in reading, writing and math. Results for children in receipt of Pupil Premium are above National standards for Year 1 phonics but below National Standards for end of KS1 and end of KS2 statutory assessments. Pupil progress meetings are held termly and all data is carefully tracked. Large amounts of money have been invested in a new whole school approach to teaching Maths and English as detailed below, which will raise the standards for all pupils as well as those in receipt of Pupil Premium. Quality First teaching is a major drive in the school providing in class support, pre-teaching and catch-up teaching to minimise the need for interventions out of the classroom. Funds of money have been set aside for specific needs for children in receipt of Pupil Premium. Information is collated from parent/carers, pupil and teacher to form an overall picture of the child to determine any extra provision needed over and above academic interventions. Parents / carers are kept informed of any provision and actions through parent teacher meetings and through the work of the Inclusion Mentor. Training and professional development of staff is linked to the school focus on the raising of standards in writing and maths.

## Pupil premium strategy 2017 -2018

Many of the children in receipt of Pupil Premium have social and emotional needs which can affect their behaviour and attitude to learning. We have invested money into pastoral work, which supports children emotionally, using Emotional Literacy Support Assistants. Children in receipt of Pupil Premium have priority over places requested to attend extra-curricular activities and some children benefit socially through attendance at our After School Club.

Some parents / carers of Pupil Premium children are unable to afford to pay for school trips, residential visits and music tuition. In order to support their learning in all areas of the curriculum and to build confidence, the school has allocated funding to pay for these additional expenses throughout the academic year.

### Key expenditure – how the allocation will be spent

**Bold Writing is linked to the Educational Endowment Foundation research which illustrates successful strategies**

Area of spend	Focus	Total allocation
Employment of specialist Numbers Count teacher to deliver high quality interventions in KS1. <b>1:1 and small group tuition</b>	Attainment / progress in Maths	£14,342.52 + £850 Edge Hill University support
Maths coordinator to work alongside staff in school to provide leadership and support in the delivery of the new Maths Mastery curriculum. <b>Diminishing the Gap</b>	Attainment / progress in Maths	£1,142.50 10% contribution towards maths mastery
Talk for Writing Inset and training and English coordinators to provide leadership and support in the delivery of this new initiative. <b>Diminishing the Gap</b>	Attainment / progress in English	£1,000
Quality First Teaching to provide targeted support for children at risk of underachievement.	Attainment / progress in Maths and English and Communication, Language and Literacy	£3,500
Non-contact teacher time for data analysis	Attainment / progress in Maths and English	£2,000
1:1 and small group tuition <b>1:1 and small group tuition</b>	Attainment / progress in Maths and English	£5,529.71
Arch readers x 2 to help close the language gap <b>Diminishing the Gap</b>	Attainment / progress in English	£840
Equipment and Project Fund to enable staff to bid for specific funding in order to improve	Attainment / progress in Maths and English and / or emotional and social support	£2,000

educational outcomes for children in receipt of PP <b>Social and Emotional Aspects of Learning</b>		
Resource utilisation and training to direct resources and training to areas of greatest need to diminish the gap for children in receipt of PP <b>Diminishing the Gap</b>	Attainment / progress in Maths and English and / or emotional and social support	£2,000
Inclusion Mentor to work with vulnerable and underachieving children and their families <b>Social and Emotional Aspects of Learning</b>	Emotional and social support	£15,871
In school Art Group for children in need of nurture support <b>Social and Emotional Aspects of Learning</b> <b>Arts Participation</b>	Emotional and social support	£720.60 + £250 for materials
Home School Link Worker <b>Social and Emotional Aspects of Learning</b>	Emotional and social support	£4,254
Enrichment activities, support with trips and residential activities <b>Social and Emotional Aspects of Learning</b> <b>Sports Participation</b>	Wider curriculum	£1,000
Funding for After School Club <b>After School Programmes</b>	Wider curriculum	£1,100
Total:	-----	£56,040



