

Pupil premium strategy statement: All Saints C of E Primary School Coalville

1. Summary information					
School	All Saints C of E Primary School				
Academic Year	2016/17	Total PP budget	£76,560	Date of most recent PP Review	1 st Nov 2016
Total number of pupils	220	Number of pupils eligible for PP	58	Date for next internal review of this strategy	Jan 2017

2. Current attainment						
Key Stage 1 Pupils achieving expected standard, Pupil Premium compared to non-pupil premium.						
	School		Leicestershire		Emerging National	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Reading	40%	64%	49.5%	76.4%	58.8%	77.5%
Writing	20%	44%	38.2%	67.6%	49.3%	69.3%
Maths	80%	48%	49.3%	74.6%	56.9%	76.2%

2. Current attainment						
Key Stage 2 Pupils achieving expected standard, Pupil Premium compared to non-pupil premium.						
	School		Leicestershire		Emerging National	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Reading	14.3%	31.8%	48.6%	67.3%	47.9%	71.8%
Writing	57.1%	50%	60.1%	76.1%	58.6%	79%
Maths	28.6%	50%	51.4%	70.6%	52.2%	75.3%
GPS	42.9%	66.7%	55.8%	74%	55.2%	77.6%

2. Current attainment		
Phonics Pupils achieving expected standard		
	School	National
All Pupils	82.4%	80.6%
Pupil Premium	88%	69%
Non-Pupil Premium	80%	83%

1. 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.	Language levels are low for pupil premium pupils which has an impact on future reading.
B.	Pupil premium pupils in years 2, 3, 5 (current year 3, 4 and 6) have additional difficulties in reading and writing compared to their peers.
C.	Attitudes towards learning are a barrier to pupil progress.
D.	The quality of teaching.
E.	Pupils have gaps in their mathematical knowledge.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Some pupil premium children live outside of the school's catchment area. These children often arrive in school hungry. A number of pupils do now have wider experiences or opportunities.

2. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve language levels to improve reading.	Pupils eligible for pupil premium without additional SEN will achieve age related expectation in reading.
B.	Improve progress of pupil premium children in reading and writing from year 2 up.	Pupils will make better than expected rates of progress in reading and writing based on their lower starting point.
C.	Attitudes towards learning are a barrier to pupil progress.	Pupil progress will improve as a result of developing a growth mind set across school. Pupils will begin to use a range of ways to express how they feel. They will develop emotional literacy.
D.	Improve the quality of teaching in English and Maths.	Quality first teaching will ensure that all pupils make better progress. In year 2 and year 6 pupil premium pupils without additional SEN will be working at the expected standard in core subjects.
E.	Improvements in maths progress and attainment.	Percentage of pupils achieving age related expectations will be close to the national average.
F.	Improved concentration as pupils will no longer be hungry. Engagement with learning due to wider opportunities and experiences, provide pupils with real experiences to talk and write about.	Improved attendance and progress as pupils are no longer hungry. Improvements in pupils engagement with learning and improvements in writing across the school

3. Planned expenditure					
Academic year	2016/17				
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?
A. Improve language levels to improve reading.	Staff training on high quality feedback. All children achieving lower than expected assessed using BPVS. EYFS TA's trained in talk boost intervention.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest improving language and oracy can improve reading levels particularly in comprehension. Developing a whole school approach will have longer lasting effects. Talk boost for EYFS will target the pupils with the lowest levels of language to enable better progress through the school.	Using the BPVS results as a baseline we will look at improvements in pupil's receptive vocabulary as well as their reading age equivalents. Monitoring of classes to ensure that all adults are promoting good quality language development will provide further evidence. Course selected using evidence of effectiveness.	SENCO and English Lead	Jan 2017
B. Improve progress of pupil premium children in reading and writing.	Some members of staff given inference training that is disseminated to everyone. Lexia used for all pupil premium children. Bug club training given to all staff on the Oct teacher day.	Through investment in a range of strategies to improve outcomes in reading and writing we will meet the needs of all children by tailoring our approach. Research shows that pupils have differing limitations on the acquisition of reading. Looking to the simple view of reading we realised it was important to adapt teaching methods and intervention to meet all pupils needs.	Monitoring of pupil progress through bench marking, pupil progress meetings and baseline, mid and end for intervention will demonstrate the impact of initiatives.	SENCO and English Lead	Jan 2017
C. Improve the learning attitudes of pupils through the introduction of growth mind set as a whole school policy.	CPD on growth mind set for all teachers and support staff delivered on the first day of term. Additional training provided for a year 5 and 6 growth mind set intervention and research project	We feel that in school that pupils do not progress as well as expected because of attitudes to learning. Due to this attitude we have looked at evidence and research of the impact of developing a school ethos of growth mind set.	Course selected using evidence of effectiveness outlined on the EEF toolkit. The additional intervention is as funded through EEF research funding. Peer observation of in classes after the course, to embed learning (no assessment). Measurements of altered attitudes and academic progress in the year 5 and 5 cohort based on the 8 week intervention.	Deputy Head and SENCO	Jan 2017

