

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

1. Summary information					
School	All Saints CEVA Primary School				
Academic Year	2017-18	Total PP budget	£85295	Date of most recent PP Review	Dec 2017
Total number of pupils	381	Number of pupils eligible for PP	58	Date for next internal review of this strategy	Oct 2018

2. Current attainment (Year 6 Summer 2017)		
	<i>Pupils eligible for PP (2016-17) 7 children</i>	<i>Entire Cohort (incl. PP) (2016-17) 51 children</i>
% achieving in reading, writing and maths	29%	60%
making progress in reading	-2.58	0.44
making progress in writing	-4.55	-1.95
making progress in maths	-5.85	-1.38

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Lack of opportunities to share reading at home impacts on reading fluency, comprehension and vocabulary for writing.
<b>B.</b>	A significant group of children in lower key stage 2 with multiple vulnerabilities including PP, which hinders rapid progress.
<b>C.</b>	Lack of phonic knowledge for a group of children including PP
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	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>
<b>A.</b>	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>B.</b>	In year progress is improved due to targeted interventions	A greater % of children match the expected progress.
<b>C.</b>	PP children to achieve expected standards in phonics.	A greater % of children match the expected standard.
<b>D.</b>	To provide a range of extracurricular experiences	Improvements in behaviour and attendance.

## 5. Planned expenditure

**Academic year**

**2017-18**

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?
<b>A.</b> PP children's reading and writing results are rapidly closing the gap with their peers  <b>B.</b> In year progress is improved due to targeted interventions	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.	Staff held to account for group and individual progress through regular PPP meetings, Governors monitor and receive data to evaluate success.  A greater % of children match the expected progress	CD/DR/KC	Termly
<b>Total budgeted cost</b>					£34500

### 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?
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<p><b>A.</b> PP children's reading and writing results are rapidly closing the gap with their peers</p>	<p>Use Suffolk assessments to identify 6 children (Yr 3) to access Beanstalk reading intervention for 12 months.</p>	<p>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.</p>	<p>End of year progress is as good or better than their peers and the gap in achievement has narrowed.</p>	KC	6 monthly
	<p>Roll out Fresh Start intervention to Year 4.</p>	<p>Based on in-school impact both achievement and self-esteem, pilot for younger children who no longer access the structured phonics programme.</p>	<p>Assessment data collected and potential under achievement addressed through additional intervention. Pupil progress is evaluated through seasonal termly assessments, which identify individual progress and gaps. PPP meetings evaluate application within the wider curriculum.</p>	KC	Seasonal Termly
	<p>Employment of PP TA to support in targeted year group.</p> <p>Ability to offer dyslexia screening and diagnosis in house.</p>	<p>A group of children with multiple vulnerabilities identified as making slower than expected progress in previous year in a specific year group.</p> <p>Staff member has nationally accredited qualification, which enables bespoke teaching programme for individuals identified as dyslexic, time frames shortened due to in-house availability.</p>	<p>Prioritising staff release to conduct assessments planned in advance across academic year.</p>	KC	Seasonal Term
<p><b>B.</b> In year progress is improved due to targeted interventions</p>	<p>Interventions identified through PPP to be implemented and evaluated termly.</p>	<p>Fresh Start has previously been successfully demonstrated in year 5 – therefore roll out to year 4.</p>	<p>PPP meeting evaluations.</p> <p>A greater % of children match the expected progress</p>	KC	Termly at PPP by CD/DR/KC
<p><b>C.</b> PP children to achieve expected standards in phonics.</p>	<p>Earlier screening in Autumn term to identify gaps and appropriate booster groups put in place.</p>	<p>Children who attended previous years booster sessions, the vast majority attained the national standard.</p>	<p>Regular update meetings to track progress with the phonics lead/SLT</p>	SLT/TG	Termly
<b>Total budgeted cost</b>					£21500
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b>D.</b> To provide a range of extracurricular experiences</p>	<p>To provide specialist music sessions in KS2 and extracurricular opportunities in music.</p>	<p>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</p>	<p>Identification of need via liaison with families formal and informal.</p>	KC	September 18

Children's attendance, punctuality, behaviour and wellbeing improved as demonstrated by case studies.	To provide access to the 'Arts' and trips to places that may not normally be accessed (restaurants, cinema, zoo, theatre, museum, galleries, etc)	competition success, which impacts positively on their self-esteem and wellbeing.  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.			
	2 year TaMHS project (Targeted Mental Health in Schools)– whole staff training opportunities.  Continue the 'The Zone' (lunchtime provision), Breakfast Club.	This is the 8 <sup>th</sup> year of a co-founded Health and Education programme. Evaluations suggest excellent outcomes in previous 7 cohorts.  Children's attendance, punctuality, behaviour and wellbeing improved as demonstrated by case studies.	Attendance at training courses and externally monitored by the project leaders.  Monitoring of attendance, achievement and wellbeing through PPP	KC/CD  KC	Interim review Autumn Term 2018  September 2018
<b>Total budgeted cost</b>					£20000

Review of expenditure				
Previous Academic Year		2016 - 2017		
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><b>A.</b> PP children's reading and writing results are rapidly closing the gap with their peers</p> <p><b>B.</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.	Although, we did not meet the success criteria of closing the gap with peers by the end of each key stage there was evidence of accelerated progress in reading for years 3 and 6 with good progress in years 4 and 5 and in Writing: Good progress in years 1, 3, 5 & 6.	Earlier identification and implementation of strategies needs to take place in the Autumn term, particularly in EYFS.	£40,700
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
<p><b>A.</b> PP children's reading and writing results are rapidly closing the gap with their peers</p> <p><b>B.</b> In year progress is improved due to targeted interventions</p>	<p>Use Suffolk assessments to identify 6 children (Yr 3) to access Beanstalk reading intervention for 12 months.</p> <p>Roll out Fresh Start intervention to Year 4.</p> <p>Interventions identified through PPP to be implemented and evaluated termly.</p>	<p>Although, we did not meet the success criteria of closing the gap with peers there was evidence of accelerated progress in reading for years 3 and 6 with good progress in years 4 and 5 and in Writing: Good progress in years 1, 3, 5 &amp; 6.</p> <p>Confidence of children taking part in Beanstalk has significantly improved.</p> <p>Teachers reported greater participation from children in Fresh Start, but too early to show impact in attainment due to a 2/3 year intervention. This, and the improvements in phonics teaching, has resulted in less children needing intervention in KS2.</p>	Continue with teaching Fresh Start in Year 4 to ensure they have completed the programme before entering year 6.	£16,000
iii. Other approaches				

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>C.</b> 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.	Potential strategies have been identified.	CPD will be needed for key personnel.	<b>£39,800</b>
<b>D.</b> To provide a range of extracurricular experiences	<p>To provide specialist music sessions in KS2 and extracurricular opportunities in music.</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>Continue the 'The Zone' (lunchtime provision), Breakfast Club.</p>	<p>Success criteria achieved.</p> <p>TAMHS project to start in Sept 2017.</p>	Be more proactive in identifying children who may excel in musical ability but whose families may not be able to afford additional music lessons.	