

All Saints C of E Primary School



Pupil Premium Strategy

2019/20

Pupil Premium Strategy Statement

Summary Information					
Academic Year	2019/20	Total PP budget	£91, 680.00	Date of most recent PP review	Autumn 2019
Total Number of Pupils	246	Number of pupils eligible for PP	46	Date for next internal review of this strategy	Spring 2020

Current Attainment (Outcomes from 2018 – Data from ASP)		
	2018/19 - Pupils eligible for PP in school	2017/18 - Pupils not eligible for PP (National Average)
% achieving expected standard in Year 1 phonics	83% (cohort – 74%)	85%
% achieving expected standard in reading at KS1	51% (cohort – 63%)	79%
% achieving expected standard in writing at KS1	51% (cohort – 57%)	74%
% achieving expected standard in maths at KS1	51% (cohort – 63%)	80%
% achieving expected standard in reading at KS2	55% (cohort – 61%)	80%
% achieving expected standard in writing at KS2	64% (cohort – 74%)	83%
% achieving expected standard in maths at KS2	36% (cohort – 61%)	81%
% achieving expected standard in reading, writing and maths combined	27% (cohort 48%)	70%

Barriers to future attainment for pupils eligible for PP	
In school barriers	
A	New, inexperienced teaching staff
B	Inexperienced teaching assistants
C	Social and emotional needs are a significant barrier to learning for some pupils.
D	Speech, language and communication skills of disadvantaged pupils are lower than other pupils.
E	Progress of disadvantaged pupils in Maths is lower than non-disadvantaged pupils
F	Progress of disadvantaged pupils in Reading is lower than non-disadvantaged pupils
G	Playground behaviours
H	Lower aspiration of disadvantaged pupils in comparison to non-disadvantaged
External barriers	
I	Pupils do not regularly read or engage with learning at home.
J	Persistent absence can be a barrier to learning for a small number of eligible pupils.
K	Financial difficulties experienced by disadvantaged families

Planned Expenditure for 2019/20		
Area of spend	Focus <i>(Which barrier/s are being targeted)</i>	Total allocation
Targetted support from Teaching Assistants within classrooms throughout the school day in order to promote inclusion	C, D, E, F, H, I	£27,468
Appointment of Inclusion Co-ordinator (75% contribution)	A, B, C, D, F, G, H, J	£16,920
STS Teacher Visits (50% contribution) to support additional needs	A, B, C, D, E	£4,428
Ed Psych subscription (50% contribution) to support additional needs	A, B, C, D, E	£2,277
School Counsellor (50% contribution) to support additional needs	C, F, H	£4,275
Subscription to Attendance and Compliance Enforcement Team (75 % contribution)	J	£383
Purchase of high quality Learning Values awards (25%)	C, H	£200
Purchase of high quality Attendance awards (25%)	I	£200
Additional subscription from outside professionals to support identified SEN needs - SALT	B, D	£2,850
Delivery in all classes of interventions by TAs - Maths Mastery (2.5hrs per week for each year group)	E	£10,277

Delivery in all classes of interventions by TA's - Reading (2hrs per week for each year group)	F	£8,182
Targetted teaching staff CPD from local school (24 days of release time), Teaching School (8 days of teacher cover)and Gateway Alliance (100%) to support implementation of Maths mastery curriculum, whole class reading and English learning journey	A, E, F, H	£8,384
Targetted TA CPD to support delivery of high quality learning support and interventions (3xadditional sessions from Ed Psych)	B, E, F	£759
Purchase of quality texts for home reading (25% contribution)	D, F, I	£537
Purchase of quality texts for the curriculum (25% contribution, inc 10% of library subscription)	D, H, I	£287
Support for eligible pupils to access uniform (2x jumpers per PP pupils)	K	£920
Support for eligible pupils to access before and after school provision (2 places each morning / after school)	K	£2,280
Support for eligible pupils to access trips (50% contribution towards 3 trips @ £15.00)	K	£1,000
Purchase of online resources to engage hard to reach families (Tapestry / TTRS) (25% of Tapestry)	H, I	£53

Area of spend	Intended outcomes/Approach	Actions/Implementation
Targetted support from Teaching Assistants within classrooms throughout the school day in order to promote inclusion	<ul style="list-style-type: none"> Improved learning outcomes in reading, writing and maths for identified pupils (meeting end of year progress targets) 1:1 and / or small group interventions planned to cater for individual needs Targetted support within lessons to improve learning – e.g. through targeted questioning, scaffolding, dedicated 1:1 or small group support Consolidation of learning completed in classes – time for practice and application of skills Improved confidence for pupils Improved ability for pupils to access the lesson as a result of pre-learning or catch-up sessions 	<ul style="list-style-type: none"> Weekly TA meetings with class teachers – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources LT, class Teacher and Inclusion Team review – careful planning of interventions to be completed each term Termly pupil progress meetings Observation of interventions by LT, Inclusion Team and provide feedback regarding strategies, next steps, resources Clear communication between teachers and TAs – expectations within lessons TA timetables carefully planned – making best use of intervention time