	<ul style="list-style-type: none"><li>• Leadership and Support with planning and delivering lesson in the mastery approach</li> <li>• 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</li><li>• 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</li></ul>	<ul style="list-style-type: none"><li>• Meet teachers to assist with planning (Lesson Design)</li><li>• Support teachers in class with delivery of lessons (team teaching)</li><li>• Pupils given explicit advice on how to improve and deepen learning through constructive comments and feedback</li><li>• Teacher feedback on planning and marking scrutinies with explicit foci given to drive improvement</li></ul>
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Pupil premium strategy 2017 -2018

<p>Non-contact time to facilitate pupil tracking and data analysis</p> <p>1:1 and small group tuition</p> <p>Arch Reading to help close the language gap</p> <p>Equipment and Project Fund to enable staff to bid for specific funding in order to improve educational outcomes for children in receipt of PP</p>	<p>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</p> <ul style="list-style-type: none"> <li>• Improved learning outcomes in reading, writing and maths (greater proportion meeting Age Related Expectations)</li> <li>• Pupils gain in confidence with key concepts</li> <li>• Pupils feel equipped to tackle higher-level work</li> <li>• Improved ability to discuss books</li> <li>• Staff can bid for specific funding to improve educational outcomes for children in receipt of Pupil Premium</li> </ul>	<ul style="list-style-type: none"> <li>• All members of the team discuss and action decisions made regarding next steps in learning for all pupils in the year group regardless of whether a pupil needs challenge or is at risk of underachievement</li> <li>• More regular analysis and tracking by Inclusion Lead and Pupil Premium Lead highlights progress and attainment of children with SEND and in receipt of PP towards Age Related Expectations and subsequent action for those at risk of underachievement</li> <li>• Working closely with class teacher, SENCo and PP Lead to guide 1:1 TA support for individual child</li> <li>• Work alongside and with other children in a group to support learning in reading, writing and maths and support social interaction</li> <li>• Teachers plan for volunteers to carry out reading tasks matched to children’s needs</li> <li>• To allocate specific funding according to need, determined from pupil or parent voice or as identified by class teacher, based usually on social and emotional aspects of learning</li> </ul>
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Resource utilisation and training to direct resources and training to areas of greatest need to diminish the gap for children in receipt of Pupil Premium

- Resources directed to areas of greatest need

- Expenditure monitored on a termly basis to ensure funding has been deployed for the maximum benefit of pupils in receipt of Pupil Premium. Training could include:
  - ❖ ELSA – emotional literacy
  - ❖ Maximising TA impact in the classroom
  - ❖ Drawing and Talking
  - ❖ Autism Tier 1 training
  - ❖ Diminishing the gap
  - ❖ First Class at number
  - ❖ Inclusion Conference
  - ❖ High quality ‘in house’ training

