

All Saints CE (A) Primary School
Pupil Premium Strategy Statement – 2018-2019

1. Summary Statement					
School	All Saints CE (A) Primary School				
Academic Year	2018-2019	Total PP Budget	£57,620	Date of most recent PP review (external)	12.11.15
Total number of pupils	426	Number of pupils eligible for PP	43 10%	Date of next internal review of this strategy	September 2019
2. Final Data 2017-2018 Year 6					
				Pupils eligible for PP (All Saints)	Pupils not eligible for PP (National Average)
% achieving age related expectations or above in reading, writing and maths				57%	70%
progress score in reading for pupils eligible for PP				2.11	0.31
progress score in writing for pupils eligible for PP				1.54	0.24
progress score in maths for pupils eligible for PP				0.65	0.31
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A	Higher percentage of children in receipt of Pupil Premium in Year 2 (38%) and Year 6 (43%) are also on the SEN register. A range of complex needs affecting attainment in both year groups. Previously higher attaining disadvantaged children in Year 6 are not making sufficient progress. ➤ Attainment of children eligible for Pupil Premium in Year 2 and Year 6 (2017 – 2018) is lower than national pupils other.				
B	Poor writing skills and language and communication skills. Specific social and emotional needs are having an impact on academic attainment. Increasing number of EAL pupils in the Year 4 cohort. ➤ Attainment in writing in Year 5 (2017 – 2018) for disadvantaged pupils is low (40%). ➤ Attainment of Year 4 (2017 – 2018) for disadvantaged pupils is low in Writing (38%) and Maths (38%).				
C	Limited access to activities and experiences, parent/carer engagement, low aspirations and expectations and inconsistent attendance are having a detrimental effect on pupil attainment. ➤ Attainment gap in all subjects in all year groups (with the exception of Year 5 Reading) when comparing children in receipt of Pupil Premium and their non-Pupil Premium peers.				
External Barriers (issues which also require action outside school, such as low attendance rates)					
D	Attendance and arriving late. 2017 – 2018 pupil premium attendance 92%. Late occasions 165.				
E	Communication with parents and aspirations of children and families.				
4. Desired Outcomes (specific outcomes and how they will be measured) - cohort targets determined using school data for disadvantaged pupils					
A	Children are making expected or better than expected progress and improving attainment in Reading, Writing and Maths. • 50% of children in Year 2 and 60% of Year 6 reach ARE in Reading, Writing and Maths				
B	Attainment is improved in year groups where data is showing specific areas of concern. • 60% of Year 6 children reach ARE in Writing. • 38% of Year 5 children reach ARE in Writing and 50% of Year 5 children reach ARE in Maths.				

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C	<p>Accurate assessment is in place across and within lessons to provide effective support and challenge so all learners make good progress and improve attainment.</p> <ul style="list-style-type: none"> • 100% of Year 1 children reach ARE in Reading, 100% in Writing and 100% in Maths. • 75% of Year 2 children reach ARE in Reading, 50% in Writing and 50% in Maths. • 43% of Year 3 children reach ARE in Reading, 43% in Writing and 57% in Maths. • 67% of Year 4 children reach ARE in Reading, 50% in Writing and 50% in Maths. • 63% of Year 5 children reach ARE in Reading, 38% in Writing and 50% in Maths. • 80% of Year 6 children reach ARE in Reading, 60% in Writing and 60% in Maths.
D	Attendance improves to 97% and lateness (PP eligible occasions) by at least 25% to below 120.
E	Communication with parents/carers improved and aspirations raised of children and families.

5. Planned Expenditure

Academic Year	2018/19
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The headings below enable schools to demonstrate how they are using Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

A and B Teaching and Learning – Staff leads – Assessment, Teaching and Learning, Maths and English, PP, SENCo and Deputy SENCo Inclusion

Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead/Cost	When will you review implementation?
<p>Children are making expected or better than expected progress and improving attainment.</p> <p>50% of children in Year 2 and 60% of Year 6 reach ARE in Reading, Writing and Maths.</p> <p>60% of Year 6 children reach ARE in Writing.</p>	ARCH readers in Year 2 and in Breakfast Club.	1:1 reading to build reading confidence.	50% of children in Year 2 and 60% of Year 6 reach ARE in Reading, Writing and Maths.	SENCo and ARCH lead £840	December 2018 April 2019 July 2019
	Use of forecasting sheets to share predicted progress with Year 6 teachers.	Very clear directive and focus on targeted children in Year 6 team with feedback to feedforward giving high impact.	Teachers track progress against predictions and target underachievement.	Years 5 and 6 teacher cover £600	December 2018 April 2019
	Carefully consider Access Arrangements for 2019 SATS.	Children get best opportunities to succeed.	Year 6 TA under the guidance of the SENCo to run tests on children who should meet the criteria for special	Monitored by SENCo.	Spring 2019
	Same Day Interventions in maths.	Targeted teaching to rectify misunderstandings immediately.		TA time £500 TA Intervention cost	Daily maths lessons

