

PUPIL PREMIUM STRATEGY 2016-2017 - ALL SAINTS' CE FEDERATION (INFANTS)

1. Outcomes for disadvantaged pupils - July 2016

KS1	Absence					Persistent Absence				
	Disadv	Others in school	Others nationally	In school difference	Diff with national	Disadv	Others in school	Others nationally	In school difference	Diff with national
2015	7.3	3.9	3.5	-3.4	-3.8	10.8	1.9	1.7	-8.9	-9.1
2016	4.7	4.4	3.4	-0.3	-1.0	16.2	9.6	6.2	-6.6	-10.0

The difference for overall absence in school between disadvantaged children and other children in school and disadvantaged children and others nationally has decreased. It is important to be mindful that the descriptor for persistent absence changed in 2016 but reducing persistent absence amongst disadvantaged pupils remains a priority as there is a significant difference with both others in school and nationally.

FS2

% achieving Good Level of Development	Disadvantaged pupils	Others in school	In school difference	Others nationally	Diff with national
2015	60%	76%	-16%	69%	-9%
2016	61%	74%	-13%	72%	-11%

Although the difference between disadvantaged pupils and non-disadvantaged pupils in school has decreased, the difference between disadvantaged pupils and others nationally has increased slightly.

Y1 Phonics screening

% reaching required standard	Disadvantaged pupils	Others in school	In school difference	Others nationally	Diff with national
2015	81%	81%	0	80%	+1%
2016	85%	84%	+1	83%	+2%

Y2 Phonics re-check

% reaching required standard	Disadvantaged pupils	Others in school	In school difference	Others nationally	Diff with national
2015	94%	95%	-1%	92%	+2%
2016	100%	99%	+1%	93%	+7%

In phonics, disadvantaged children have similar outcomes to others in school and are above others nationally.

Key Stage 1

% reaching required standard	Disadvantaged pupils	Others in school	In school difference	Others nationally	Diff with national
Reading WA+	78%	92%	-14%	78%	0
Reading – Greater depth	11%	32%	-21%	27%	-16%
Writing WA+	56%	77%	-21%	70%	-14%
Writing – Greater depth	0	8%	-8%	16%	-16%
Mathematics WA+	78%	83%	-5%	77%	+1
Mathematics– Greater depth	11%	22%	-11%	20%	-9%

In reading, disadvantaged children attained as well as other non-disadvantaged children nationally at the expected level but significantly below both others in school and nationally at greater depth.

In writing, disadvantaged children attained well below others in school and others nationally both at expected level and at greater depth.

In maths, disadvantaged children attained slightly above other non-disadvantaged children nationally at expected level but below at greater depth.

2. Review of expenditure					
Previous Academic Year		2015-2016	£61320	Number of pupils eligible for PP	
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 raise attainment in writing	Talk4Writing Fiction introduced to all staff including support staff Grammar CPD for all staff	Data shows that this was not successful for PP children. 69% of disadvantaged pupils met Early Learning Goals in writing compared with 80% of children not eligible for PP in FS2. I Y2, 69% of Disadvantaged pupils met expected standard in writing compared with 80% of children not eligible for PP.		T4W did have an impact on writing across the school but there needs to be greater focus on specific needs of disadvantaged children, who should be targeted even more in guided group work in class. Talk4Writing non-fiction is to be introduced and a much greater emphasis on grammar, spelling and handwriting.	£4000
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
Higher rates of progress and greater attainment for lower attaining disadvantaged pupils in reading	Reading catch-up (phonics & fluency) – including Lexia Paired reading	At end of KS1, gap between disadvantaged children in school and non-disadvantaged children nationally only 4%. Y2 children as a whole outperformed children nationally.		These approaches were successful and we will continue with these approaches. We will intensify frequency for a block of 8 weeks and also include precision teaching.	£8400 + £200 CPD
Higher rates of progress and greater attainment for lower attaining disadvantaged pupils in writing	Small group work	No – success criteria not met.		Interventions not successful due to lack of frequency; intervention time spread too thinly and at times did not happen due to staff absence. This intervention needs improvement.	£8400 + £500 CPD
Higher rates of progress and greater attainment for lower attaining disadvantaged pupils in maths	Small group work based on identification of individual needs	At end of KS1, gap between PP & non-PP children nationally disadvantaged children in school and non-disadvantaged children only 2%. Y2 children as a whole outperformed children nationally in Maths.		These approaches were successful and we will continue with them. We have invested in Numicon (including Breaking Barriers) and will use these with small groups/individuals as further support.	£6220+ £200 CPD

