

Pupil Premium Strategy Statement

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. Pupil premium funding is available to schools maintained by the local authority.

1. Summary information					
School	All Saints C of E Primary School				
Academic Year	2018-2019	Total PP budget	£190,783	Date of most recent PP Review	September 2018
Total number of pupils	345	Number of pupils eligible for PP	137	Date for next internal review of this strategy	September 2019

2. Current attainment		
Attainment for 2017-2018 Year 6	<i>Pupils eligible for PP(School)</i>	<i>Pupils not eligible for PP (National)</i>
% achieving expected standard in reading, writing and maths	52%	70%
% achieving expected standard in reading	62%	80%
% achieving expected (or better) standard in writing	59%	83%
% achieving expected standard in maths	59%	81%
Attainment for 2017-2018 Year 2	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected (or better) standard in reading	64%	78% (79%)
% achieving expected (or better) standard in writing	64%	72% (74%)
% achieving expected (or better) standard in maths	64%	78% (80%)
2017-18 Attainment at EYFS		
% achieving GLD		TBC
% achieving EXS+ in all 17 areas	35%	TBC

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.	SEN (53% of pupils who are eligible for PP are also on the SEND register)		
B.	Low attainment in RWM		
C.	Social, emotional & Mental Health difficulties		
D.	Achievement of boys		
External barriers (issues which also require action outside school, such as low attendance rates)			
E	Attendance and Punctuality		
F.	Limited enrichment activities		
G.	High Mobility of pupils (arriving and leaving the school)		
4. Desired outcomes			
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Costings</i>
A	<p>53% of those entitled to the PPG are also SEND</p> <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 • How this will be done <ul style="list-style-type: none"> ○ Monitor pupil attainment and progress through learning walks, drop ins, lesson observation and book looks, Pupil Progress meetings; ensure provision maps are recorded accurately, pupil targets are measurable and achievable so that progress is in line with peers and national figures ○ Monitor planning of pupil learning is challenging for all; QFT teaching strategies are implemented in all areas of the curriculum to meet the needs ○ Targeted intervention by TA and Teachers for Catch-up reading, Read Write Inc. and Maths interventions as identified by CT 	<ul style="list-style-type: none"> • Gaps closed compared to last year • A higher percentage of pupils progress closer to national expectation • Targets met on provision maps. • Evidence identifies children make progress. • Case studies of successes <p><i>What is the evidence and rationale for this choice?</i></p> <p>"Schools that have robust tracking systems are showing most improvement" The pupil premium: an update, Ofsted 2014</p> <p>Targeting support to ensure gaps are closed, pupils do not fall behind and receive adequate reinforcement of new concepts and skills.</p> <p>A fluid approach to targeted intervention increases the outcomes for pupils. These include- targeted small group work, 1:1 support, for PP/SEN pupils.</p> <p>"Where schools spent PP funding successfully to improve achievement, they: allocated their best teachers to teach intervention groups to improve maths and English, or employed new teachers who had a good track record in raising attainment in those subjects" Pupil Premium: How schools are spending the funding successfully to maximise achievement, Ofsted 2013</p>	<p>Interventions TA: £32,000</p> <p>Interventions Teachers: £35,000</p>

B	<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"> ○ Monitor in-year data closely ○ Pupil progress meetings to track progress of PP pupils ○ Extra teacher in yr 6 to support planning, interventions for pupils to achieve EXS & GDS ○ Targeted intervention by CT and TA – ‘catch-up reading’ and RWI ○ Track interventions closely and tailor if not working <p>• How this will be done</p> <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 ○ CTs are given updated Disadvantaged pupils lists so they know who they are ○ SLT & Middle leader drop ins, learning walks, monitoring ○ TAs interventions in ‘catch-up reading’ and RWI in afternoons, Maths interventions as necessary (yr6) ○ Raise the profile of High attainers in school so that they receive interventions to maximise their potential ○ EYFS: PPG families to be the first offered the Bookstart scheme after Christmas. ○ If needed, children to work with adult for additional targeted phonics session during the week – monitor need over first weeks of phase 2 phonics. ○ Lots of modelling of vocabulary related to maths activities. Adults to act in role-play and participate in play with the aim of extending vocabulary. ○ 	<ul style="list-style-type: none"> • PP pupils achieve in line with non-PP pupils in RWM • PP targets set are <10% or better compared to non-PP peers 	<p>Maths Specialist Intervention: £8368</p> <p>CPD Training £20,000</p> <p>Literacy Training: £5,500</p>
<p>What is the evidence and rationale for this choice?</p>		<p><i>Sir Tim Brighouse: ‘Pupils are guaranteed to make progress if the teaching is consistently good or better.’ Educational achievement conference 2013</i></p> <p><i>Pedagogy – ‘Research identifies quality first teaching (QFT) and strong pedagogic strategies, effectively implemented, as having the most impact on pupil progress; on average 6-8months’</i></p> <p><i>High quality teaching is crucial for the attainment and progress of pupils.</i></p> <p><i>Underachievement at all levels is targeted, not just for those lower attaining pupils.</i></p> <p><i>Mathematics Mastery approaches used in maths Maths Hub/Maths project – Study groups x 2 CT improving outcomes for all through reasoning.</i></p> <p><i>Curriculum- ‘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’</i></p>	

