

Pupil premium strategy statement

1. Summary information					
School	All Saints' CE(A) First School				
Academic Year	18/19	Total PP budget	£18480	Date of most recent PP Review	Nov 18
Total number of pupils	202	Number of pupils eligible for PP	14	Date for next internal review of this strategy	Nov 19

2. Current attainment			
<i>NB *excludes the PP children starting in part way through the year.</i>	<i>Pupils eligible for PP (main school)</i>	<i>Pupils (main school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE or above in reading, writing & maths (or equivalent)	71% (75%*)	73%	60.3%
% achieving ARE or above in reading (or equivalent)	64% (75%*)	85%	
% achieving ARE or above in writing (or equivalent)	71% (83%*)	79%	
% achieving ARE or above in maths (or equivalent)	64% (75%*)	85%	
% making at least expected progress in reading (or equivalent)	71% (83%*)	89%	74.0%
% making at least expected progress in writing (or equivalent)	71% (83%*)	89%	65.5%
% making at least expected progress in maths (or equivalent)	93% (100%)	79%	72.6%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Communication and language development – poor speech and communication skills
B.	Involvement of parents supporting homework, reading and spelling.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
C.	Social Interaction opportunities for vulnerable children outside school
D.	On entry attainment – below national expectations

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Close attainment gap between pupil premium children and non-pupil premium children.	% gap for chn achieving ARE or above in reading, writing and maths is reduced
B.	Writing – Close progress gap between pupil premium children and non-pupil premium children.	% gap for chn achieving at least expected attainment progress in writing is reduced
C.	Reading and writing – continue to reduce attainment and progress gap of PP and non-PP children at similar levels	% gap for chn achieving at least expected progress in reading and writing is reduced
D.	Maths – continue to maintain accelerated progress of PP children to reduce the attainment gap.	% chn achieving at least expected progress in maths is maintained so PP progress continues to be in line with or is better than non-PP
E.	Speech and Language Development – improve speech and communication skills of EYFS PP children .	EYFS progress data for S+L strand shows accelerated progress for EYFS children, above expected progress.

N.B Evidence and rational for 2018-19 choices of Pupil Premium Actions are taken from the Education Endowment Foundation – Teaching and Learning Toolkit

5. Planned expenditure					
Academic year	2018-19				
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					
i. Quality of teaching for all					
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?
Total budgeted cost					£0
ii. Targeted support					
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?
Maths – Close attainment gap between pupil premium children and non-pupil premium children.	1:1 and small group tuition on assessed areas of need to accelerate progress in maths.	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Evidence indicates that one to one tuition can be effective. Short, regular sessions over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.	Children identified for 1:1 tuition and small group tuition through termly assessment and monitoring. Identified children screened with appropriated assessments e.g. Sandwell Maths, GL assessments, to ensure tuition is based on specific area of need. Planned 10 week programme of intervention followed by assessment to identify and monitor impact of intervention.	LM MB	£5500 End of year analysis (July 2019)

<p>Writing – Close attainment and progress gap between pupil premium children and non-pupil premium children.</p>	<p>1:1 tuition and small group tuition on assessed areas of need to accelerate progress in writing.</p>	<p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Evidence indicates that one to one tuition can be effective. Short, regular sessions over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	<p>Children identified for 1:1 tuition and small group tuition through termly assessment and monitoring.</p> <p>Identified children screened with appropriate writing assessments (GL etc) to ensure 1:1/ small group tuition is based on specific area of need.</p> <p>Planned 10 week programme of intervention followed by assessment to identify and monitor impact of intervention.</p>	<p>LM MB</p>	<p>£5000 End of year analysis (July 2019)</p>
<p>Reading – Close attainment and progress gap between pupil premium children and non-pupil premium children.</p>	<p>1:1 tuition and small group tuition on assessed areas of need to accelerate progress in reading.</p>	<p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Evidence indicates that one to one tuition can be effective. Short, regular sessions over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	<p>Children identified for 1:1 tuition and small group tuition through termly assessment and monitoring.</p> <p>Identified children screened with appropriate reading assessments (GL etc) to ensure 1:1/ small group tuition is based on specific area of need.</p> <p>Planned 10 week programme of intervention followed by assessment to identify and monitor impact of intervention.</p>	<p>LM MB</p>	<p>£5000 End of year analysis (July 2019)</p>

<p>Language and Communication – Improve speech and language development of children, particularly identified PP children.</p>	<p>1:1 and small group support.</p>	<p>Oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p>	<p>Speech and intervention, either in small groups or 1:1 as appropriate.</p>	<p>LM/EA BK, EW, MB, other TAs (as appropriate)</p>	<p>£500 Termly Analysis (Summer 2019)</p>
<p>Improve social and emotional outcomes for targeted children by ensuring all children with SE needs are able to manage social and emotional difficulties well.</p>	<p>Individual Social, Emotional Learning Interventions</p>	<p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p> <p>Although SEL interventions almost always improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment.</p> <p>Improvements appear more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff.</p>	<p>Identified link between PP children and children within vulnerable families.</p> <p>Identify Specific children with attached pupil premium who need 1:1 SEL support for a range of needs.</p> <p>Implement individual sessions (or group if needed) focused on Nurture, or counselling sessions as needed.</p>	<p>EA MB HB</p>	<p>£500</p>