Improve speech production for children with specific needs; raise attainment in speaking & listening for identified Disadvantaged pupils	Individual work with children identified on targets set in conjunction with SALT where involved	All identified children eligible for PP made good progress with targets and 67% met all their targets. 33% (2 children) did not fully meet all their targets. This was partly due to absence in the case of one child (through illness) and the other child was referred to SALT but the appointment was not taken up by the parent/carer so child did not obtain specialist input. Re-referral has taken place.	These approaches have been largely successful with children eligible for PP and also those not eligible. We will continue with these approaches and invest in more training for support staff.	£5000 + £100 CPD
Develop greater social & emotional skills, including resilience for Disadvantaged pupils identified as having such needs	ELSA Circle times Lunchtime support Friends groups	Supported children more able to manage feelings (except one). Teachers reported children calmer in class.	These approaches were successful for the majority of children and we will continue with them. We will also look further at lunchtimes eg. introducing a club for those for whom the lunch break is a difficult time. We will have more training for staff to run social communication skills groups.	£7487 + £150 CPD

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
Provide a wider range of opportunities for children eligible for PP to support development of talents & social skills	Provide a range of extra-curricular activities and promote these to children eligible for PP.	All Disadvantaged pupils took part in out-of-school excursions. 81% of Y2 children eligible for PP took part in at least 1 extra-curricular activity and 60% in Y1. The figure for Y1 appears disappointing but is just above the percentage for non-PP children (58%). Figures are lower than Y2 as there have been fewer opportunities for attendance at clubs in Y1.	We intend to continue with this approach as we feel it is of great benefit to children to have a broad range of activities to develop skills, interests and support raising self-esteem.	£800

3. Additional detail

£21450 was spent to fund the 'free school meals' for children eligible for pupil premium. The funding the school receives from the Government for the provision of free school meals for every child does not include those children eligible for pupil premium. It is intended that the allocation for these meals is taken from the pupil premium budget.

4. Barriers to future attainment (for Disadvantaged pupils)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Baseline 2016 shows oral language and literacy skills on entry to Nursery/FS2 are lower for disadvantaged children, especially writing in FS2.	
B.	20% of children eligible for PP in Y1 have speech, language & communication needs (2 have EHC plans)	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
C.	Parental engagement e.g lack of reading support at home, attendance at Parent/Carer consultation evenings	
D.	Higher than national rates of persistent absence relating to children eligible for Pupil Premium.	
1. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Improve oral language skills for disadvantaged pupils in Foundation Stage 1 and 2	Disadvantaged pupils in FS1 & 2 make rapid progress by the end of the year so that all disadvantaged pupils meet age related expectations (unless significant speech/language delay and child identified as having a special educational need)
B.	Higher rates of progress and raised attainment for all pupils through Quality First Teaching but particularly lower attaining disadvantaged pupils in reading, writing and mathematics so that the difference is diminished.	Disadvantaged pupils make rapid progress by the end of the year so that all disadvantaged pupils meet age related expectations (unless significant developmental delay and child identified as having a special educational need)
C.	Higher rates of progress across KS1 & FS2 for all high attaining pupils through Quality First Teaching but particularly disadvantaged pupils so that the difference is diminished.	Disadvantaged pupils identified as high ability make as much progress as 'other' pupils identified as high ability, across FS2 & Key Stage 1 in maths and writing. Measured by teacher assessment and in Y2 also end of KS tests.
D.	Develop greater social & emotional skills, including resilience for disadvantaged pupils identified as having such needs	Disadvantaged pupils identified as having social & emotional needs will have made progress in identified area e.g. self-esteem will be higher; they will be better able to manage feelings (rating scale)
E.	Greater engagement of parents/carers of disadvantaged pupils which will support higher rates of progress and greater attainment	Parents/carers of disadvantaged pupils attend Parent/Carer Consultation evenings; rates for reading at home increase & this supports more rapid progress in reading (see above); % attendance at workshops is broadly similar to parents/carers of non-PP children.
F.	Provide a wider range of opportunities for disadvantaged pupils to support development of talents & social skills & broaden opportunities	All children in receipt of PP in Y1 and Y2 have the opportunity to and attend at least one extra-curricular club. All children in receipt of PP are funded for any out of school excursions/activities.