C	<p>Social, emotional & Mental Health difficulties</p> <ul style="list-style-type: none"> • For PP pupils to be positive in their attitude to learning, and accept challenges in learning <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 • How this will be done <ul style="list-style-type: none"> ○ PP will receive funding for ASC where appropriate ○ Focus on PP pupils being chosen for extra-curricular projects: Youth Congress, Panthalon, Capturing Croydon, Drumming, Museum trips, D&T projects, Steel pans, etc ○ Access to in-school therapy: In school therapists comes into school. ○ PP receive Lego therapy ○ Behaviour learning mentors for pupils whose behaviour impacts learning 	<ul style="list-style-type: none"> • The number of incidents of behaviour are reduced • Pupils have a good attitude to learning when asked (100% agreement in Pupil voice questionnaires) • Pupils know which careers they might be interested in • Pupils can talk about their futures with motivation and enthusiasm <p>Public Health England's report on 'The link between pupil health and wellbeing and attainment' recommend that systematic structured teaching of social and emotional life-skills and values throughout school life has the potential to increase emotional wellbeing and academic achievement.</p>	<p>Therapy £5,000 Educational Psychologist £7,915</p>
D	<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 <p>How this will be done</p> <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 	<ul style="list-style-type: none"> • Boys progress and attainment is line with girls within school and nationally • Pupil voice questionnaire shows 100% engagement, positive attitude to school and learning. • Reduced number of incidents involving boys <p>What is the evidence and rationale for this choice? Some year groups at All Saints have a high number of boys with differing needs. Years 6, 4, & 3 have a high number of boys, at present we need to ensure these boys are making progress in line with the progress PP girls are making.</p>	<p>Raising Aspirations programs : Capturing Croydon Project Liaisons with Secondary schools £2,000</p>
E	<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"> • The gap between the attendance and punctuality of PP pupils reduces compared to non-PP pupils • All pupils reach whole school target for attendance and punctuality • Reduced number of persistent absentees who are PP 	<p>Attendance and EWO £36,000</p>

	<p>How this will be done</p> <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 ○ Healthy competition between classes to encourage attendance and punctuality – cup is awarded each Friday 		
F	<p>Limited enrichment activities</p> <ul style="list-style-type: none"> ● Increase the number of PP attending ASC ● Support PP pupils to attend educational trips and experience days within school day ● 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 <p>How this will be done</p> <ul style="list-style-type: none"> ● Offer ASC to PP pupils at a reduced cost (by 50%) ● Social Skills Group running for PP pupils at lunchtimes ● Behaviour mentors for pupils ● Play therapy ● Lego Therapy ● Sensory Circuits ● Drama Therapy 	<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><i>What is the evidence and rationale for this choice?</i></p> <p>Nuffield Foundation research shows that participating in organised sports and joining after school clubs can help to improve primary school children’s academic performance and social skills. The Sutton Trust report ‘What promotes better achievement for bright but disadvantaged students?’ recommends that support to encourage reading for pleasure, educational trips and out-of-school studying opportunities should be provided to promote attainment for disadvantaged students at all ages.</p>	<p>BC/ASC £5,000 Extra Curriculum Clubs £6,000 School Journey £4,000 Trips £4,000 Enrichment £18,000</p>

