

| 1. Summary information | | | | | |
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| School | All Saints C of E Primary School | | | | |
| Academic Year | 2018-2019 | Total PP budget | £190,783 | Date for next internal review of this strategy | Sept 2020 |
| Total number of pupils | 345 | Number of pupils eligible for PP | 137 | | |
| 6. Review of expenditure | | | | | |
| Previous Year | | % of pupils eligible for PPG by year group | | | |
| 2017 – 18 138 x £1,320 = £182,160 | | Reception | 36.6% (11/30 pupils) | Year 4 | 43.8 % (25/57 pupils) |
| | | Year 1 | 30.7% (12/39 pupils) | Year 5 | 38.4 % (20/52 pupils) |
| | | Year 2 | 23.2% (13/56 pupils) | Year 6 | 38.4% (28/59 pupils) |
| | | Year 3 | 51% (25/49 pupils) | Overall | 39.2% (138/352 pupils) |
| | | Pupil mobility was high throughout the year | | | |
| Desired outcome | Chosen action/approach | Impact: | | | Cost |
| <ul style="list-style-type: none"> Close the gaps between those who are on the SEND register and PP compared to their non-PP SEND peers | <ul style="list-style-type: none"> Provision maps of pupil's needs closely monitored to ensure PP pupils' attainment is similar to their peers and progress at the same rate as their non-PP SEND peers CPD training for CT and TA staff to ensure pupils' needs are met Targeted intervention by TA and Teachers for Catch-up | 53% of disadvantaged pupils are on the SEND register. Pupil numbers in this group tend to be less than 10, therefore analysis of attainment is not always statistically reliable. However, RWM combined data shows that pupils, with SEND needs, in receipt of PPG, do as well as 'other' SEND pupils: | | | Interventions TA: £32,000 Interventions Teachers: £35,000 |

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| | <p>reading, Read Write Inc. and Maths interventions as identified by CT</p> | | |
| <p>Low attainment in RWM</p> <ul style="list-style-type: none"> Accelerate the progress and attainment of our PP pupils – close the gaps to within the school target <10% PP pupils achieve in line with their non-PP peers (we continue to close the gap in end of KS assessments Accelerate the progress of PP who are also high attainers | <ul style="list-style-type: none"> CPD training for CT on QFT teaching strategies: Questioning, Challenge for all, Effective feedback verbal & written INSET: QFT for Broad and balanced curriculum Providing opportunities for Pupils to receive enrichment activities within school day: trips, museums Bespoke interventions: CTs carry out interventions where necessary to ensure progress is on track, and to accelerate the attainment | <p><i>“Leaders are using the pupil premium funding effectively to raise the achievement of disadvantaged pupils. The gap between the progress made by these and other pupils diminished last year and evidence suggests it will continue to do so.”, Ofsted January 2019</i></p> <p><i>“The gap between outcomes for disadvantaged pupils and those of others has been closing over the past two years. Work seen shows that current disadvantaged pupils make typically good progress, similar to that of other pupils in the school.” Ofsted January 2019</i></p> <p>The gap between disadvantaged and non disadvantaged pupils at the end of KS2 is narrowing:</p> <p>2018 KS2 combined scaled score for disadvantaged pupils: 101.4</p> <p>2018 KS2 combined scaled score for non-disadvantaged: 104.7</p> <p><i>This represents a -3.3 gap</i></p> <p>2019 KS2 combined scaled score for disadvantaged pupils: 101.5</p> <p>2019 KS2 combined score for non disadvantaged pupils: 104.0</p> <p><i>The current gap is -2.5 which is a decrease of 0.8 since 2018.</i></p> | <p>Maths Specialist Intervention: £8368</p> <p>CPD Training £20,000</p> <p>Literacy Training: £5,500</p> |

