

## All Saint's and St Richards' Pupil premium strategy statement

1. Summary information					
<b>School</b>	All Saints' and St Richard's CE Primary School				
<b>Academic Year</b>	2017 - 18	<b>Total PP budget</b>	£7,180	<b>Date of most recent PP Review</b>	Dec 2017
<b>Total number of pupils</b>	98	<b>Number of pupils eligible for PP</b>	10	<b>Date for next internal review of this strategy</b>	April 2018

2. Current attainment			
July 2017 results attaining 'expected' (10 children total)	Pupils eligible for PP	Pupils not eligible for PP (school average)	Pupils not eligible by PPG Nat Average)
% achieving in reading, writing and maths	40%	66%	63%
% making progress in reading	60%	68%	75%
% making progress in writing	50%	63%	74%
% making progress in maths	40%	66%	70%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
<b>A.</b>	Three children are on the SEND register and have complex special needs – one has an EHCP, one has been home schooled until year 4 and one has complex emotional and learning needs
<b>B.</b>	Suitably trained staff to support PPG children and their complex needs
<b>C.</b>	Inward mobility – high % across all year groups
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
<b>D.</b>	96% for all children, PP – ranges between 80% and 92%

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
<b>A.</b>	All children achieve significant progress towards their end of year targets in RWM, use termly data capture to measure progress	All children have made expected progress against targets
<b>B.</b>	All children who are eligible for PPG receive the same opportunities as those who are not eligible in terms of extra-curricular clubs etc	All children are able to join clubs and access extra-curricular activities
<b>C.</b>	To close the attainment gap between children eligible for PPG and children not eligible, measured through termly data capture	Gap is closed, children in receipt of PPG make similar progress to all children

<b>D.</b>	Provide support for all children to ensure access and engagement in all curriculum areas	Children's emotional needs are not a barrier to learning Staff are suitably trained to support PPG children to access and make the progress
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<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>Sept 2017- July 2018</b>				
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.					
<b>i. Quality of teaching for all</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>
To increase attainment and progress across all core subject areas.  Suitably trained staff to support children	Develop QfT through INSET, moderation across the partnership, training for staff.	Children need support in particular areas of learning and will benefit from small group situations or extra interventions within or outside of the classroom from teachers delivering QfT Clear targets that are measurable, realistic but challenging	Termly data capture and analysis of PP data.	Gavin Davison Joanna Challis (SENCo)	July 2018
<b>Total budgeted cost</b>					£3,000
<b>ii. Targeted support</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>
To close the attainment gap between children eligible for PPG and children not eligible, measured through termly data capture  All children achieve significant progress towards their end of year targets in RWM, use termly data capture to measure progress	INA support for child with complex learning needs using a tailored support plan with clear and measurable targets  Weekly small group sessions in maths, writing and reading comprehension with experienced teacher, in addition to standard lessons	We want to provide extra support to maintain and reinforce the learning. Small group interventions with trained staff have been shown to be effective as evidenced in termly tracking as well as discussed in reliable evidence sources such as Visible learning by John Hattie and the EEF toolkit.	Extra teaching and preparation time paid out of PP budget. Impact overseen by the SLT and SENCo Engage with parents so they are aware of support and how they can help and to address any issues/concerns they may have. Regular reviews with HoS to consider impact of resources (through termly data drops and analysis)	Gavin Davison Joanna Challis (SENCo)	End of each Term

Provide support for all children to ensure access and engagement in all curriculum areas	Support of trained INA and engagement with parent to ensure participation in class and school events both in and out of school.	Support of the INA is vital to engagement in learning  Maximise engagement in learning which then links directly with sustained progress	To ensure children get the most out of experiences offered in school through their participation and engagement.	Gavin Davison	End of Term 4
All children who are eligible for PPG receive the same opportunities as those who are not eligible in terms of extra-curricular clubs etc that they may miss out on.	Providing access to after School Clubs at all times	We want to enable all children eligible for PPG to have all opportunities accessible and open to them and therefore enrich their learning experiences.	Provide financial support and where necessary adult support.	Gavin Davison	July 2018
<b>Total budgeted cost</b>					£3,000
<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>
To close the attainment gap between children eligible for PPG and children not eligible, measured through data drops	External agency support for specific children as required to support and identify learning needs  Breakfast Club available every day to set them up for day ahead. Resources and books Subsidies for trips	We have identified children who need specific assessments and interventions, money is targeted for this.	SENCo will work with SLT to identify and coordinate interventions. Analysis and review of interventions every term and this used to inform provision mapping.  Monitoring of breakfast club	SENCO with relevant TAs  Kate Sheffield	July 2018
<b>Total budgeted cost</b>					£1,000

6. Review of expenditure				
Previous Academic Year (April 2016 to March 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
To increase attainment and progress across all core subject areas.  Suitably trained staff to support children	Develop QfT through INSET, moderation across the partnership, training for staff.	Success criteria met. Moderations helped to inform teacher planning and support for children.	Small group interventions were successful in boosting both performance and confidence in abilities. Precision Teaching very effective in targeting particular areas such as phonemes, number recognition and high frequency words	5,974
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
To close the attainment gap between children eligible for PPG and children not eligible, measured through termly data capture  All children achieve significant progress towards their end of year targets in RWM, use termly data capture to measure progress	INA support for children with complex needs using a tailored support plan with clear and measurable targets  Weekly small group sessions in maths, writing and reading comprehension with experienced teacher, in addition to standard lessons	Success criteria met. Children benefitted from small group support with experienced teacher – greater confidence, ability to apply skills back into the classroom and everyday learning.	Small group support with experienced teacher who knows the children has positive impact on self-esteem and belief in own abilities Year 6, in maths particularly, surpassed expectations.	£3,000
Provide support for all children to ensure access and engagement in all curriculum areas	Support of trained INA and engagement with parent to ensure participation in class and school events both in and out of school.  Use of Fegans Counselling service and StarJumpz Assessments	Success criteria met. Ensuring engagement of all parties impacts on greater understanding of shared goals and any learning issues that need to be addressed.	Enabled the children to have access to specialist support which was beneficial for all parties.	

All children who are eligible for PPG receive the same opportunities as those who are not eligible in terms of extra-curricular clubs etc that they may miss out on.	Providing access to after School Clubs at all times	Success criteria met. Children were able to develop their skills in team work, communication, listening and resilience.	More children able to access before and after school clubs enabling them to be the same as others – opportunities available and fair to all. This has a positive impact on self-confidence and self-esteem.	
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### 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 close the attainment gap between children eligible for PPG and children not eligible, measured through data drops	External agency support for specific children  Breakfast Club available every day to set them up for day ahead. Resources and books Subsidies for trips	Success criteria met Breakfast club is full most days (10 children maximum). On average 40% are PP children – school pays all the time eligible children.	Children are settled and ready for school – calm transition to the classroom and ready to learn.	£1,000

## 7. Additional detail

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