

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

1. Summary information					
School	All Saints CEVA Primary School				
Academic Year	2019-20	Total PP budget (Academic Year)	£69580	Date of most recent PP Review	July 2019
Total number of pupils (Jan 2019)	375	Number of pupils eligible for PP (Jan 2019)	54	Date for next internal review of this strategy	November 2020

2. Current attainment (Year 6 Summer 2019)		
	<i>Pupils eligible for PP (2018-19) 10 children</i>	<i>Entire Cohort (incl. PP) (2018-19) 59 children</i>
% achieving in reading, writing and maths	30%	56%
Value-added progress in reading	-4.18	-0.90
Value-added progress in writing	-2.95	-0.62
Value-added progress in maths	-3.97	-1.84

Year 6 SATs 2019										
	Whole Cohort (59)	School PP (10)	National PP	+/- Against National for PP	School Non-PP	National Non-PP	+/- Against National for Non-PP	National gap between PP and Non-PP	School gap between PP and Non-PP	+/-
Combined National achieving 100+ 65%	56%	30%	51%	-21%	61%	71%	-10%	20%	31%	-11%
Reading National achieving 100+ 73%	63%	30%	62%	-32%	69%	78%	-9%	16%	39%	-23%
Writing National achieving 100+ 78%	66%	30%	68%	-38%	73%	83%	-10%	15%	43%	-28%
Maths National achieving 100+ 79%	76%	40%	67%	-27%	84%	84%	0%	17%	44%	-27%

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.	PP pupils accessing high quality first teaching to improve progress and attainment in all subject areas	
B.	Some PP children are not working at age expected levels or achieving expected progress and require additional class support	
C.	30% of PP children have a dual barrier to learning of SEND	
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 and non-academic barriers (well-being, attendance, behaviour, limited support from home)	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children's results are rapidly closing the gap with their peers by the end of each Key Stage (National Data) compared to school reported data 2019. Classroom teaching is precise and of high quality to meet the needs of all PP children.	End of year progress is as good or better than their peers and the gap in achievement has significantly narrowed. Evidence of CPD implemented in teaching. Teachers using formative and summative assessments to inform their teaching. Support staff effectively deployed to improve outcomes for PP children. Edukey evidences impact of interventions in improving pupil outcomes.
B.	All PP children make expected progress from their starting points and those targeted for age expected levels achieve this.	As above
C.	PP children who have a dual barrier of SEND are identified and receive the additional support needed to make expected progress from their starting points.	Edukey evidences impact of interventions in improving outcomes for these children. Support plans in place, monitored termly with parents.
D.	To provide a range of extracurricular experiences/ PP attendance gap to close	Improvements in behaviour and attendance (PP attendance 94.46% (without a child on a part time timetable), Whole School attendance 96.01% 2018/19).Gap to continue to close. More children taking up extracurricular activities, including music tuition.

5. Planned expenditure

Academic year

2019-20

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: Classroom teaching is precise and of high quality to meet the needs of all PP pupils to enable improved progress and attainment.</p>	<p>CPD for all staff to drive standards of high quality first teaching to ensure consistently good (and increasingly outstanding) teaching through:</p> <p>EYFS: mentoring/embedding by Dr Christine Parker</p> <p>SEND training- All Staff Including embedding Edukey as a tool to measure the impact of interventions and providing SMART targets on support plans, top include reviews and evaluations.</p> <p>TA training Led by Ed Psych on how to be effective in the classroom and enhance progress for all pupils with vulnerabilities.</p> <p>All Staff: Curriculum Review the school's current curriculum to ensure breadth and depth and that all pupils are taught the knowledge and skills across the whole school in all subjects.</p>	<p>July 2016 DfE Standard for teachers' professional development states that: professional development must be prioritised by school leadership.</p> <p>Ofsted requirement: That a school provides to all its pupils including the most disadvantaged pupils:</p> <p>"a curriculum which is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experience of later life. In this way it can powerfully address social disadvantage."</p>	<p>The school monitoring cycle will continuously evaluate provision through regular learning walks by subject leaderships (and jointly with external consultants), book scrutinies, data analysis and pupil progress meetings.</p>	<p>CD/KC/SLT</p>	<p>Termly</p>

	<p>Pupil Progress meetings High Quality First Teaching (HQFT) informed through PP meetings where gaps in learning are identified and additional support targeted.</p> <p>Phonics Letters and Sounds taught by class teachers, leads to improved results, including PP</p> <p>Reading Reading scheme extended to better match phonic development. Change in structure and emphasise in reading lessons to improve inference.</p> <p>Maths Pupils have specific weekly time to access Table Rock Stars and Doodle Maths to address the gaps in basic skills.</p> <p>EduKey Interventions All interventions to be entered in Edukey, reviewed and evaluated termly. Time provided to staff to ensure this takes place in a timely manner so that interventions can be evaluated and changed as necessary.</p>		<p>Phase 1 lead completing regular reviews to ensure progress is made.</p> <p>CPD opportunities led by subject leader, with regular monitoring of progress.</p>	<p>KD</p> <p>EP</p> <p>MR</p>	
Total budgeted cost					£21500