Increase social interaction opportunities for children who have few opportunities outside school, including access to trips and adventurous activities outside the school day.		<p>Social interaction issues identified within children within Year 1 and Year 2.</p> <p>Lack of opportunities within the home to interact with other children outside school setting.</p> <p>Behaviours within school support the need to develop social opportunities to integrate with peers.</p>	<p>Weekly gymnastics club provided to enable targeted children to interact socially outside the classroom.</p> <p>Funding for adventurous residential activities.</p>	<p>LB</p> <p>SE</p>	<p>£1000</p> <p>End of year analysis (July 2018)</p>
Increase social and musical opportunities for children who are unable to access these opportunities outside school	1:1 tuition and small group tuition.		Weekly individual and small group music lessons (guitar/violin/piano).	LB	£1000
Total budgeted cost					£18500
iii. Other approaches					
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?
All children including PP children are able to start school with appropriate uniform.	Individual support for PP children to provide uniform.	There is a general belief in many countries that school uniform supports the development of a whole school ethos and therefore is supportive of discipline and motivation. However, there is no robust evidence that introducing a school uniform will, by itself, improve academic performance, behaviour or attendance. However, within school we have instances of non-attendance through lack of appropriate clothing, and further instances of children from vulnerable families being emotionally affected by their lack of suitable uniform.	Initial support on becoming FSM/PP. Needs basis analysis	<p>EA</p> <p>LB</p>	<p>£500</p> <p>End of year analysis (July 2018)</p>
Total budgeted cost					£500

6. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all - none				
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
ii. Targeted support				
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
Maths – Close attainment and progress gap between pupil premium children and non-pupil premium children.	1:1 / small group tuition on assessed areas of need to accelerate progress in maths.	<p>SUCCESS CRITERIA</p> <ul style="list-style-type: none"> • PP group have expected progress in line with or better than non PP group. • The gap between attainment of PP and non-PP children reduces. <p>Data:</p> <p>The targeted small group interventions for PP children has had a impact on the progress of Pupil premium children compared to their peers.</p> <p>Progress data for PP children shows that 93% of children made expected or better progress compared 84% last year. This compares to 82% and 79% for non pupil premium children.</p> <p>However, attainment data still shows that PP children are achieving less than their peers.</p>	<p>The strategy has been effective and will continue this year.</p> <p>Although the cost has been significant the impact on progress has been high.</p> <p>This needs to continue as a gap still remains.</p>	£5500

<p>Reading - Ensure the attainment and progress of pupil premium children and non pupil premium children remains similar.</p>	<p>1:1 tuition on assessed areas of need to accelerate progress in reading.</p>	<p>SUCCESS CRITERIA</p> <ul style="list-style-type: none"> • PP group have expected progress in line with or better than non PP group. • The gap between attainment of PP and non-PP children reduces. <p>The targeted small group interventions for PP children has had an impact on the progress of Pupil premium children compared to their peers in reading. PP children are progressing higher than national. However, the attainment gap is similar. The data suggests that this has been an effective strategy, as progress within this group of children in good, and we will continue this year.</p>	<p>The strategy has been fairly effective in reading and will continue this year.</p> <p>The cost has been significant, but the impact has been good.</p>	<p>£5500</p>
<p>Writing - Ensure the attainment and progress of pupil premium children and non pupil premium children remains similar.</p>	<p>1:1 tuition on assessed areas of need to accelerate progress in reading.</p>	<p>SUCCESS CRITERIA</p> <ul style="list-style-type: none"> • PP group have expected progress in line with or better than non PP group. • The gap between attainment of PP and non-PP children reduces. <p>The targeted small group interventions for PP children has had an impact on the progress of Pupil premium children compared to their peers in reading. PP children are progressing higher than national. However, the attainment gap has reduced, and PP children are achieving in line with their peers. The data suggests that this has been an effective strategy, as progress within this group of children in good, and we will continue this year.</p>	<p>The strategy has been fairly effective in reading and will continue this year.</p> <p>The cost has been significant, but the impact has been good.</p>	<p>£6000</p>

Language and Communication – Improve speech and language development of children, particularly identified PP children.	1:1 and small group support.	<p>Success Criteria: EYFS progress data for S+L strand shows good progress for EYFS children, expected or above expected progress</p> <p>KS1 data for R/W shows good progress (expected or above expected progress).</p> <p>EYFS data for speaking and listening shows that 100% have made expected progress or above expected progress, and 100% are now at the expected level of development for their age group.</p>	The strategy will continue next year.	£4000
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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
All children including PP children are able to start school with appropriate uniform.	Individual support for PP children to provide uniform.	All new PP children have used the uniform service. Within school we have had instances of non-attendance through lack of appropriate clothing, and further instances of children from vulnerable families being emotionally affected by their lack of suitable uniform. This year we have had no instances of non-attendance or uniform having an impact on the well being of PP children.	Approach will continue.	£500

How does the school share progress information with all parents?

The school website contains information on pupil premium, including:

- How and why interventions have been identified.
- Cohorts and numbers of children the interventions are impacting on
- What impact the intervention is having
- A breakdown of how money is spent
- The impact on progress and attainment.