		<ul style="list-style-type: none"> • Termly parents evenings with teacher to engage parents in pupils learning
Appointment of Inclusion Co-ordinator	<ul style="list-style-type: none"> • To provide dedicated time and support (1:1 and group) to help build pupils' social and emotional development • To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom • To provide a suitable environment which supports both emotional and sensory needs of children with a range of social, and emotional needs • To improve learning behaviours • To improve the knowledge and skills of other staff working with disadvantaged pupils • To improve partnership with disadvantaged families • To improve pupils playground behaviours, but giving them access to a wider range of activities / areas in school to play 	<ul style="list-style-type: none"> • Sept 2019: recruitment process • Enhance skills within role through further training over the year: DSL training, Early Help, training linked to developing support for social, emotional and mental health • Weekly liaison mtgs with STS and SENCO • Develop program of training / support for staff working with identified pupils • Develop lunchtime group / club to provide alternative activities for identified pupils
STS Teacher visits	<p>15 out of 46 children = 33% of children in school identified as SEN, are also identified as pupil premium. They have a range of complex needs that can inhibit their learning and progress</p> <ul style="list-style-type: none"> • Significant support for staff to enable appropriate learning to be planned for vulnerable children • Pupils are able to access the curriculum at the right level 	<ul style="list-style-type: none"> • To liaise and work as part of school Inclusion Team to plan appropriate interventions for identified pupils • Support teachers and TAs to implement effective planning and delivery for identified pupils • Regular monitoring and review of individual learning plans • To support the development of the new Inclusion Co-ordinator and SENCO
School Counsellor	<ul style="list-style-type: none"> • To provide dedicated 1:1 time for identified pupils and help build pupils' social and emotional development • To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom 	<ul style="list-style-type: none"> • Weekly liaison mtgs with class teachers, STS and SENCO • Develop tracking system through the use of SDQs to measure impact on pupils

	<ul style="list-style-type: none"> • To provide a suitable environment which supports both emotional and sensory needs of children with a range of social, and emotional needs • To improve learning behaviours • To improve the knowledge and skills of other staff working with disadvantaged pupils • To improve partnership with disadvantaged families 	
Educational Psychologist Subscription	<p>15 out of 46 children = 33% of children in school identified as SEN, are also identified as pupil premium. They have a range of complex needs that can inhibit their learning and progress</p> <ul style="list-style-type: none"> • Significant support for staff to enable appropriate learning to be planned for vulnerable children • Pupils are able to access the curriculum at the right level 	<ul style="list-style-type: none"> • To liaise and work as part of school Inclusion Team to plan appropriate interventions for identified pupils • Support teachers and TAs to implement effective planning and delivery for identified pupils • Regular monitoring and review of individual learning plans • To support the development of the new Inclusion Co-ordinator and SENCO
Subscription to Attendance and Compliance Team	<ul style="list-style-type: none"> • To improve persistent absenteeism of target families • To ensure school target of 96% is achieved 	<ul style="list-style-type: none"> • Identify target pupils and any barriers • Attendance reported half termly to teachers • Robust monitoring systems • Attendance considered in pupil progress meetings • Targets set with parents to improve attendance when appropriate
Purchase of Learning Values awards	<ul style="list-style-type: none"> • To improve attitudes to learning • To embed an ethos of high expectations amongst the whole school community • To raise aspirations of all pupils • To improve opportunities for pupils to receive positive praise and to share this with parents 	<ul style="list-style-type: none"> • Purchase awards from quality supplier, Autumn 1 • Awards linked to completion of Learning Values Reward booklets – clear system set up for children • Invite parents to attend assemblies when awards are presented

Purchase of Attendance awards	<ul style="list-style-type: none"> • To improve attendance across the school to 95% • To embed an ethos of high expectations with regards to attendance • To improve opportunities for pupils to receive positive praise and to share this with parents • 	<ul style="list-style-type: none"> • Purchase awards from quality supplier, Autumn 1 • Awards linked to half termly attendance – clear system set up for children • Invite parents to attend assemblies when awards are presented
Additional subscription to support the development of speech, language and communication needs	<ul style="list-style-type: none"> • To improve communication skills of identified pupils so that they are more able to express their views • To improve knowledge and understanding of more ambitious vocabulary amongst identified pupils 	<ul style="list-style-type: none"> • Autumn 1: investigate and purchase subscription through SALT • Embed a timetable / structure for 1:1 and group interventions • TAs used to support sessions and build capacity to deliver sessions themselves
Delivery of maths and reading interventions	<ul style="list-style-type: none"> • Improved learning outcomes in reading and maths for identified pupils (meeting end of year progress targets) • 1:1 and / or small group interventions planned to cater for individual needs (i.e. pre-reading / maths catch-up groups) • Support within lessons to improve understanding of learning in reading and maths • Consolidation of learning completed in classes – time for practice and application of skills • Improved confidence for pupils • Improved ability for pupils to access the lesson as a result of pre-learning or catch-up sessions 	<ul style="list-style-type: none"> • Weekly TA meetings with class teachers – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources • LT, class Teacher and Inclusion Team review – careful planning of interventions to be completed each term • Termly pupil progress meetings • Observation of interventions by LT, Inclusion Team and provide feedback regarding strategies, next steps, resources • Clear communication between teachers and TAs – expectations within lessons • TA timetables carefully planned – making best use of intervention time • Termly parents evenings with teacher to engage parents in pupils learning