D. Improve the quality of teaching in English and Maths.	Coaching and mentoring provided by Hall Orchard School. Staff will be supported in improving planning, marking and feedback and delivery of fast paced lessons.	Recent judgements have led to a need to ensure that pupils are receiving quality first teaching at all times. Using a coaching and mentoring approach with a good school will help teachers to make develop their practice.	All staff have completed skills audits, these will be used to track progress. Observations of lessons will demonstrate more lessons being judged as consistently good or better. Monitoring of progress will demonstrate the impact.	Head teacher	Jan 2017
E. Improvement in progress and attainment in maths	Implementation of numicon across the school for planning and teaching.	In consistencies in maths across the school led to the decision to implement the numicon scheme including all the resources. This will enable all pupils to learn in the same way within school and each year group to be taught the skills needed within maths with a range of tools and equipment.	Observations of maths lesson, monitoring of planning and book scrutiny. Interviews with pupils	Maths lead and PP coordinator	Jan 2017
Total budgeted cost					£24,698

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?
A. Improved oral language skills in reception	Talk boost intervention	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local school which has used the programme to identify any potential barriers to good implementation.	SENCO and Reception class teachers	Jun 2017
B. Improved progress for high attaining pupils	40 mins+ of Lexia each week. Access to a range of high quality ebooks through bug club.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Impact overseen by SENCO. Teaching assistant (TA) CPD. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Literacy Lead, Pupil Premium Coordinator/ SENCO	Termly
C. Improve progress in literacy in key stage one.	Project X code intervention. FFT Wave 3 interventions Lexia	We want to build upon the success of phonics last year, for some pupils quality first teaching alongside targeted intervention ensured they met the expected standard in phonics. We wish to continue this successful model.	Monitoring of intervention, tracking of pupils small steps of progress alongside whole school tracking.	Literacy lead, SENCO and PP	Termly

E. Improve mathematical ability of pupils	Working memory and maths project	Oxford University have found links between working memory. They are running a project with EEF funding to ascertain whether developing pupils working memory helps their maths ability.	Baseline, mid and end progress collections. Observations of implementation of the intervention.	Numeracy lead, PP and SENCO	Half termly
Total budgeted cost					£24,670
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?
F Continue to improve attendance	Introduction of attendance awards for classes Family outreach worker visits families to support and explain importance of attendance. Traveller education work with school to support pupils who have poor attendance due to culture.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	Pupil Premium Coordinator	Jan 2017
C.Problem behaviour for small number of pupils.	Identify a targeted behaviour intervention for identified students. Nurture group provision in the afternoons. Forest schools training and intervention through collaborative schools' project. Use social stories. Use support worker to engage with parents before intervention begins. Develop restorative approaches and focus on	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Observation of nurture group and progress checks to ensure pupils involvement is translating into improved attainment. Observation of the nurture group at a neighbouring primary, which has been judged to have a positive impact on pupil behaviours and also the Forest school.	SENCO	Jun 2017

	positive behaviours.				
F Improve concentration and diet of pupils.	Provide breakfast to those pupil premium children who need a healthy breakfast.	Research shows that pupils who have breakfast make better progress. Encouraging pupils to come to school for breakfast also can improve lateness.	Track the number of FSM and Pupil Premium children who attend breakfast club. Measure the progress of these pupils.	PP coordinator	Termly
F Wider opportunities	Provide funding to enable pupils to go on school trips, take part in topic celebration and entry points.	By proving pupils with experiences, we are providing them with stimuli for writing.	Measure pupils engagement with activities through pupil interviews and questionnaires.	Class teachers	Termly
Total budgeted cost					£13,500

