



# Pupil premium strategy statement – ALL SAINTS C OF E PRIMARY

1. Summary information					
Academic Year	2016-17	Total PP budget	£95,030	Date of most recent PP Review	Sept 2016
Total number of pupils	202	Number of pupils eligible for PP	68	Date for next internal review of this strategy	July 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% Y6 achieving expected or above in reading, writing & maths	33%	<i>tbc</i>
% Y6 making expected progress in reading	80%	86%
% Y6 making expected progress in SPAG	79%	71%
% Y6 making expected progress in writing	86%	93%
% Y6 making expected progress in maths	60%	93%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Language Skills – English as an Additional Language and lower attainment in SPAG and Maths Reasoning
B.	Social & Emotional skills - %
C.	Special Educational Needs - %
External barriers	
D.	Low attendance - %
E.	Welfare issues requiring CAFs and support from Social Care - %
4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )	
	Success criteria

<b>A.</b>	Improved progress in Reading for PP with EAL.	100% of pupils eligible for PP across the school who have EAL/language needs make at least the expected rate of progress with 50% making more than expected. This will be evidenced in Reading assessments in December, March and June.
<b>B.</b>	Improved progress in the 'reasoning strand' of maths for PP with EAL.	100% of pupils eligible for PP across the school who have EAL/language needs make at least the expected rate of progress with 50% making more than expected. This will be evidenced in maths assessments in December, March and June.
<b>C.</b>	Social and emotional issues are addressed and provision meets need.	Pupils eligible for PP who have social and/or emotional needs make the same rate of progress as 'other' pupils. This will be evidenced in end of term assessments – December, March and June.
<b>D.</b>	Increased attendance rates for pupils with PP.	Reduce the number of persistent absentees among pupils eligible for PP. Overall attendance improves to be in line with 'other' pupils.
<b>E.</b>	Special educational needs are addressed and provision meets need.	Pupils eligible for PP who have SEND make the same rate of progress as 'other' SEND pupils. This will be evidenced in Support Plan Reviews and end of term assessments – December, March and June.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2016-17</b>			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</b>
A. Improved progress in Reading for PP with EAL.	CPD – whole staff Purchasing of resources e.g. Bug Club to support teaching of reading, in particular comprehension.	High quality teaching to all pupils to drive up attainment. Bug Club recommended by external source and selected to increase staff knowledge and resources. Raise profile of reading and encourage pupils to read at home.	English subject leader/SLT to oversee resources and scheme development and monitor its effectiveness.	JG	March 2017 June 2017
A. Improved progress in Reading for PP with EAL.	CPD for Reading Champion and TA's for <i>Read, Write, Inc.</i> focus on comprehension. Additional TA time to ensure small groups.	High quality teaching to all pupils to drive up attainment.	Reading Champion to oversee the teaching of RWI and to monitor the impact of the scheme. Organise timetables to ensure effective delivery. Carry out regular lesson observations for each group to assess quality of teaching. Consult local schools which use the programme.	SP	Half termly assessment outcomes
A. Improved progress in Reading for PP with EAL. B. Improved progress in the 'reasoning strand' of maths for PP with EAL.	Intervention identified and TA time provided to work alongside identified groups.	We want to invest some of the PP in longer term change which will help all pupils. In addition we want to offer high quality teaching to targeted pupils to drive up attainment. The focus will specifically be on developing understanding and reasoning.	English & Maths leaders to monitor the impact of intervention. Pupil progress meetings to review intervention strategies.	JG, SH, AD	Termly