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38% of Year 5 children reach ARE in Writing and 50% of Year 5 children reach ARE in Maths.	Use of specialist teacher to release Y2 and Year 5 teachers for pupil tutorials. Re-deployment of three day a week teaching assistant to Year 5 to work with targeted children in class. 1:1 Two mornings a week Teaching Assistant in Year 6 to offer classroom support and support for behaviours for learning.	Teacher / pupil tutorials to enable focus on giving clear feedback to feedforward. EEF toolkit shows feedback gives very high impact on children's learning. Target groups are identified and all staff are aware of children at risk of underachievement. Children are making good progress due to quality first teaching and support. EEF 'Short, regular sessions over a set period of time appear to result in optimum impact'.	access arrangements to determine level of access if any and apply accordingly. Support staff are having a direct impact on outcomes for pupils. Quality First Teaching and provision management reflects impact of targeted support.	Year 2 and Year 5 teachers. Specialist teacher for Computing. £5,000 1:1 TA support £2,500	April 2019 December 2018 April 2019 July 2019 Ongoing by class teacher.
Total Budgeted Cost					£9,440
C Teaching and Learning – Staff leads – Assessment, Teaching and Learning, Maths and English, PP, SENCo and Deputy SENCo/Inclusion					
Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Accurate assessment is in place across and within lessons to provide effective support and challenge so all learners make good progress and improve attainment. 100% of Year 1 children reach ARE in Reading,	Rigorous tracking of vulnerable learners using Red, Amber, Green (RAG) rated flow diagram. Weekly inclusion team meetings to discuss actions. Child shadowing following data analysis and support put in place. Discussion group to explore boys' engagement in writing and learning walk on writing and boys' engagement. Forest school to close gaps in language and communication.	For children in receipt of PP to make good progress in reading, writing and maths (including CLL). Boys' engagement is a whole school focus.	Children shadowed, liaising with staff and parent/carers. Pupil Voice is strong and pupil profiles used. Learning walk and pupil voice on boys' engagement. Forest School has impact on language and communication as determined through pupil and parent voice.	PP lead, SENCo and Deputy SENCo/Inclusion £2,000 SENCo, governors and English lead Forest School Lead and support staff £3000	Weekly Inclusion meetings. As part of boys' engagement action plan. March 2019 July 2109

