

Pupil Premium Strategy Statement (primary) – All Saints CEVA Primary School

1. Summary information					
School	All Saints CEVA Primary School				
Academic Year	2016-17	Total PP budget	£96500	Date of most recent PP Review	n/a
Total number of pupils	381	Number of pupils eligible for PP	63	Date for next internal review of this strategy	Dec 2017

2. Current attainment (Year 6 Summer 2016)		
	<i>Pupils eligible for PP (2015-16)</i> 15 children	<i>Entire Cohort (incl. PP) (2015-16)</i> 58 children
% achieving in reading, writing and maths	31%	37%
making progress in reading	-1.02	-0.27
making progress in writing	-1.83	-0.48
making progress in maths	-0.85	-1.20

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Lack of opportunities to share reading at home impacts on reading fluency, comprehension and vocabulary for writing.
B.	A significant group of children in lower key stage 2 with multiple vulnerabilities including PP, which hinders rapid progress.
C.	Identification of potential higher ability PP children in EYFS/KS1 to enable aspirational targets to be set.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Potentially low aspiration and exposure to a wide range of life experiences.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children's reading and writing results are rapidly closing the gap with their peers	End of year progress is as good or better than their peers and the gap in achievement has significantly narrowed.
B.	In year progress is improved due to targeted interventions	A greater % of children match the expected progress.
C.	Successful strategies in early identification of children who demonstrate a potential for work at a greater depth.	By the end of each key stage the numbers of PP children achieving greater depth is rapidly improving.
D.	To provide a range of extracurricular experiences	Wellbeing scores are equal to peers.

5. Planned expenditure

Academic year

2016-17

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?
<p>A. PP children's reading and writing results are rapidly closing the gap with their peers</p> <p>B. In year progress is improved due to targeted interventions</p>	Through Pupil Progress Presentations (PPP), children will be identified for group/1:1 intervention which will be implemented by teachers and TAs.	Those year groups who took the lead in presentation of data were able to implement interventions more swiftly.	<p>Staff held to account for group and individual progress through regular PPP meetings, Governors monitor and receive data to evaluate success.</p> <p>A greater % of children match the expected progress</p>	CD/DR/KC	Termly
Total budgeted cost					£40700

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?
<p>A. PP children's reading and writing results are rapidly closing the gap with their peers</p>	Use Suffolk assessments to identify 6 children (Yr 3) to access Beanstalk reading intervention for 12 months.	Suffolk screening helps identify children who may be making progress in reading but with underlying difficulties and dyslexic traits. Beanstalk is a nationally recognised successful intervention programme.	End of year progress is as good or better than their peers and the gap in achievement has narrowed.	KC	6 monthly
	Roll out Fresh Start intervention to Year 4.	Based on in-school impact both achievement and self-esteem, pilot for younger children who no longer access the structured phonics programme.	<p>Assessment data collected and potential under achievement addressed through additional intervention.</p> <p>Pupil progress is evaluated through seasonal termly assessments which identify individual progress and gaps.</p> <p>PPP meetings evaluate application within the wider curriculum.</p>	KC	Seasonal Termly

B. In year progress is improved due to targeted interventions	Interventions identified through PPP to be implemented and evaluated termly.	This approach has previously been successfully demonstrated in other year groups – see GPS Year 4 (2015/16)	PPP meeting evaluations. A greater % of children match the expected progress	MR/AC	Termly at PPP by CD/DR/KC
Total budgeted cost					£16000
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?
C. Successful strategies in early identification of children who demonstrate a potential for work at a greater depth.	To investigate assessments that will identify potential for high achievement – such as Laevers Wellbeing scales.	To use a screening measure that does not score children on current attainment levels but instead identifies potential ability.	By the end of each Key Stage the numbers of PP children achieving greater depth is rapidly improving. Via visits to outstanding settings to identify best practice and background reading to any assessments piloted.	KC/CD (SW/TG)	Jan 2018
D. To provide a range of extracurricular experiences	To provide specialist music sessions in KS2 and extracurricular opportunities in music.	Through curriculum provision children's potential is identified and further tuition is funded. Children's musical achievement is high, musical groups give children access to competition success which impacts positively on their self-esteem and wellbeing. (Based on pupil voice 2015/16)	Wellbeing scores are equal to peers.	JB	Sept 2017
	To provide access to the 'Arts' and trips to places that may not normally be accessed (restaurants, cinema, zoo, theatre, museum, galleries, etc)	Children's self-esteem significantly raised through a similar programme last year, further evidenced by parental voice. These opportunities to widen the social/gender/age mix strengthens the children's abilities to build stronger relationships with their peers and others.	Attendance at training courses and externally monitored by the project leaders.	KC	Interim review March 2018
	2 year TaMHS project (Targeted Mental Health in Schools)– whole staff training opportunities. Continue the 'The Zone' (lunchtime provision), Breakfast Club.	This is the 7 th year of a co-founded Health and Education programme. Evaluations suggest excellent outcomes in previous 6 cohorts. Children's attendance, punctuality, behaviour and wellbeing improved as demonstrated by case studies.	Monitoring of attendance, achievement and wellbeing through PPP	KC/CD KC	July 2017
Total budgeted cost					£39800

Review of expenditure				
Previous Academic Year		2015-2016		
i. Quality of teaching for all				
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
Pupil premium outcomes demonstrate closing the gap with national data by the end of year 6.	Continue the enhanced staffing for Upper Key Stage 2, expansion of our Inclusion Leader's role, Inclusion TA. To use research findings to identify best practice and as a result evaluate interventions; adapting as necessary to achieve good progress and attainment in both learning and well-being in every year group.	PP in year progress was excellent in year 6. Group progress summary data for PP children showed an improved picture from 2014/15.	Continued for academic year 2016-17	£44000
To improve tracking of PP children as a group and individuals to identify gaps swiftly in order to provide appropriate intervention.	The new tracking system introduced in April will enhance our ability to track and compare the attainment of both individuals and groups of children. Combine with other screening tools/questionnaires and pupil voice to identify and personalise support and funding in order to overcome any potential barriers to making good progress in school.			£1000
				£1200

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
Small group maths tuition for the more able.	Specialist maths tutor teaching mixed small groups, pairs and 1:1. Groups included non PP children.	More able children made good in year progress in maths	The needs of the 16-17 cohort do not require this particular intervention.	£4500
Targeted support for reading in years 5 & 6.	Fresh Start intervention continued, without writing element	All children made significant progress	Due to success of Fresh Start, pilot in year 4 in 2016-17.	£14700
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
To improve attendance, behaviour and wellbeing.	Continue the 'The Zone' (lunchtime provision), Breakfast Club.	Children's attendance, punctuality, behaviour and wellbeing improved as demonstrated by case studies. Attendance overall continues to be a strong picture.	Successful second year is now part of expected provision	£4600
Fund training to enable our own staff to provide strategies formerly offered by a Family Support	TaMHS (Targeted Mental Health in Schools Programme)	Training delayed to 2017-18	See 2017/18 plan	
Children have access to a range of wider opportunities.	Funding of trips, residential, music tuition fees, theatre and restaurant visits, uniform bundles and transport.	PP children experience the same opportunities as non PP children.	Children's engagement in school was maximised as a result leading to better achievement. Further provision to continue.	£6200