<p>Inclusion Mentor to work with vulnerable and underachieving children and their families</p>	<ul style="list-style-type: none"> <li>• Improved emotional well-being of the children and support for families</li> <li>• Children to understand feelings and emotions enabling them to learn</li> <li>• Children to increase self-esteem and confidence and develop a more positive attitude to learning</li> </ul>	<ul style="list-style-type: none"> <li>• Children have a safe place to go and can discuss emotions and feelings</li> <li>• Children will feel confident to approach a trusted group of adults</li> <li>• Pupil Voice completed with every child in receipt of Pupil Premium and shared with parent /carer. Parent /carer contributes to the form for the school to gain a 'picture' of the child alongside teacher's input</li> <li>• Barriers to learning lessened or removed</li> </ul>
<p>Home School Link Worker</p>	<ul style="list-style-type: none"> <li>• Parents/ Carers are more able to support children at home with emotions, self-regulation and learning</li> </ul>	<ul style="list-style-type: none"> <li>• ELSA groups and individual time to support children with emotional wellbeing, self-regulation, self-esteem and friendship groups</li> <li>• External support signposted to support the family if appropriate</li> </ul>
<p>Art Group for children in need of nurture support</p>	<ul style="list-style-type: none"> <li>• Improved home / school links</li> </ul>	<ul style="list-style-type: none"> <li>• Children work alongside their parents in the Art Room with a specialist TA</li> </ul>
<p>Enrichment activities, school clubs, support with trips and residential activities</p>	<ul style="list-style-type: none"> <li>• Social skills are developed through participation in a range of clubs provided by the school or external providers</li> <li>• Pupils enjoy being at school and are keen to arrive before / stay later to participate in chosen activities</li> <li>• Talent, skills and efforts in non-academic subjects are celebrated and self-confidence developed</li> <li>• Pupils are able to participate fully in school trips and residential</li> </ul>	<ul style="list-style-type: none"> <li>• Termly analysis of children in receipt of Pupil Premium who have participated in clubs and extra-curricular activities</li> <li>• Learning mentor talks to children / parents about possible interests and available clubs</li> <li>• 'All Saints has Talent' Board used to promote talents out of school</li> <li>• Learning Mentor discusses participation in school trips and residential with parent /</li> </ul>

		<p>carer and / or child as appropriate</p> <ul style="list-style-type: none"> <li>• Learning Mentor or Pupil Premium Lead organises funding as appropriate for clubs, visits, residentials and resources required</li> </ul>
Funding for After School Club	<ul style="list-style-type: none"> <li>• To promote good attendance and punctuality</li> <li>• Pupils have time to complete homework tasks if unable to do them at home</li> <li>• Pupils enjoy spending time with their peers at the end of the day</li> <li>• Ensures children have a calm end of the day with a range of activities offered</li> <li>• Provides children with a safe, fun environment during out of school hours</li> </ul>	<ul style="list-style-type: none"> <li>• Liaise with After School Club and Breakfast Club about any particular needs of individual children</li> <li>• Ensure teachers know this could be an option for children in receipt of Pupil Premium</li> <li>• Encourage parents of children with poor attendance / lateness to use Breakfast Club</li> </ul>

### How will the school measure the impact of the Pupil Premium?

At All Saints we use 'Integris' for summative assessment and also for formative assessment if there is a need for greater depth of analysis of an individual's or group's progress. We carry out 'hot' and 'cold' writes and 'hot' and 'cold' tasks in maths. Specific tests and assessments are carried out to measure the impact of interventions e.g. Sandwell, PERA, Salford, QCA, NARA, PHAB, BPVS. This data is collated and analysed by the Maths, English and Assessment Coordinators and the SENCO if necessary. Data is collected at three points throughout the year and monitoring and tracking of the cohorts' attainment will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. The Wellcome assessment is used to screen children on entry to Nursery and to enable early identification of any language need. Review meetings take place formally each term to review progress towards Age Related Expectations (ARE) and to measure progress from starting points (ends of EYFS, KS1 and KS2). Work scrutinies and planning scrutinies occur termly to measure the impact of provision of Quality First Teaching and to identify areas for development in Learning and Teaching. Lesson observations and formal lesson 'drop ins' are carried out termly to help measure the impact of provision in action. Pupil Voice, alongside parent voice and teacher input form a picture of each child to identify individual provision needed to move the child on in their learning. This enables targeted support to be discussed and put in place to suit individual learning needs. Data for children in receipt of Pupil Premium is measured against those not in receipt of Pupil

Premium to determine progress and attainment and to establish provision to help diminish any gaps. Data for pupil premium children is also measured from key starting points to identify children who may be falling short of their previous academic attainment.

After each data point, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular item in Governors' meetings.

Designated staff member in charge: Heather Delaney / Lucy Faulkner / Viki Papparides

Nominated governor: Hugh Boorman

Date of next Pupil Premium Strategy Reviews:

27.11.17 (FGB)

15.12.17

23.03.18

13.07.18