4. Review of expenditure

Previous Academic Year				
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
Improve attainment in phonics.	Introduce bug club to key stage one including phonics bug. Use of TTS phonics phase toolkits to provide teachers with all the resources they need to teach phonics effectively. Phonics play license purchased to give access to planning and resources	High: 82.5% of children met the expected standard in phonics in June 2016	Continue to monitor and ensure high quality teaching of phonics. Half termly progress checks will identify any pupils who are falling behind and need swift intervention	£4,447.31
Improve outcomes in maths	Invest in numicon maths resources.	Low: Progress in maths in KS1 for PP was better than for non PP children. Across the school progress in maths for Non PP and PP children was low.	Staff need to be trained in how to use the resources and then given time to embed their own learning for a new project to be successful.	£1211.80
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
Improve progress for low achieving and SEND pupils	FFT wave 3 literacy intervention Project x code Acceleread accelewrite	High: observed increased progress amongst participating children compared to peers, as measured using scores on reading ages and benchmarking Success criteria: met	This seemed to be most effective when the class teacher was fully supportive and encouraged transference of skills from intervention to class.	£ TA's £950.00 for TA training intervention resources
Improve behaviour at break and lunchtime	TA support for a small group of children, modelling appropriate play.	Medium: number of incidents of reduced.	This was successful as the pupils were monitored and supported at the times of day they found most difficult. It is important that this support is maintained and that additional staff are prepared to do this if key member of staff is absent.	£479 £3,000 emotional and behavioural support
One to one support for pupil with Social and Emotional difficulties	1:1 TA support for pupil	This support enabled the class teacher to teach the rest of the class and support the individual child with a tailored curriculum supported by a TA.	It is important to now develop dependency. TA's need to be trained to know when to step back and when to support.	£3,000

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
Improve outcomes for vulnerable pupils	Seasons session one day a week. Summer term a counsellor began one afternoon a week.	Medium-low: positive impact for most students who attended. Success criteria: not met. Positive response for two thirds of the pupils who received counselling.	Continue the seasons for the pupils who need short term support due to changes in circumstances. Identify pupils in need of counselling and have regular updates. Develop a nurture group for higher intensity support for some pupils.	£3,000 for Seasons £1,200 for counsellor
Identify and target intervention to pupils specific needs.	SENCO is qualified to undertake a range of diagnostic assessments that can be used to diagnose specific literacy difficulties.	High: Pupils needs are identified and the intervention is better tailored to pupils' needs Success Criteria: Met	Now that a number of the assessments have been purchased this can continue to be maintained. Lack of time for the SENCO who was class teaching made the assessments difficult as they take approximately a day per pupil and it is apparent that we have a large number of pupils with difficulties that need to be assessed. SENCO needs less teaching responsibility in order to fulfil this.	£1290,57 assessments, time for SENCO Additional CPD
Staff training and support for families	Training and support from ADHD solutions. Family support worker in school one morning a week. Seasons support sessions for pupils one afternoon a week.	High: All staff using 1,2,3 magic behaviour policy. Behaviour in school has improved. Parents engage with the family support worked to access further support at home. Pupils benefit from seasons sessions to talk about their feelings and changes that they may be going through.	The whole school need to be on board with a new approach for it to be successful. New staff will need to be trained and supported in this. It is important to refer the right parents and pupils to the family support worker and seasons based on individual need.	£1,500 ADHD £2,608.89 Seasons £1144.00 Family support worker
Trips and swimming	Provide the cost of trips at a discount for PP children. Provide swimming for all PP children	All children were able to attend the trips for their topics and had access to swimming.	This is an important element of the curriculum and needs to be built upon to give pupils even more opportunities.	£2,000
				Total Allocated £34,061.00 Total Spent £31,131.76

5. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Additional pupil premium funding goes toward reducing the costs of trips for pupils, providing additional support at lunchtime through staff modelling appropriate lunchtime behaviours.

Enrichment activities to engage parents such as parent workshops and sharing of class topics.