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| <p>To promote Social, emotional & Mental Health wellbeing in order for PP pupils to consistently demonstrate a positive attitude to learning, and develop strategies to overcome challenges</p> | <ul style="list-style-type: none"> ▪ Pupils have access to counselling support and social club activities ▪ Lego therapy and quiet spaces to reflect ▪ PSHE lessons which focus on building social skills, collaborative learning and aspirations about their future | <p>The frequency of incidents of negative behaviour reduced significantly across the year: Autumn:12 Spring:8 Summer:5</p> <p><i>'The behaviour of pupils is good. Pupils commit wholeheartedly to lessons and disruption to learning is a rarity.'</i> Ofsted report, January 2019</p> <p><i>'There is a shared understanding of the school's values and expectations for good behaviour. Leaders keep a close eye on any pupils who are finding it hard to behave well.'</i> Ofsted report, January 2019</p> <p>Pupils' attitude to learning is typically positive:</p> <ul style="list-style-type: none"> ▪ I didn't know much in September. At first I got pink and greens. Now I get mostly greens which means I am progressing in my work. ▪ Our teachers help us revise for assessments so we're ready for the tests. We're revising shape translations. ▪ I didn't know how to spell things but now I can write in paragraphs. ▪ When I first joined the class I only wrote in Spanish but now I write in English all the time – I can use conjunctions, adjectives and nouns. I still need to practice cursive handwriting. ▪ My teacher expects me to write half a page. ▪ Sometimes my teacher says write 3-4 paragraphs <p>Pupil voice interview, April 2019</p> <p>Pupils display positive outlooks for their futures and are aspirational about potential careers:</p> <ul style="list-style-type: none"> ▪ <i>I want to be a scientist</i> ▪ <i>I want to be a teacher. I know how to mark work.</i> ▪ <i>I want to be an artist. I've been to art and craft club and made 3D book marks</i> ▪ <i>I want to be an athlete. I love sports. I train with my dad.</i> ▪ <i>I want to be a you tuber. I love games on the computer and ipads. We get to use ipads in class.</i> ▪ <i>I want to be a doctor. I like helping people. We're learning about the human body in science.</i> <p>Pupil voice responses, years 2-6, April 2019</p> | <p>Therapy £5,000 Educational Psychologist £7,915</p> |
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| <p>Achievement of boys</p> <ul style="list-style-type: none"> • For the boys at All Saints to make progress and attain in line with girls nationally and within school • Ensure that the broad and balanced curriculum has a range of activities /learning opportunities that also inspire boys to learn | <ul style="list-style-type: none"> ▪ Planning with curriculum lead on range of activities and topics which may interest boys ▪ Track progress and attainment of boys using in-year data ▪ Target boys within class in danger of not making progress ▪ Training opportunities which will engage pupils to succeed in all areas of the curriculum including reading and writing. ▪ Inspirational talks to inspire pupils to succeed in life | <p>55% of disadvantaged boys have SEND needs.</p> <p>The curriculum has been updated to address the range of learning styles in each cohort, particularly those with higher proportions of boys. The school has piloted an ‘enquiry’ based learning approach in order to develop a more practical, investigative curriculum. Our early evaluations show that this strategy promotes good progress for all pupils. (Teacher feedback, staff training, summer 2019)</p> <p>There continues to be gaps between the performance of disadvantaged boys and ‘non disadvantaged boys, which will remain a priority in the 2019 -20 Pupil Premium strategy plan.</p> | <p>Raising Aspirations programs :</p> <p>Capturing Croydon Project</p> <p>Liaisons with Secondary schools</p> <p>£2,000</p> |
| <p>Attendance and Punctuality</p> <ul style="list-style-type: none"> • Improved attendance and punctuality of PP pupils, the gap between PPG and non PPG closes | <ul style="list-style-type: none"> ▪ Designated Parent liaison officer to work with parents to encourage pupils to attend school everyday ▪ Monitoring of Persistent Absentee families and implement strategies to ensure their attendance at school ▪ Continue to raise profile of being on-time for school <p>Healthy competition between classes to encourage attendance and punctuality – cup is awarded each Friday</p> | <p>Persistent absence for disadvantaged group has reduced by 4.42% and is below the local authority average (school: 10.29%; Croydon: 11%)</p> <p>2018 PA: 14.71 (60 pupils) 2019 PA: 10.79 (39 pupils)</p> | <p>Attendance and EWO</p> <p>£36,000</p> |

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| <p>Limited enrichment activities</p> <ul style="list-style-type: none"> • Increase the number of PP attending ASC • Increase the enrichment activities for pupils who are PP <ul style="list-style-type: none"> ○ Offer parents financial support for ASC clubs ○ Monitor the attendance of PP pupils attending clubs | <ul style="list-style-type: none"> • A wide range of enrichment activities built within the school curriculum • Provisions made for PP pupils attend ASC • Prioritise PP pupils for enrichment activities and external projects within the school day where possible • Provision map of PP pupils attending clubs. | <p>Disadvantaged pupils are exposed to a broad range of experiences: chess, gymnastics, dance, art and crafts, musical theatre, DJ and martial arts.</p> <p>Across the school there are similar proportions of disadvantaged pupils and non disadvantaged, attending clubs, with the exception of year 1 and year 4. More disadvantaged pupils in year 1 attended clubs, compared to non disadvantaged pupils, whilst in year 4, non disadvantaged pupils were three times more likely to register at an after school club.</p> <p>A pupil voice survey of twenty disadvantaged pupils showed:</p> <p>80% of pupils felt that attending a club had improved their confidence, friendships and attitudes to school.</p> <p>70% of pupils' attendance improved.</p> <p>100% of pupils said they would recommend joining an after school club because 'you get better at more things' and 'it might improve your behaviour.'</p> <p>Pupils asked for the following clubs:</p> <ul style="list-style-type: none"> ▪ Boys football for years 3 + 4 ▪ Rock climbing ▪ Singing ▪ Drama ▪ Talent show |
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