Teaching Staff CPD	<ul style="list-style-type: none"> • Continue to embed whole school practice and consistent approach to phonics, whole class Reading, Maths Mastery and agreed English lesson sequence • Improved attainment and progress in phonics, reading, writing and maths • Improved assessment of phonics, reading, writing and maths • Consistent, whole school ethos to support teaching and learning • Improved learning behaviours 	<ul style="list-style-type: none"> • Training plan set up for 2019/20 <ul style="list-style-type: none"> ○ St Michael's ○ Gateway Alliance ○ Power of Reading • LT to monitor practice and impact through lesson observation / learning walks / pupil voice / book trawls • Consistent approach reinforced through weekly teacher and TA meetings • Termly pupil progress meetings
Teaching Assistant staff CPD	<ul style="list-style-type: none"> • Teaching assistants will have improved subject knowledge • Teaching assistants will be able to deliver quality interventions to identified pupils that impact positively on their progress • Continue to embed whole school practice and consistent approach to phonics, whole class Reading, Maths Mastery and agreed English lesson sequence • Improved attainment and progress in phonics, reading, writing and maths • Improved assessment of phonics, reading, writing and maths • Consistent, whole school ethos to support teaching and learning • Improved learning behaviours 	<ul style="list-style-type: none"> • Training plan set up for 2019/20 <ul style="list-style-type: none"> ○ St Michael's ○ STS ○ Ed Psych • LT to monitor practice and impact through lesson observation / learning walks / pupil voice / book trawls • Consistent approach reinforced through weekly teacher and TA meetings • Termly pupil progress meetings
Purchase of quality texts for the Home reading and English curriculum	<ul style="list-style-type: none"> • Pupils will have access to a range of high quality reading books within a structured reading scheme • Pupils will have access to challenging books that are interesting and provide good opportunities to develop writing skills • Pupils attainment and progress in reading improves 	<ul style="list-style-type: none"> • Aut 1: Purchase new reading scheme for EY and KS1 • Provide all pupils with home-school reading records and share expectations with parents • Develop consistent system for tracking and rewarding pupils that are reading at home • Develop consistent system for engaging hard to reach parents with reading at home •

<p>Support for eligible pupils to access uniform, after school provision, school trips, clubs, etc.</p>	<ul style="list-style-type: none"> • Pupils are able to participate fully in all aspects of school life by removing some socioeconomic barriers which can impact on learning • Learning is supported by trips that are carefully planned to enhance the school's curriculum • Social skills are developed through participation in a range of clubs provided by the school • Talent, skills and efforts in non-academic subjects help to develop self-confidence • Personal qualities are developed through participation in group activities 	<ul style="list-style-type: none"> • Annual analysis of spend by category • Discussions with pupils/parents to identify interests • Case studies to identify impact
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Review of Expenditure 2018/19			
Total Number of Eligible Pupils	50	Total Pupil Premium Budget	£79,008
<p>Key Areas of spend: Subscription to STS and EPS £17,114; Subscription to ACE £510; Additional staffing £30,602; provision of TA time to support targeted groups £5,300; Additional teaching time to support SATS year groups £8,800; Additional lunchtime supervisors £3,704; Provide help with purchasing school uniform £1,000; Financial support with public transport for families who have been rehoused £634; Supporting families with 50% cost of educational visits £719; Improvements to outside play area on infant site £3,185; Staff training £400; Cost of counsellor sessions £6,975; Cost of milk for Pupil Premium over 5's £65</p> <p>Evaluation This is the first year that All Saints can report on End of KS2 Outcomes There were 11 disadvantaged pupils in the 2019 Y6 cohort (48% of the cohort) The gap between advantaged and non-disadvantaged for WRITING at the end of KS2 was broadly in line with Warwickshire figures for 2019 (AS -20% / Warwickshire -17%) The gap for GPS was better than Warwickshire (AS -10% / Warwickshire – 20%) Therefore, it appears that the support given to disadvantaged pupils has had an positive impact on their skills and knowledge in realtion to the writing curriculum The gap for READING was higher (AS -24% / Warwickshire -19%) The gap for MATHS was significantly higher (AS -46% / Warwickshire -21%) Reading and Maths will therefore be the focus for next year.</p>			