**Pupil Premium Strategy Statement: All Saints’ CE Primary School**

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| 1. **Summary information** | | | | | |
| **School** | All Saints’ CE Primary School | | | | |
| **Academic Year** | 2018/19 | **Total PP budget** | £50,120 |  |  |
| **Total number of pupils** | 202 | **Number of pupils eligible for PP** | 40 | **Date for next internal review of this strategy** | July 2019 |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | Social, emotional and attachment issues in Reception are a barrier to learning for PP children much more than for other pupils. This slows progress in subsequent years. | | |
|  | | Reading and writing for some pupils eligible for PP (excluding high ability who achieve) are lower than their peers. Not all of the children are encouraged to read at home. | | |
| **C.** | | Adverse circumstances occur in some of the PP children’s lives which affect their wellbeing and progress | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
|  | | None specific to Pupil Premium children | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Address social, emotional and attachment issues for pupils eligible for PP in Reception class. | | Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. |
|  | Reading and writing for pupils eligible for PP will be in line with their peers. | | Pupils eligible for PP make as much progress as ‘other’ pupils’ reading and writing. Measured by teacher assessments in Foundation and KS1, and externally marked NFER tests in Y3,4 and 5, and SATs in Y6. |
|  | Phonics and maths for Key Stage 1 PP pupils will be inline with their peers | | Pupils eligible for PP make as much progress as ‘other’ pupils’in phonics and maths at Key Stage 1 |
|  | Mitigate the effect of adverse circumstances so that children have a secure outlet and are emotionally stable ready for learning | | Children’s progress is in line with non PP children. |

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| 1. **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. | | | | | |
| 1. **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?** |
| Reading and writing for pupils eligible for PP will be in line with their peers. | Phonics  Small group literacy support in class – using both Senior Teaching Assistants and qualified Teachers  Small group, teacher led, after school  Use of volunteers in school to hear targeted children read  High quality feedback showing children what they need to do in order to improve | Utilise PP to promote long term change which will help all pupils including:  Phonics (EEF Toolkit +4)  Reading comprehension strategies (EEF Toolkit +5)  High quality feedback (EEF Toolkit +8)  Small group tuition (EEF Toolkit +4) | Observations of interventions, group work and lessons, tracking of children’s results and work scrutiny.  Highly trained and experienced Senior Teaching Assistants and Teachers. | Headteacher / SENCO/ Literacy Leader | July 2019 |
| **Total budgeted cost** | | | | | £44,370 |

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| 1. **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?** |
| Address social, emotional and attachment issues | Nurture group / art activities  . | Early intervention (EEF Toolkit +5) to ensure that the children are ready for learning and the gap between them and their peers closes at the earliest possible stage. | A highly trained Senior Teaching Assistant runs these art therapy sessions overseen by the SENCO | Headteacher | July 2019 |
| Reading and writing for pupils eligible for PP will be in line with their peers | Bangor dyslexia programme  Reading intervention programmes  Use of volunteers in school to hear targeted children read | Targeted support to enable children with specific needs to catch up. Our own tracking has shown these programmes to be effective. | Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.  Use of experienced and trained staff in delivery of the interventions.  Volunteers attached to a year group hearing the same targeted children read each week. | SENCO | July 2019 |
| Mitigate the effect of adverse circumstances so that children have a secure outlet and are emotionally stable ready for learning | Nurture Group | Social and emotional learning (EEF Toolkit +4)  Nurture group enable the children to express their concerns and worries in a safe environment and learn coping strategies. | Timetabling of the nurture group every day. Staff received high quality training prior to setting up the nurture group.  Children are able to deal with any issues before the day starts, have breakfast and are ready for learning. | Headteacher / SENCO | July 2019 |
| **Total budgeted cost** | | | | | £5,750 |

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| 1. **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?** |
| Involvement of outside agencies to reduce negative influences | Signpost parents to outside agencies as appropriate eg Young Carers, Barnardo’s, Positive Parenting Course and Children’s Centre | Feedback from parents and children wo have worked with these agencies states that they made a difference. | Work with the agency; monitoring the work that is done with parents and children. | Headteacher | July 2019 |
| **Total budgeted cost** | | | | | £Nil |

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| 1. **Review of expenditure** | | | | | |
| **Previous Academic Year** | | **2017/18** | | | |
| **Desired Outcome** | **Chosen action / approach** | | **Estimated Impact** | **Lessons Learned** | **Cost** | |
| Reading and writing for pupils eligible for PP will be in line with their peers. | Phonics  Small group literacy support in class – using both Senior Teaching Assistants and qualified Teachers  Small group, teacher led, after school  Use of volunteers in school to hear targeted children read  High quality feedback showing children what they need to do in order to improve | | Utilise PP to promote long term change which will help all pupils including:  Phonics (EEF Toolkit +4)  Reading comprehension strategies (EEF Toolkit +5)  High quality feedback (EEF Toolkit +8)  Small group tuition (EEF Toolkit +4) | * The impact of these strategies takes time and careful tracking of children show the differential decreases as they work their way up the school * The ‘No Nonsense’ phonics has impacted positively on the children’s results * Teaching the children as a whole class, rather than in phase groups, has a greater impact | £46,952 | |
| Address social, emotional and attachment issues | Nurture group / art activities  . | | Early intervention (EEF Toolkit +5) to ensure that the children are ready for learning and the gap between them and their peers closes at the earliest possible stage. | * The children in receipt of 30 hours childcare have really benefitted socially as well as academically | £5.500 | |
| Reading and writing for pupils eligible for PP will be in line with their peers | Bangor dyslexia programme  Reading intervention programmes  Use of volunteers in school to hear targeted children read | | Targeted support to enable children with specific needs to catch up. Our own tracking has shown these programmes to be effective. | * Volunteers hearing the same readers every session impacts positively * Key Stage 2 SATS 2018 Reading and Writing very nearly in line with non-pupil premium children |
| Mitigate the effect of adverse circumstances so that children have a secure outlet and are emotionally stable ready for learning | Nurture Group | | Social and emotional learning (EEF Toolkit +4)  Nurture group enable the children to express their concerns and worries in a safe environment and learn coping strategies. | * The Boxall Profile highlights areas which the Nurture Group can focus on |

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| Involvement of outside agencies to reduce negative influences | Signpost parents to outside agencies as appropriate eg Young Carers, Barnardo’s, Positive Parenting Course and Children’s Centre | Feedback from parents and children wo have worked with these agencies states that they made a difference | * Parents need to be actively encouraged to work with these agencies before crisis point is reached | Nil |