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?
B: All PP children make expected progress from their starting points and those targeted for age expected levels achieve this.	<p>Data analysis through termly standardised tests.</p> <p>6 weekly monitoring of interventions on Edukey.</p> <p>Pupil Progress Meetings.</p> <p>Deployment of TA's effectively for additional in class support, identified on Edukey, 1:1 and small group interventions including pre and post teaching opportunities.</p>	<p>"Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average." (EEF toolkit)</p> <p>"Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year." (EEF toolkit)</p> <p>This additional resource allows for many of the effective principles of teaching that are evidence-based to be implemented more effectively including: Feedback (+8 months) & Small Group Tuition (+4 months).</p>	<p>The school monitoring cycle will continuously evaluate provision.</p>	CD/KC/SLT/ Class Teachers	<p>Termly data analysis.</p> <p>Interventions of support monitored every 6 weeks using Edukey.</p>
C: PP children who have a dual barrier of SEND are identified and receive the additional support needed to make expected progress from their starting points.	<p>Those with dual barriers are identified and all staff are aware of the children.</p> <p>Interventions are recorded, monitored and evaluated on Edukey.</p>	<p>EEF Guide to Pupil Premium states:</p> <p>For pupils with Special Education Needs deprivation is likely to be part of the broader context for many for the school's families.</p>	<p>The school monitoring cycle will continuously evaluate provision.</p> <p>DHT to monitor progress through standardised tests, interventions of support, Learning Walks and Pupil Voice.</p> <p>Monitoring of interventions logged on Edukey</p>	KC/Class Teachers	<p>Termly data analysis</p> <p>Edukey – 6 weekly reviews</p>
Total budgeted cost					£17400

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?
D: To provide a range of extracurricular experiences	<p>Pupils will partake in cultural visits and engage with visitors in school linked to curriculum e.g. library visits, places of worship, museums and other educational visits.</p> <p>To provide specialist music sessions in KS2.</p> <p>Pupils have the opportunity to learn to play a musical instrument/join school choir and opportunity to attend 1 other club per term.</p> <p>Children engage in additional sporting activities and represent the school.</p>	<p>Until children's self-esteem and confidence is developed, they are unlikely to make improved academic progress. EEF evaluated 'Social & Emotional Learning' as moderate impact (+4 months).</p>	<p>Uptake of clubs and music monitored by office staff and analysed to see opportunities taken.</p>	<p>Office staff KC</p> <p>JB</p>	Termly
PP attendance gap to close	<p>Attendance monitored termly and letters sent out for persistent lateness/absence. Follow up with parent meetings if necessary. Processing of holiday fines. Home visits to be completed where absence continues to be a concern despite all above actions being completed. Attendance certificates</p>	<p>Children's attendance, punctuality, behaviour and wellbeing improved as demonstrated by case studies.</p>	<p>Sporting opportunities spreadsheet updated and reviewed regularly.</p> <p>Monitoring of attendance, achievement and wellbeing through Pupil Progress meetings. Termly meetings with office manager to monitor attendance/lateness.</p>	<p>RC</p> <p>KC/SH</p>	
Total budgeted cost					£30680

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Review of expenditure				
Previous Academic Year		2018-19		
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
<p>A/C. PP children's reading, writing and maths results are rapidly closing the gap with their peers by the end of each Key Stage (National Data) compared to school reported data 2018.</p> <p>B. In year progress in Year 2 is improved due to targeted interventions</p>	<p>Through Pupil Progress Presentations (PPP), children will be identified for group/1:1 intervention which will be implemented by teachers and TAs.</p> <p>Local Authority reading project and introduction of standardised/SATS compatible assessments introduced in year 1 – 6 to allow more rigorous tracking and gap analysis.</p> <p>3 Day PP funded TA to work in Year 2.</p> <p>School 2 School</p> <ul style="list-style-type: none">Programme for maths subject leads to evaluate standards and identify improvements. <p>TAs CPD</p>	<p>Attainment in Maths improved from 33% (2017/18) to 40% (2018/19).</p> <p>92 % of children attending Fresh Start (excluding 2 SEND children) met target and knew 280 or more sounds/words (out of 300).</p> <p>Improved phonic scores based on baseline. Of the 7 children who did not pass the screen, all improved results following intervention with 2 now scoring enough to pass.</p> <p>41% of year 6 cohort improved reading age by more than 12 months between September 2018 and March 2019 (6 month period) = improved reading fluency.</p> <p>20 day challenges format was used and monitored through Pupil progress meetings</p> <p>Appropriate interventions were not available despite research. However, Doodle Maths has been introduced successfully.</p> <p>Evidence from data for Year 2 last year demonstrated that this provision has not been as successful as previous years.</p> <p>Christine Parker commissioned to complete a maths review of the school supported subject leader and EYFS. Cross school maths calculation policy to ensure consistent progression and avoid gaps in using concrete/pictorial approaches to concepts.</p> <p>Richard Sutton – a better understanding of barriers to learning by all TAs.</p>	<p>Atypical cohort with considerable SEMH which effected the impact of interventions as they struggled to work in small groups and needed considerable 1:1</p> <p>30% (3) of PP children also have SEND. 20% (2) joined at start of Year 6, a further child joined in year 4.</p> <p>Evidence wasn't consistent enough to make an informed decision overall. More CPD to be provided on providing evidence. However, there were improved examples and annotations/evaluations by many staff.</p> <p>Commission support from James Pembroke (Sig-) for appropriate assessment and analysis (Autumn 2019)</p> <p>This approach will no longer be used due to less than expected progress.</p> <p>TAMHS courses to be identified for staff.</p>	£26500