A. Improved progress in Reading for PP with EAL. B. Improved progress in the 'reasoning strand' of maths for PP with EAL	To provide time for staff to identify the needs of and determine strategies for intervention for pupils eligible for PP (PP meetings).	To give staff quality non-contact time to discuss the needs of PP children following progress meetings.	Headteacher to lead meetings. Analyse and review outcomes for PP pupils each term. DHT/Inclusion manager to organise timetables to ensure delivering provision and to give staff preparation time.	AD, SP, AW	Termly
A. Improved progress in Reading for PP with EAL.	Training of staff and purchase resources - Read, Write Inc.	We want to invest some of the PP in longer term change which will help all pupils.	Reading Champion to oversee the teaching of RWI and to monitor the impact of the scheme. Carry out regular lesson observations for each group to assess quality of teaching.	SP	Half-termly
A. Improved progress in Reading for PP with EAL.	Staff training for Speech & Language teaching assistants & weekly intervention support time.	We want to provide additional intervention to support speech & language needs of our youngest children (EYFS & KS1).	Inclusion Manger, DHT & HT to oversee the effectiveness of this support and to monitor outcomes, following progress meetings.	AW, SP, AD	Termly
C. Social and emotional issues are addressed and provision meets need.	Funding for Learning Mentor to support pupils with social & emotional needs. Lunchtime Club.	We want to provide pastoral support for individuals/small groups of pupils in order to develop pupils' self-esteem, emotional and learning behaviour. The Learning Mentor is highly skilled to offer this support.	Inclusion Manager to oversee and line manage the work of the Learning Mentor and to arrange SAFS (Student & Family Support) meetings to review impact.	AW	Half-termly On-going
Total budgeted cost					£74,748
<b>Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

C. Social and emotional issues are addressed and provision meets need.	Funding for Education Welfare Officer/Family Worker to support families of pupils with social & emotional needs – those with CAFs.	We want to provide pastoral support for our families whose children are identified as being vulnerable. The aim of this support is to improve the life chances of these children and to improve their attainment. The EWO/Family Worker is highly skilled to offer this support. This has shown to be highly effective in other schools in our network.	Inclusion Manager & SLT to oversee and co-ordinate the work of EWO/Family Worker and to arrange SAFS (Student & Family Support) meetings to review the impact of this support.	AW, AD, SP, JG	On-going
C. Social and emotional issues are addressed and provision meets need.	Funding for Time for You, Art Therapy and EP time.	We want to provide pastoral and counselling support for children have been identified as vulnerable. The aim of this support is to improve self-esteem and address emotional need. This will consequently improve their achievement and attainment. This specialist provision has shown to be highly effective in other schools in the City.	Inclusion Manager to oversee and co-ordinate the impact of these counselling sessions on the emotional welfare of pupils. Arrange SAFS (Student & Family Support) meetings and one to one feedback sessions with counsellors.	AW	On-going
C. Social and emotional issues are addressed and provision meets need.	Subsidised funding for pupils eligible for PP to attend a residential visit to Plas-dol-Moch, in Wales.	The emotional and social welfare benefits for our PP pupils following a residential visit. In the past this has had a positive effect on learning behaviour which has then impacted on end of Year 6 attainment.	Class teacher to plan the visit with the residential centre to create a programme which will develop emotional & social skills and on collaboration and team-building.	SH	Autumn Term (review programme) Summer – end of year SATs
<b>Total budgeted cost</b>					<b>£17,225</b>

**ii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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D. Increased attendance rates for pupils with PP.	Funding for Education Welfare Officer to support families of pupils whose attendance & punctuality is a concern.	To aim for as near to 100% attendance for all pupils. EWO employed to monitor pupils and follow up quickly on absence. First day response provision.	Headteacher and governors to monitor attendance.	AD & Governors	Termly
C. Social and emotional issues are addressed and provision meets need.	Funding towards the cost of refurbishing caretaker's house in order to become a 'nurture hub'.	There is a shortage of effective working space in the main school to provide the required counselling, small group and meeting time for professionals and parents. There has been an increase in identifying vulnerable pupils and therefore the requirement to refurbish the empty caretaker's bungalow.	Headteacher, SLT & SBM to oversee the refurbishment so that it meets the needs of these children. Thereafter, provide timetables for the use of the rooms and take feedback from professionals about the provision.	AD, SP, JG, AW	Autumn Term On-going  <b>£3,057</b>
<b>Total budgeted cost</b>					<b>£95,030</b>