G.	Improve attendance across the school but in particular reduce persistent absence relating to disadvantaged children in receipt of Pupil Premium.	High levels of attendance are maintained. Punctuality is improved both before and after the close of registrations. Persistent absence rates are reduced by at least 6%, particularly for disadvantaged children.
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2. Planned expenditure

Academic Year	2016-2017	Total Pupil Premium Grant - £73,333

i) Quality of teaching for all - Secure high standards by establishing high expectations, monitoring performance and quality CPD

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?
To use Assessment for Learning (AfL) strategies effectively, with appropriate challenge & full awareness of EOY/KS expectations to ensure 75% of children meet expectations in Reading, Writing & Maths combined (KS1) and 80% of children attain a GLD (FS2)	Staff CPD on AfL, marking & feedback, questioning, challenge. Sharing good practice e.g. observing other teachers and supporting; Learning to learn approaches e.g. Six Secrets of Success (building on Characteristics of Effective Learning)	Education Endowment Foundation (EEF) – ‘good’ well-crafted feedback has high impact Shirley Clarke - Metacognition & self-regulation – ‘consistently high levels of impact’ (EEF)	Curriculum & Professional Development (CPD) based on Shirley Clarke Observations; regular learning walks & book scrutinies; regular opportunities to moderate marking & feedback in Year group teams; learning walks	Associate head/Disadvantage champion Deputy Head of Teaching & Learning	April 2017

<p>To raise attainment in writing especially boys' writing & disadvantaged children in order to diminish the difference between: Boys & girls PP & non-PP</p>	<p>Staff training on: Talk4Writing (T4W) – non-fiction; Grammar, handwriting & spelling; AfL, marking and feedback; Moderation activities; Sharing of good practice – Teaching and learning triads, discussions in staff meetings, learning walks Designing engaging, purposeful tasks Secrets of success – developing learning to learn strategies</p>	<p>Primary Writing Project (Roger Beard) – positive impact of T4W including increasing children's enjoyment of writing.</p> <p>Metacognition and self-regulation rated highly by EEF</p>	<p>CPD on T4W; observations; regular learning walks & book scrutinies; regular opportunities to moderate marking & feedback in Year group teams; learning walks</p>	<p>English lead Disadvantage champion</p>	<p>March 2017</p>
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Total budgeted cost £12 500

i. 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 Improved oral language skills</p>	<p>Dialogic Book talk (FS1) Talk time delivered by Children's Centre (FS1) Time to Talk (FS2) Further CPD in-house on high quality feedback/questioning/interaction</p>	<p>International Centre for Language & Communicative Development (LuCID) July 2016 – 'dialogic reading has a positive impact on young children's language skills, especially their expressive language' (Mol et al 2008) EEF – gains of 6 months + for communication & language approaches EEF – gains of +8 months for feedback 'very high effects on learning,.</p>	<p>EY lead will monitor. Opportunities for peer observations. Targets set in appraisal for Nursery Nurses.</p>	<p>Early years lead</p>	<p>April 2017</p>

