Pupil Premium Grant:

All Saints School Pupil Premium Funding- narrowing the attainment and progress gap

All Saints receives funding for pupils:

- Who have been in receipt of Free School meals (FSM) at any point in the past 6 years
- Who have been continuously looked after for the past 6 months or more or adopted from care under the Adoption and Children Act 2002
- Who have parents serving in the armed forces

Summary of Pupil Premium Grant	
Total number of pupils on roll	389
Total number of pupils eligible for PPG	149 (38.3%)
Amount of PPG received per pupil	£1,320
Total amount of PPG received	£199000

Schools are accountable for the spending of these monies. Performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium

Our school community and stakeholders have helped us to understand that we face these ongoing challenges:

- Homelessness and housing concerns
- Attendance and punctuality at school
- Access to public funds/newly arriving into the country
- Mental health and well being concerns
- Anti social behaviour

As a result, the governing body of the school has decided that the grant should be spent on the following

Percentages of pupils eligible for PPG by year group			
Reception	35.3% (12/ 34 pupils)	**Year 4**	43.4% (24/ 56 pupils)
Year 1	22.4% (11/ 49 pupils)	**Year 5**	46.6% (27/ 58 pupils)
Year 2	47.4% (27/ 57 pupils)	**Year 6**	42.9% (24/ 56 pupils)
Year 3	47.2% (25/ 53 pupils)	**Overall**	38.3% (149/ 389 pupils)

Identified gaps in attainment between PP and Non PP (July 2017)													
	Maths		Reading		Writing			Maths		Reading		Writing	
	PP	**Non PP**	**PP**	**Non PP**	**PP**	**Non PP**		**PP**	**Non PP**	**PP**	**Non PP**	**PP**	**Non PP**
Year 1	54%	83%	50%	80%	50%	74%	**Year 4**	50%	67%	71%	67%	71%	68%
Year 2	71%	75%	71%	75%	64%	65%	**Year 5**	43%	68%	54%	82%	50%	72%
Year 3	65%	80%	65%	84%	54%	80%	**Year 6**						

= attainment gap of > 10%

Proposed spend for 2016 -17		
<u>Curriculum-</u> " research shows targeted, structured interventions in one to one or small group settings shows a consistent impact on attainment of approximately 3 to 4 months		
Use of PP grant	**Aim**	**Impact**
To develop a range of interventions to ensure that all pupils make progress in line with or exceeding the progress of their non-disadvantaged peers		
All PP children working below expectations to have additional short intervention programmes throughout the week for phonics, reading and Maths.	The gap between pupil premium and 'others' is no greater than 10%.	*See table above* Gaps have narrowed within 10% in years 2 + 4. Successful intervention programmes were most notable in classes where additional teaching provision was stable. Intervention provision in many year groups was disrupted due to staff mobility and emerging training needs. Across the year, trained teaching assistants were increasingly deployed to act as 1:1 for 'in year' admissions with complex needs.
Catch Up numeracy and Catch Up Literacy programme for KS1 led by a trained TA.	To accelerate progress in reading achieving 4 months + progress To accelerate progress in reading so that reading age is in line with chronological age	94% of pupils made 6+ months reading progress 6% of pupils made 3+ months progress.
Booster classes for year 6 pupils at risk of underachieving led by Year 6 class teachers	75% of Disadvantaged pupils achieve expected standard in Reading/ Writing and Maths	Validated Pupil premium data will not be available until November 2017 however, unvalidated outcomes indicate that results fell well short of target. In reading 20% of PP children scored within 3 marks of the 100 scaled score. In writing 72% of PP children achieved expected standard. In maths, 20% of PP children scored within 3 marks of the 100 scaled score. A thorough review of teaching strategies and pedagogical knowledge is planned for 2017-18 to identify most effective approaches to accelerate progress for disadvantaged pupils. *Full analysis of KS2 outcomes is available in end of KS summary report.*
Streamed maths teaching across	20% of PP pupils targeted to	Aspirational target set. Of the 5

