

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

| 1. Summary information | | | | | |
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| School | All Saints CEVA Primary School | | | | |
| Academic Year | 2018-19 | Total PP budget (Financial Yr) | £85544 | Date of most recent PP Review | October 2018 |
| Total number of pupils | 381 | Number of pupils eligible for PP | 58 | Date for next internal review of this strategy | October 2019 |

| 2. Current attainment (Year 6 Summer 2017) | | |
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| | <i>Pupils eligible for PP (2017-18)</i> 8 children | <i>Entire Cohort (incl. PP) (2017-18)</i> 59 children |
| % achieving in reading, writing and maths | 33% | 58% |
| making progress in reading | -4.00 | -0.99 |
| making progress in writing | -1.59 | -0.55 |
| making progress in maths | -2.98 | -2.43 |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| 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 group of children in year 1 did not make expected progress. |
| C. | Lack of progress in Maths. |
| 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. Attendance of PP children lower than Non-PP children by 1.72% (1.9.18 to 4.11.18) |

| 4. Desired outcomes | | |
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| | <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 by the end of each Key Stage (National Data) compared to school reported data 2018. | End of year progress is as good or better than their peers and the gap in achievement has significantly narrowed. (PP = 33%, Other = 78%) |
| B. | In year progress in Year 2 is improved due to targeted interventions | The vast majority of Year 2 PP children (6 children) need to make good or better than expected progress from their starting point. |
| C. | See A for maths. | End of year progress is as good or better than their peers and the gap in achievement has significantly narrowed. (PP = 33%, Other = 72%) |
| D. | To provide a range of extracurricular experiences/ PP attendance gap to close | Improvements in behaviour and attendance (PP attendance 93.4%, Whole School attendance 95.83% 2017/18).Gap to close. |

5. Planned expenditure

Academic year

2018-19

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? |
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| <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. • TAs CPD | <p>In year progress for PP children showed the vast majority made good or better than expected in year progress.</p> <p>Although not one of the invited schools, subject leader felt it would raise attainment.</p> <p>Evidence from data for Year 5 last year demonstrated that this provision had addressed previous under performance in year 4.</p> | <p>Staff held to account for group and individual progress through regular PPP meetings, Governors monitor and receive data to evaluate success.</p> | <p>CD/KC</p> <p>EP/KL</p> <p>CF</p> | <p>Termly</p> |
| Total budgeted cost | | | | | <p>£26500</p> |

| ii. Targeted support | | | | | |
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| 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? |
| 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. | 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. | Staff held to account for group and individual progress through regular PPP meetings, Governors monitor and receive data to evaluate success. | KC | 6 monthly |
| | Ability to offer dyslexia screening and diagnosis in house. | Staff member has nationally accredited qualification, which enables bespoke teaching programme for individuals identified as dyslexic, time frames shortened due to in-house availability. | Prioritising staff release to conduct assessments planned in advance across academic year. | KC | Seasonal Termly |
| | Fresh Start intervention to continue in Year 4. | Previous children using Fresh Start have subsequently engaged more with reading in class. A group of children identified as making slower than expected progress in previous year in a specific year group. | | KC | |
| | Numicon interventions across KS2 | National scheme being used that has been successful in previous years. | Staff delivering intervention have all been on a Numicon training course. | CF | Seasonal Term |
| B. In year progress in Year 2 is improved due to targeted interventions | Deployment of PP TA to support in Year 2. | Evidence from data for Year 5 last year demonstrated that this provision had addressed previous under performance in | | EP | |
| Total budgeted cost | | | | | £21500 |
| 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 Children's attendance, punctuality, behaviour and wellbeing improved as demonstrated by case studies. | To provide specialist music sessions in KS2 and extracurricular opportunities in music. To provide access to the 'Arts' and trips to places that may not normally be accessed (restaurants, cinema, zoo, theatre, museum, galleries, etc) | 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. 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 | Identification of need via liaison with families formal and informal. | KC | September 18 |

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| | <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>build stronger relationships with their peers and others.</p> <p>This is the 8th year of a co-founded Health and Education programme. Evaluations suggest excellent outcomes in previous 7 cohorts.</p> <p>Children’s attendance, punctuality, behaviour and wellbeing improved as demonstrated by case studies.</p> | <p>Attendance at training courses and externally monitored by the project leaders.</p> <p>Monitoring of attendance, achievement and wellbeing through PPP</p> <p>Termly meetings with office manager to monitor attendance/lateness</p> | <p>KC/CD</p> <p>KC</p> <p>KC/SH</p> | <p>Interim review Autumn Term 2018</p> <p>September 2018</p> <p>Termly</p> |
| Total budgeted cost | | | | | £37500 |