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<p>100% in Writing and 100% in Maths.</p> <p>75% of Year 2 children reach ARE in Reading, 50% in Writing and 50% in Maths.</p> <p>43% of Year 3 children reach ARE in Reading, 43% in Writing and 57% in Maths.</p> <p>67% of Year 4 children reach ARE in Reading, 50% in Writing and 50% in Maths.</p> <p>63% of Year 5 children reach ARE in Reading, 38% in Writing and 50% in Maths.</p> <p>80% of Year 6 children reach ARE in Reading, 60% in Writing and 60% in Maths.</p>	<p>Learning walks and lesson observations to focus on phonics in EYFS and KS1. Staff meeting to explore learning environments to ensure support and challenge.</p> <p>All year group staff to be involved in progress meetings and identifying children who are at risk of underperforming. Pupil profiles written for underperforming pupils.</p> <p>Lesson monitoring to explore use of additional adults.</p> <p>Teaching Assistant employed in Year 3 to support Quality First teaching, offer 1:1 and small group support and support for behaviours for learning.</p> <p>Innovate marking policy to highlight feedback. 'Work looks' to observe the way feedback is differentiated to support learners in receipt of Pupil Premium. Pupil tutorials to provide quality dialogue between pupil/ teacher.</p>	<p>Whole school focus. EEF, 'Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading...' Teachers identified what they will change and what they will keep.</p> <p>All adults contribute to learning in a lesson. Additional adults are given the information they need in order for them to be effective. Target groups are identified and all staff are aware of underperforming children. EEF 'Overall, evidence shows that small group tuition is effective....'.</p> <p>Additional TA support for Year 3 to assist with the raising of attainment following the KS1 assessments and data analysis. EEF 'Making the best use of teaching assistants' shows the importance of having the right people in the right places with the right training.</p> <p>School Feedback policy is clear and shared with staff. Quality feedback is given to learners to enable them to progress from their starting points. Staff have a shared understanding of feedback and the strategies used to support this. EEF Toolkit, 'Feedback studies tend to show very high effects on learning'.</p>	<p>Phonics attainment will be at or above National average. Teachers will have implemented their identified change.</p> <p>100% of lesson monitoring evidences effective use of additional adults. 100% of children making good progress due to quality first teaching and support.</p> <p>Children in receipt of Pupil Premium will diminish the gap in attainment.</p> <p>100% of staff are following school Feedback policy. 100% of children respond to feedback and work shows progression. Self and Peer assessment is evident in work.</p>	<p>English lead EYFS and KS1 Staff Training £350 All teaching staff</p> <p>All staff</p> <p>Teaching Assistant £14,000</p> <p>All staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>December 2018 March 2019 July 2019</p> <p>December 2018 March 2019 July 2019</p> <p>October 2108 December 2018 March 2018 July 2018</p> <p>All lesson observations</p>
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	<p>Increased focus of attainment and data analysis of children in receipt of PP by all staff. Additional support and challenge identified. Progress meetings tri-annually for all staff to attend. Increased moderation planned into the academic year – within phase, across phase and across schools. Use of Integris Tracking system and Hello data to inform decisions. Governors are well informed of data across the school.</p> <p>All stakeholders have input into individual provision needed for the children in receipt of Pupil premium.</p>	<p>Accurate summative assessments lead to effective analysis of data. Children who are underperforming are identified quickly and action is taken to support their learning. Year group shared ownership with senior staff over provision, progress and attainment and shared responsibility and accountability for children in receipt of Pupil Premium. Children provided with support and challenge to reach their potential.</p> <p>For provision and Pupil Premium expenditure to target individual needs.</p>	<p>Attainment is measured accurately through the moderation process.</p> <p>School data held on one system to enable tracking of progress and attainment from starting points.</p> <p>Governors are informed and can provide professional challenge.</p> <p>Support the drive for pupil aspiration.</p>	<p>All staff</p> <p>Support for Quality First Teaching and non-contact cover for pupil tracking and data analysis</p> <p>£3830</p>	<p>December 2018</p> <p>March 2019</p> <p>July 2019</p>
Total Budgeted Cost					£23,180

D Attendance – Staff leads PP and Deputy SENCo/Inclusion					
Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Attendance improves to 97% and lateness (PP eligible occasions) by at least 25% to below 120.	<p>Office staff to produce a monthly list of attendance of children in receipt of Pupil Premium.</p> <p>Deputy SENCo/Inclusion to engage with parent/carer of identified</p>	Attendance of individual children is tracked. There is a link between parental engagement and attendance.	Monitored by Deputy SENCo/Inclusion. Individual children with attendance less than 97% identified and strategies put in	Deputy SENCo/Inclusion £2,000	<p>Ongoing but report monthly.</p> <p>Ongoing, but at least monthly.</p>

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	<p>children to discuss reasons for absence and agree a way forward.</p> <p>A Parent Carer contract to be drawn up and signed by parent/carer in accordance with the attendance policy.</p> <p>Office staff to produce a monthly individual absentee report showing lateness of PP eligible children.</p>	<p>Occurrences of lateness for individual children is tracked and monitored for frequency and patterns. Children arriving regularly on time arrive ready to learn and engage quickly with the day's activities.</p>	<p>place to improve attendance.</p> <p>Attendance of PP eligible children as a group to improve to 97%.</p> <p>Monitored by Deputy SENCo/Inclusion and followed up with individual families. Attendance and lateness monitored alongside the effectiveness of parenting contracts. Lateness to be on track to fall below 25%; 120 occasions for PP eligible children.</p>	<p>Deputy SENCo/Inclusion</p>	<p>Ongoing but report monthly.</p>
Total Budgeted Cost					£2,000
E Communication and Aspiration – Staff leads – Inclusion Team					
Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice? “	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
<p>Communication with parents improved and aspirations raised of children and families.</p>	<p>Teachers to be open and honest regarding progress and attainment. Pupil profiles written for underperforming children in receipt of Pupil Premium to be more parent and child friendly. School reports edited to include attainment data so that parents/carers are fully informed.</p>	<p>Parents/carers have a secure knowledge of their child's progress and attainment so that they can support their child at home.</p> <p>EEF Toolkit shows that parental engagement is consistently associated with pupils' success at school.</p>	<p>Staff will share information relating to progress/ attainment through face to face contact, PTIs, Pupil Profiles, school reports to ensure that families know how their child is doing and how</p>	<p>All teaching staff Deputy Senco/Inclusion £2,000</p>	<p>Ongoing November 2018 March 2019 July 2019</p>

