

Pupil Premium Strategy All Saints Church School 2017-2018

1. Summary information

School	All Saints Church School				
Academic Year	17/18	Total PP budget	26,400	Date of most recent PP Review (external or Internal)	
Total number of pupils	203	Number of pupils eligible for PP	20 PP + 22 Service	Date for next internal review of this strategy	Jan 2018

2. Current attainment (2016-2017)

Attainment of Disadvantaged Group (FSM)							
Year Group	Reading		Writing		Maths		RWM
	ARE	GD	ARE	GD	ARE	GD	ARE
Year 1 (2)	100	0	100	0	100	0	100
Year 2 (0)	NA	NA	NA	NA	NA	NA	NA
Year 3 (3)	100	37	100	37	100	67	100
Year 4 (2)	50	0	50	0	50	0	50
Year 5 (2)	50	0	50	0	50	50	50
Year 6 (3)	67	0	67	33	67	33	67

Progress of Disadvantaged Group from prior attainment (FSM)							
Year Group	Reading		Writing		Maths		RWM
	Exp+	Acc	Exp+	Acc	Exp+	Acc	Exp+
Year 1 (2)	100	0	100	0	100	0	100
Year 2 (0)	NA	NA	NA	NA	NA	NA	NA
Year 3 (3)	100	37	100	67	100	37	100
Year 4 (2)	0	0	50	0	100	0	0
Year 5 (2)	100	0	100	0	100	0	100
Year 6 (3)	67	33	100	33	37	0	37

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A. E LSA- Children with low self-esteem, vulnerable socially and emotionally could impact on academic attainment (ELSA- Emotional

	Literacy Support Assistant	
B.	Greater Depth- linked to School Development plan. Focus across the school to ensure children who are at ARE or GD are given opportunities to deepen their understanding through greater Depth opportunities in class and in intervention groups.	
External barriers (issues which also require action outside school, such as low attendance rates)		
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>ELSA - Pupils talk together and have opportunities to develop social skills and conversational skills. Pupils learn about positive ways to talk and react to others. Pupil's social skills and conversational skills are developed in a positive way. Impact will be measure through entry and exit points to show progression. Questionnaires/discussion with children and parents will show how they are feeling more positive about how to deal with certain situations.</p>	<p>Children will become more confident in themselves and towards other children/staff. Children will feel confident in knowing that there is always someone there they can talk to. Each child that receives ELSA support will feel valued for who they are.</p>
B.	<p>Greater Depth linked to SDP- Those children working at ARE or above will be given greater opportunities to explore greater depth and progress will be shown through attainment. Training day opportunities in Maths will allow teaching staff to understand how to deepen children's learning and immerse them in Greater Depth opportunities in class but also in intervention groups.</p>	
C.	<p>Parent Engagement- Financial support to Pupil Premium children to enable them to access Swimming, Educational / Residential visits and extra-curricular activities. Pupils feel included in activities they may otherwise not be financially able to take part in. Pupils experience new skills and activities. Number of pupils gaining new skills and are happier in school due to being able to take part. Parent Showcase events will provide opportunities to come into school on a regular basis to see their child's learning. In turn, this may highlight to parents how they can support their children effectively.</p>	

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5. Planned expenditure					
Quality First Teaching and Curriculum					
Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
DHT offering intervention with specific children. TA's used in the afternoon for specific intervention groups	To ensure high quality teaching is consistent across the school and to push PP children DHT teaches 3 sessions a week to support this. DHT and TA's will take intervention groups to specifically work with children on specific targets. The EEF research shows that 1:1 sessions have a potential gain of +5 months. The EEF also suggest that early intervention has a potential gain to a child's learning of + 6 months	10,000	Internal and External moderation Book scrutiny Lesson observations Monitoring of SPTO	SLT	Provision maps SPTO Intervention Records Spring 1
PP children that at ARE are specifically targeted to achieve GD in reading.	To ensure high quality teaching is consistent across the school and to push PP children and Greater Depth DHT teaches 3 mornings or afternoons a week. EEF evidence shows the early intervention could have a potential gain to a child's learning of +6months	10,000	Internal and External moderation Book scrutiny Lesson observations Monitoring of SPTO	SLT	Prevision maps SPTO Pupil progress-meetings Spring 1 Intervention Records