| Review of expenditure | | | | |
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| Previous Academic Year | | 2017 - 2018 | | |
| 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. 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. | <p>Attainment in writing (Yr6) for PP children improved from 29% (206/17) to 56% (2017/18). Gap was 36%, now 24%.</p> <p>Reading attainment gap has not closed, gap is 45%.</p> <p>In year progress in reading and writing in year 1 – 6 is good. Better than expected progress in reading in Yr 2, 5 & 6 and in writing in year 2 - 6. This is a significant improvement on the previous year.</p> | <p>Base evaluation on end of Key Stage National results.</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>As a result of targeting PP funded TA into Year 5, previously slow progress of a significant group of children has been addressed and the rate of progress has been accelerated.</p> | £34,500 |
| 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>A. 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>Roll out Fresh Start intervention to Year 4.</p> <p>Employment of PP TA to support in targeted year group.</p> <p>Ability to offer dyslexia screening and diagnosis in house.</p> | <p>6 children received Beanstalk reading all year – enthusiasm towards reading improved. Suffolk reading test results show a significant improvement for 4 out of the 6 children.</p> <p>4 children eligible for Fresh Start in Year 4. All children made significant progress with their phonics knowledge.</p> <p>Year 5 in year progress data a significant improvement on their year 4 performance.</p> <p>6 children assessed; 4 diagnosed with Dyslexia; 1 referred to Educational Psychologist). The time scales between a parent or member of staff raising a concern to completion of assessments has significantly reduced. Children are given a bespoke intervention programme and targeted more quickly. Children's confidence has noticeably increased, and for some who had become frustrated, reengagement with learning has been evident.</p> | <p>A child with ASD didn't enjoy Fresh Start due to changes of routines and the structure of the programme.</p> <p>Using in house progress data targeted support moved to year 2.</p> <p>Even where Dyslexia has been found not to be the case other learning needs have been highlighted enabling other outside agencies to be engaged quickly.</p> <p>Schedule some staff meetings through the year to address the practical implications of meeting children's individual learning needs.</p> | £21,500 |

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| <p>B. In year progress is improved due to targeted interventions</p> | <p>Interventions identified through PPP to be implemented and evaluated termly.</p> | <p>In year progress in reading and writing in year 1 – 6 is good. Better than expected progress in reading in Yr 2, 5 & 6 and in writing in year 2 - 6. This is a significant improvement on the previous year.</p> | <p>CPD on effective interventions based on the work of the Education Endowment Trust and Sutton Trust.</p> | |
| <p>C. 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>4 out of 5 children (80%) met the expected standard in phonics. The fifth child narrowly missed with a score of 31 (pass mark who started year 1 in the Autumn Term with little phonic knowledge.</p> | <p>Timetable earlier phonics screening to identify children who may need 1:1 and boosters.</p> <p>Add specific meetings for phonics as part of PPP meeting schedule.</p> | |

iii. Other approaches

| <p>Desired outcome</p> | <p>Chosen action/approach</p> | <p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p> | <p>Lessons learned (and whether you will continue with this approach)</p> | <p>Cost</p> |
|---|--|--|--|-----------------------|
| <p>D. To provide a range of extracurricular experiences</p> <p>Children's attendance, punctuality, behaviour and wellbeing improved as demonstrated by case studies.</p> | <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>A child with significant emotional & behavioural challenges alongside frequent school moves has responded well to additional extracurricular opportunities including peri music where he displayed significant potential.</p> <p>High uptake in children attending targeted trips for PP funded pupils. Out of those that attended only 1 family remained a concern with regards to attendance.</p> <p>8 children given the opportunity to go on a weeks residential during school holidays (subsidised by ATE charity and school). 7 out of 8 returned highly motivated by this opportunity.</p> <p>Impact yet to be seen due to 2 year implementation. 2 whole staff training sessions completed by EP. 5 separate members of teaching staff completed 4 courses.</p> | <p>Establish gaps in experiences of PP children and identify a 2 year programme of visits.</p> <p>A one day course (Friends for life) has not delivered on its stated aims, staff returned disappointed.</p> | <p>£20,000</p> |

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| | <p>Continue the 'The Zone' (lunchtime provision), Breakfast Club.</p> | <p>Breakfast is supporting vulnerable families including those not in receipt of PP improve attendance and people wellbeing. Children feel more settled to engage with their learning.</p> | <p>The Zone is at its maximum capacity – to be able to provide extended provision we would need additional space preferably nearer to other social spaces such as playground/field. Additional staffing required due to increased numbers and particular needs of children attending. Next year track % of children who progress to not needing support from the Zone in the subsequent year.</p> | |
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