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	<p>Opportunities for parental involvement: Parent Workshop – Talk for Writing Parent Workshop – Maths Mastery Parent Workshop – Phonics Parent / teacher Curriculum meetings Parent Teacher Interviews Inclusion Parent Steering Group Invitation to meet Senior Leadership team and Governors Open classroom work looks Growth Mindset Week Parent assemblies Worship celebrations School productions PTA events</p> <p>Revamp use of postcards/notes home. Certificates (reading diaries) are used consistently across the school to promote reading success and celebrate achievement. Positivity packs to be set up and distributed to staff. Revamp talent board.</p> <p>Use parent/carer voice to identify steps towards raising aspirations in children.</p> <p>Research ideas of successful methods of raising aspirations in young people.</p>	<p>Parents have accurate and up to date information about curriculum developments and new initiatives. EEF Toolkit states that ‘The association between parental engagement and a child’s academic success is well established…….’.</p> <p>Sharing of information when children have been successful.</p> <p>EEF Behaviour Interventions ... ‘approaches to developing a positive school ethos which aim to support greater engagement in learning.’</p> <p>EEF - To close the gap between aspirations and the knowledge skills and characteristics required to achieve them.</p>	<p>they can move them forward.</p> <p>Families are aware of new curriculum approaches and feel included in school drivers and are given regular opportunities to hear about these.</p> <p>Inclusion steering group to have input into school strategy.</p> <p>Parents join in a range of events, both informative and social.</p> <p>Parent Voice and questionnaires will be positive.</p> <p>Use focus on Growth Mindset to ensure children have access to knowledge and skills to progress towards their aspirations.</p>	<p>All staff</p> <p>Deputy Senco/Inclusion</p> <p>All staff</p> <p>PP lead</p>	<p>Ongoing and at specific dates throughout the year (see school dates)</p> <p>Regularly</p> <p>Questionnaire March 2019</p> <p>Growth mindset</p> <p>Ongoing through lesson observations.</p>
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	Provide a range of enrichment activities to foster home / school links and parental engagement eg Forest School, Homework groups after school, Book Swap Shop, library visits.	To provide enrichment activities for children while engaging parents.	Progress indicated by increased parental involvement.	All Staff Deputy SENCo/Inclusion Forest school Leader	March 2019 July 2019
Total Budgeted Cost					£2,000
Other Approaches					
Enrichment Activities	Provide support for attendance on residential trips, school visits and clubs.	EEF Social and Emotional Aspects of Learning and Sports Participation.	Successful participation with children embracing the opportunities.	PP lead and Deputy SENCo/Inclusion	£2,000
Breakfast and After School Club	Funded places according to need and to enhance attendance at school. Funded places to support children with social interaction.	Social and Emotional support and engagement with peers. Support for parental engagement and communication.	High attendance rate of allocated places. Pupil and /or Parent Voice. Children engaging well with peers.	PP lead and Deputy SENCo/Inclusion B/ASC Manager	£3,000
Mentoring	Deputy Senco/Inclusion working with vulnerable and / or underperforming children and their families.	Barriers to learning lessened.	Staff discussions around pupil progress and discussions with parent/carer. Need for mentoring lessens.	Deputy SENCo/Inclusion	10,000
Staff Training	Training to support whole school initiatives and pupil need as required.	Directed towards areas of greatest need and to diminish the gap for children in receipt of Pupil Premium.	Pupils make good progress and attainment.	Staff training as needed	3,000
Resources	Resources and equipment to support whole school initiatives and pupil need as required.	Directed towards areas of greatest need and to diminish the gap for children in receipt of Pupil Premium.	Training and resources support whole school initiatives.	All staff can bid for resources as required.	3,000
Total Budgeted Cost					£21,000
Grand Total Budgeted Cost					£57,620

This Pupil Premium Strategy 2018 – 2019 is subject to change. We have built in the flexibility to make adjustments as we measure the progress children are making, evaluate their needs and measure the impact of the approaches taken.