<p>Part of the Bath and Wells MAT relevant networks.</p>	<p>English, Maths and Science co-ordinators to attend network meetings throughout the year. By looking at how other schools spend their pupil premium money on pupil premium children will allow staff to share ideas for own class practise. For example- marking pupil premium children's books first when we mark will ensure a high quality effective feedback which has a potential gain of + 0.9 months on a child's learning We want to invest some of our PP grant in longer term changes that will enable all children to be challenged and make progress. Many evidence sources e.g. EEF Toolkit suggest that high quality feedback is an effective way to improve attainment and progress and it is suitable as an approach that we can embed across the school.</p>	<p>1000</p>	<p>Opportunities to hear about best practise elsewhere and then they disseminate back to staff. Teachers implement new practises into their own classroom.</p>	<p>All Staff</p>	<p>Feb 2017</p>
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Total budgeted cost					
Targeted Support					
Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
ELSA for children who are vulnerable socially and emotionally.	ELSA and targeted support for social and emotional support. If children have low self-esteem and poor social skills they will feel less engaged in their learning and therefore able to maximise their learning. EEF research shows that self-regulation strategies allow children to have potential gain of 0.8 months. Also, if children are supported with ELSA from an early stage they are more likely to have a potential gain of 0.6 months. EEF toolkit suggest social and emotional learning, on average, have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).	£430 0 from PP budge t	SLT- moderation SEN- entry and exit sheets Pupil voice- impact on what having ELSA has achieved for them. Parents- impact on what having ELSA has achieved for their child/children	SK+JD to lead ELSA	Provision maps Intervention records
Total budgeted cost					

Attendance					
Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
Office staff to monitor attendance of pupil premium children in comparison to non PP children	Regular checks should show that children are motivated/happy and therefore attend school regularly. If a pattern appears regarding a PP child not attending school CT/Parents and SLT to discuss how effectively we can support child's improvement in attendance. If it is a regular occurrence that a children is absent from school or late in school discussions with parents will be had about how to improve the child's attendance. EEF evidence shows parental involvement has a potential gain on a child's learning by +3months	£85 a day once a term Total spend £510	Discussions with office staff regularly to see if patterns are forming. JR to ask KS to fill in a table for each PP child with the child's attendance in. If a regularly pattern occurs, discuss with parents/child concerned to address issues and how we can increase attendance at school. The table will also highlight which children are regular late in attending school. All PP children to be at 90% attendance or above each term.	KS/JR	Termly
Total budgeted cost					
Other Areas (eg Well Being, Enrichment/Engagement)					
Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
Parent Engagement- Financial support to Pupil Premium children to	Pupils feel included in activities they may otherwise not be financially able to take part in.		Class teacher and SLT to monitor which children attend external trips. If PP children are not attending due	All Staff	Termly

<p>enable them to access Swimming, Educational / Residential visits and extra-curricular activities. Pupils feel included in activities they may otherwise not be financially able to take part in.</p>	<p>Pupils experience new skills and activities. Number of pupils gaining new skills and are happier in school due to being able to take part. EEF evidence shows that parental involvement will increase a child's potential gain by +3 months. Also, if a child is regularly participating in sporting activities this also has a potential gain of +3 months.</p>	<p>£600</p>	<p>to cost discussions with parents about how cost can be subsidised by school.</p>		
Total budgeted cost					26,400

6. Review of expenditure		
Quality First Teaching and Curriculum		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
Targeted Support		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
Attendance		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
Other Areas (eg Well Being, Enrichment/Engagement)		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail
<p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p> <p>Our full strategy document can be found online at: www.aschool.sch.uk</p> <p><i>Our key objective in using the Pupil Premium grant is to narrow the gap between children who are in receipt of Pupil Premium and those who are not. Through our quality first teaching and targeted interventions, all staff are working towards eliminating barriers to learning for children who are in receipt of Pupil Premium. The challenges that face these children are many and varied and at All Saints we focus on the individual needs and aspirations of each child. We ascertain the family circumstances in order that we can support children with, for example, poor punctuality and attendance, lack of support with reading or homework in general, or specific issues with regards to behaviour, poor attitudes to learning or involvement in extra-curricular activities.</i></p>

Background information

The Pupil Premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM), children looked after and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period. At All Saints we will be using the indicator of those eligible for Pupil Premium as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

Rates for Eligible Pupils for the Financial Year 2017 - 18

Pupils in Reception to Year 6 recorded as Ever 6 Free School Meals	£1320
Looked after children and children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order, or a residence order	£1900
Service children	£300

Year	Total	Pupil Premium	Service	Pupil Premium Plus
A	NOT KNOWN AT THIS STAGE (NOV 17)			
1		3	2	
2		2	3	1
3			1	1
4		3	5	
5		2	4	
6		5	2	1