6. Review of expenditure				
Previous Academic Year		2015-16		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved progress in English for PP with EAL.	Intervention identified and TA time provided to work alongside identified groups.	With the exception of Y4 and Y6, progress in English for PP is in line with that of other pupils: Y1 – (PP) 44% (non) 45% Y2 – (PP) 80% (non) 83% Y3 – (PP) 100% (non) 100% Y4 – (PP) 22% (non) 83% Y5 – (PP) 100% (non) 100% Y6 – (PP) 73% (non) 100% <i>Success Criteria: Mostly met with further intervention required in Y5 next year.</i>	We will continue next year but with a more intense focus on Year 5.	66,495
Improved progress in English for PP with EAL.	To provide time for staff to identify the needs of and determine strategies for intervention for pupils eligible for PP (PP meetings).	(See above) plus attainment gaps in English have closed/narrowed, with the exception of Y4 & Y6: Y1 – (PP) 44% (non) 45% Y2 – (PP) 60% (non) 61% Y3 – (PP) 60% (non) 58% Y4 – (PP) 0% (non) 41% Y5 – (PP) 55% (non) 57% Y6 – (PP) 53% (non) 60% <i>Success Criteria: Mostly met with further</i>	We will continue next year but with a more intense focus on Year 5.	700
Improved progress in English for PP with EAL.	Training of staff and purchase resources - Read, Write Inc,	Year 1 Phonics Screening Results: 77% <i>Success Criteria Met.</i>	We will continue next year with more of a focus on the compression aspect of reading.	1,300

Improved progress in English for PP with EAL.	Funding for Speech & Language teaching assistant – training and intervention time.	71% of these targeted PP pupils made expected or better progress in English. Of those who did not make expected progress, additional SEN needs have been identified. <i>Success Criteria Met.</i>	We will continue with this provision next year.	3,800
Social and emotional issues are addressed and provision meets need.	Funding for Learning Mentor to support pupils with social & emotional needs. Lunchtime Club.	70% of these targeted PP pupils made expected or better progress in English & Maths. Of those who did not make expected progress, they are in the lower part of the school and there is a need for further support and for some pupils there are additional SEN needs. <i>Success Criteria Met.</i>	We will continue with this provision next year, focusing on those PP children who have not made expected progress.	9,642
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Social and emotional issues for are addressed and provision meets need.	Funding for Education Welfare Officer to support families of pupils with social & emotional needs – those with CAFs.	64% of the total PP pupils in school have received this support. 67% of these pupils made expected or better progress in English & Maths. Of those who did not make expected progress, there is a either a need for continued support or there are pupils with additional SEN needs. <i>Success Criteria Mostly Met.</i>	We will continue with this provision next year, focusing on those PP children who are still vulnerable.	3,888
Social and emotional issues for are addressed and provision meets need.	Funding for Time for You, Art Therapy and EP time.	Impact on pupils' emotional health is assessed on an on-going basis. These programmes are highly effective.  <i>Success Criteria Met.</i>	We will continue with this provision next year.	7,433



Social and emotional issues for are addressed and provision meets need.	Subsidised funding for pupils eligible for PP to attend a residential visit to Plas-Dol-Moch, in Wales.	Of those PP pupils who attended the residential:	We will continue with this provision next year.	1,092
Special educational needs are addressed and provision meets need.	Funding for TA time to work with individuals and groups on interventions, following progress meetings & SEN Reviews. Funding for Inclusion Manager for SAFS meetings (Student And Family Support), SEN Reviews, parents meetings.	Progress of SEN pupils who are eligible for PP funding compares favourably with the progress of other pupils. There is no difference in attainment between these two groups in English and maths. <i>Success Criteria: Met</i>	We will continue with this provision next year.	5,085

### iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased attendance rates for pupils with PP.	Funding for Education Welfare Officer to support families of pupils whose attendance & punctuality is a concern.	There is no difference in attendance between the PP and 'other' group: Whole school: 96.53% Pupil Premium: 96.54% Other: 96.57  <i>Success Criteria: Met</i>	We will continue with this provision next year.	3,756

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.