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
A/C. PP children's reading, writing and maths results are rapidly closing the gap with their peers by the end of each Key Stage (National Data) compared to school reported data 2018.	Use Suffolk assessments to identify 6 children (Yr 3) to access Beanstalk reading intervention for 12 months.	Difficulties with retaining Beanstalk reading helper meant only 1 has been available for the year. However, this has made a positive impact on the children's willingness to read and enjoyment of reading. Evidence from class teacher (DC) has suggested it has had a positive impact on her boys, now being more willing to read and read aloud in class.	Provision to continue in 2020/21	
	Ability to offer dyslexia screening and diagnosis in house.	6 children assessed over the year, with 4 diagnosed as dyslexic.	Early identification and assessment enables support to be put in place quickly. This is to continue next year.	
	Fresh Start intervention to continue in Year 4.	Children more engaged with reading in class. All children in the programme have made significant progress with their phonics knowledge. 86% (12 out of 14) on track to meet their targets (remove SEND children = 92% on track).	One child (new to the school) also with ASD and significant learning needs has found the sessions challenging – additional adult needed on occasion to help access the intervention.	
	Numicon interventions across KS2	Report completed by subject lead (CF) highlighted intervention did not have a significant impact on all groups considering difficult nature of a large proportion of children with SEMH needs.	Numicon was successful for SEND children – this approach to continue for this group only.	
B. In year progress in Year 2 is improved due to targeted interventions	Deployment of PP TA to support in Year 2.	Reading remained at 67% achieving standard, Greater depth fell by 5% compared to previous year. Achieving standard in Writing fell by 6% compared to the previous year, however, greater depth improved from 0% (17/18) to 17% (18/19).Achieving standard in Maths increased by 11% and greater depth increased by 6% compared to the previous year.	Deployment of TA specifically for PP children not to be continued as progress not as consistent as expected.	
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
D. To provide a range of extracurricular experiences	To provide specialist music sessions in KS2 and extracurricular opportunities in music.	A greater number of PP children now taking part in peripatetic music lessons. 7 children were specifically offered lessons, 5 took up the offer.	Children also now to be offered 1 club per term from September as part of PP package.	£37500

<p>Children's attendance, punctuality, behaviour and wellbeing improved as demonstrated by case studies.</p>	<p>To provide access to the 'Arts' and trips to places that may not normally be accessed (restaurants, cinema, zoo, theatre, museum, galleries, etc)</p> <p>2 year TaMHS project (Targeted Mental Health in Schools)– whole staff training opportunities.</p> <p>Inclusion TA provision to support wellbeing of targeted children.</p> <p>Continue the 'The Zone' (lunchtime provision), Breakfast Club.</p> <p>Attendance monitored termly and letters sent out for persistent lateness/absence. Follow up with parent meetings if necessary. Processing of holiday fines.</p>	<p>High uptake in children attending targeted trips for PP funded pupils., including bowling, Pizza and a farm trip – 76% attendance for the farm trip as the older children were not so keen to attend this trip. A further 8 children given the opportunity to go on a week residential during school holidays (subsidised by ATE charity and school). Residentials and class trips continue to be subsidised by school. Evidence gathered shows that children have not experienced these type of trips, therefore they support wellbeing and narrowing of the 'cultural divide'.</p> <p>TaMHS project completed.</p> <p>Inclusion TA completed the ELSA programme and received accreditation. Overwhelming improvement in the children who have undertaken the programme with very positive parental feedback.</p> <p>Breakfast is supporting vulnerable families including those not in receipt of PP improve attendance and pupil wellbeing. Children feel more settled to engage with their learning.</p> <p>Meetings with parents completed, included home visits for 1 family with repeated attendance issues.</p> <p>Attendance gap between PP children and the whole school has closed from 2.43% in 2017/18 to 1.55% in 2018/19 (excluding PT SEMH/SEND pupil). This is as a result of targeted offers of support with music fees, clubs, trips, uniform, breakfast as well as regular monitoring of attendance, which has included home visits where necessary.</p>	<p>Going forward split the trip into KS1 & KS2 to provide a more tailored opportunity that will also improve take up. Consider transport arrangements to be included for after school activities to ensure all children are able to attend.</p> <p>Accreditation to be applied for. More targeted CPD for TAs to be delivered by Ed Psych to TAs in September.</p> <p>4 children to be identified each term for the programme.</p> <p>To continue to close the gap between PP and the whole school attendance, targeted support to continue to be offered.</p>	
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