Higher rates of progress and greater attainment for lower attaining pupils eligible for PP in reading	Reading catch-up (phonics & fluency) – including precision teaching Lexia Paired reading Further CPD in-house on high quality feedback/questioning/interaction	Phonics – EEF states ‘Teaching phonics is more effective on average than other approaches to early reading’ (for 4-7 year olds) Research from Bangor University – study of using PT to improve reading HF words with children who are low attaining in reading found it to be very effective Lexia – research done in Norfolk, York & Cumbria show useful gains in reading accuracy, comprehension & spelling Feedback – as above	Monitored by SENDCo/Disadvantage Champion/English lead. Interventions evaluated half-termly.	Disadvantage champion & SENDCo	End of October 2016 initially
Higher rates of progress and greater attainment for lower attaining pupils eligible for PP in writing	Individual/small group writing catch-up – focus on HW/fine motor, sentence construction, spelling. Precision teaching for spelling tricky words. Further CPD in-house on high quality feedback/questioning/interaction	Early Literacy approaches – EEF Early Years Toolkit – moderate impact for very low cost. Precision teaching – see above. Feedback – as above	Monitored by SENDCo/Disadvantage Champion/English lead. Interventions evaluated half-termly.	Disadvantage champion/ SENDCo/ English lead	End of April 2017
Higher rates of progress and greater attainment for lower attaining pupils eligible for PP in maths	Setting for CLIC – supporting PP children with additional staff Precision teaching to aid fluency Early numeracy approaches - small group Numicon interventions including Breaking Barriers Further CPD in-house on high quality feedback/questioning/interaction	Early numeracy approaches- EEF ‘can increase learning by as much as 8 months’ Precision teaching – research from University of Paisley showed precision teaching children outperformed all bar one of their peers (targeting fluency in maths). Norfolk trial (research phase of National Maths Intervention Programme) used Numicon and reported ‘outstanding progress’. Feedback – as above	Training from Educational Psychologist in Precision teaching Numicon CPD Purchasing additional Numicon resources including Breaking Barriers Monitored by Maths lead.	Disadvantage champion/ SENDCo/ Maths lead	End of April 2017
Higher rates of progress across KS1 & FS2 for high attaining pupils eligible for PP (maths)	Maths challenge groups using NCETM & nrich resources Small group work – focusing in metacognition Numicon	Extra support to maintain high attainment. Small group interventions have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF	Training for staff on metacognition Accurate identification of pupils Monitoring by Maths lead	Disadvantage champion/ Maths lead	End of April 2017

	Further CPD in-house on high quality feedback/questioning/interaction	Toolkit Metacognition and self-regulation rated highly by EEF Feedback – as above			
Higher rates of progress across KS1 & FS2 for high attaining pupils eligible for PP (English)	Small group work – focusing on metacognition Target for extra curricular activity e.g. Newspaper Further CPD in-house on high quality feedback/questioning/interaction	Extra support to maintain high attainment. Small group interventions have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit Metacognition and self-regulation rated highly by EEF Feedback – as above	Training for staff on metacognition Accurate identification of pupils Monitoring by English lead	Disadvantage champion/ English lead	End of April 2017
Develop greater social & emotional skills, including resilience for pupils eligible for PP identified as having such needs	ELSA – individual support and groupwork Social skills groups Social Communication skills groups Additional lunchtime support Lunchtime club	Research from University of Bristol (2013) found ELSA had positive impact when embedded in a nurturing whole school ethos. TaMHS project in York (2010-2011) focused on ELSA and reported positive impact (noted by Ofsted)	ELSA trained and will attend termly supervisions with Ed Psych Monitored using scaled score Feedback from staff	Disadvantage champion with ELSA	Initial review - February 2017
Total budgeted cost					£32 400
ii. 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?
Greater engagement of parents/carers of pupils eligible for PP which will support higher rates of progress	Invitations to take part in Stay & Read sessions; guidance as to how to support children with reading; invitations to phonics workshops, curriculum workshops. Providing additional opportunities to meet with teachers	EEF – ‘ Parental engagement in early years education is consistently associated with children’s future academic success’	Monitoring from SLT Ideas and feedback from parents/carers (links with governors)	SLT	June 2017

Provide a wider range of opportunities for children eligible for PP to support development of talents & social skills	Fund educational visits/visitors e.g. Toy Workshop Prioritise for extra-curricular activities Introduce lunchtime club for 'Lego Theraplay'	Autism Research Centre (Cambridge) 'This project confirmed that LEGO Therapy leads to improvement in social skills'.	Monitoring from Disadvantage Champion and SENCo Monitored using a scaled score.	SLT	June 2017
Improve attendance across the school but in particular reduce persistent absence relating to disadvantaged children in receipt of Pupil Premium.	Class and individual rewards for attendance Close tracking of persistent attendance Regular liaison with parents/carers Raised awareness of persistent absence	Schools that were successful in spending PPG 'provided well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning' Ofsted 2015	Designated Safeguarding Officer to analyse attendance data rigorously, monitor and work with individual families.	DSO & Disadvantage Champion	Ongoing; June 2017
Total budgeted cost					£3 400

Additional detail

£24 000 is the estimate to fund the 'free school meals' for children eligible for pupil premium. The funding the school receives from the Government for the provision of free school meals for every child does not include those children eligible for pupil premium. It is intended that the allocation for these meals is taken from the pupil premium budget.