year 6. Maths specialist HLTA to target most able mathematicians to ensure they have access to greater depth learning and a specific programme of high order thinking skills	achieve GD in maths, in 2017 statutory assessments. (2016: 0%; National: 20%)	pupils targeted to achieve GD standard, the average scaled score for this group was 104. *Full analysis of KS2 outcomes is available in end of KS summary report.*
<u>Personal Well-being and Behaviour:</u> **"It is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning"(EEF Toolkit)** **Interventions which target social and emotional learning seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning" (EEF Toolkit)**		
Use of PP grant	**Aim**	**Impact**
To implement intervention strategies to reduce behaviour and well-being concerns of PP pupils	Behaviour records show a reduction in the frequency of negative behaviour incidents.	Autumn: 32 incidents Spring: 19 incidents Summer: 13 incidents
Zippy's friends programme- Year 2 for emotional resilience	Zippy's friends evaluation outcomes will analyse: *Improved reading attainment* *Improved emotional self-regulation: Pre and post pupil questionnaire*	Pupil voice questionnaires show that children have developed a range of strategies to manage emotions and cope with difficult situations. They feel they are better at 'listening to each other' and as a result are happier at school.
Place2Be Service - In school therapeutic counselling service	Reduction of negative behaviour incidents in pupils receiving support which will impact positively on readiness to learn. *EEF evaluations suggest an average 4 months additional progress*.	50 pupils attended session. Increased numbers of pupils accessing service as more children are becoming open and honest about the difficulties they experience with peers. 'I don't know where I would be without Place2Be' – year 5 pupil
Lego Therapy		All pupils have improved skills in: turn taking, listening and social interaction. Pupils are more settled in and beyond the classroom and are more enthusiastic about participating in the life of the wider school.
Lunch Time Zone equipment	Decrease in negative playground incidents	Autumn:29 Spring: 14 Summer:6
Behaviour support surgeries for teachers	Reduction in the number of pupils sent to SLT. Increase in the percentage of lessons graded good or better during routine learning walks,	**Autumn**: 81% behaviour for learning graded good or better **Spring**: 94% behaviour for learning graded good or better **Summer**: 97% behaviour for learning graded good or better
S&L Therapy	Improved speaking and listening, reading and writing outcomes. *Progress in reading age scores*	11 pupils received SALT input. 64% made at least expected progress from *Partners in talk* baseline.

	Progress in writing achievement.	27% pupils made accelerated progress from *Partners in talk* baseline.
<u>Wider Outcomes</u>- develop an aspirational culture across the school community. Enable pupils to access a wider range of opportunities including those of which enable wider outcomes for Talent and academic success		
Use of PP grant	**Aim**	**Impact**
Steel pans tuition To provide a wider range of opportunities for pupils, no matter what their background to access learning opportunities outside the classroom	Participation intended to positively impact on: 1. Attitudes to learning 2. Well being Pupil voice questionnaire *EEF evaluations suggest +2 months progress made on average.*	81% of pupils strongly agreed that Steel pans tuition was an important part of the school curriculum that they looked forward to. 78% of pupils strongly agreed that attending Steel pans tuition had prompted wider interest in learning a musical instrument.
Free extracurricular clubs for pupils after school: Gardening, Cookery, Dance, Chess, Newspaper Articles, Art, D&T	Participation intended to positively impact on: 1. Attitudes to learning 2. Attendance and punctuality 3. Well being Pupil voice questionnaire *EEF evaluations suggest +2 months progress made on average.*	71% of pupils strongly agreed that attitudes to learning had improved. 86% of pupils either strongly agreed or agreed that behaviour had improved following attendance at an after school club
Football Squad- selected from KS2 – talented pupils to play against other schools and further develop their skills which lead to playing for outside teams/professionally	Pupil interviews to measure number of children participating in extra-curricular football activities beyond the school.	26% of pupils participate in out of school football activities.
<u>Attendance</u> – "The choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations" Sutton Trust		
To develop strategies to promote good attendance and Punctuality of PP pupils and reduce the gap between PP and non PP pupils Appointment of a Parent/Attendance Officer Rewards and motivational incentives for PP children/cohorts and families to help improve attendance close the gap - termly	Attendance target of 96% achieved.	Attendance figure as of 01/06/17: 95.4%