

All Saints' C.E. Primary School

Pupil Premium Strategy and Funding Allocation Statement 2017 -2018

Summary Information					
Academic year	2017 -2018	Total Pupil Premium budget	£88,440	Date of most recent PP review	December 2017
Total number of pupils	204	Number of eligible pupils	69 33%	Date for next internal review of this strategy	December 2018

Principles for the allocation of funding

- Pupil Premium funding will be used to provide additional educational support to improve progress and to raise the standard of achievement for this group of pupils.
- The funding will be used to narrow the gap between the achievement of these pupils and their peers, both in school and nationally.
- As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others.
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.
- We ensure that teaching and learning opportunities meet the needs of all pupils.
- Limited funding and resources means that not all children will be in receipt of pupil premium interventions at the same time.

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	Reading			Maths			Writing			GPS			Combined (R<W<M)		
KS2 2017	School	National	LA	School	National	LA	School	National	LA	School	National	LA	School	National	LA
At the standard	58%	71%	65%	71%	75%	71%	61%	75%	73%	74%	77%	76%	52%	61%	55%
Achieving the higher standard (GD)	16%	19%	18%	23%	17%	19%	6.5%	15%	12%	39%	22%	28%	3%	5%	5.5%
Average score	100.2	102.6	102.4	101.8	103.3	103.3	-----	-----	-----	104.1	104	105.4	-----	-----	-----

The KS2 cohort had a greater than usual number of pupils who had SEND. These results are atypical for the school. 50% of disadvantaged pupils achieved the expected standard in Reading, Writing and Mathematics.

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KS1 2017	Reading			Maths			Writing			combined	
	School	National	LA	School	National	LA	School	National	LA	school	LA
Expected + level	76.7%	75.6%	71.2%	76.7%	75.1%	72.0%	76.7%	68.2%	64.9%	70%	60.1%
Greater Depth	16.7%	25%	18.3%	13.3%	20%	15.9%	6.7%	16%	9.8%	6.7%	6.4%

Foundation Stage	2017
School GLD	66.7%
LA GLD	63.9%
National GLD	70.7

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Barriers to future attainment for pupils eligible for Pupil Premium funding	
1	Pupils eligible for Pupil Premium funding generally enter school well below a typical level of development for their age.
2	Pupils enter school with poor language and communication skills.
3	Many pupils are not 'school ready' when they enter the Foundation Stage Unit.
4	School attendance for this group of pupils is often lower than other pupils within school.
5	A number of pupils entitled to Pupil Premium need a 'whole family' approach to overcome barriers to learning.
6	Many pupils eligible for funding have limited life experiences when compared with more affluent peers.
External barriers that may require action outside of school.	
7	The support of a number of outside agencies e.g. social workers, CAMHs EWO, Parenting support is regularly required to support the most vulnerable families.

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Desired outcomes of the strategy - What we will do with the funding.	Success criteria (How we know that is working effectively)	Impact/ Lessons learned from 16/17(whether we will continue this approach)
<p>Providing small group work for some pupils entitled to PP funding with a focus on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement</p>	<p>Pupils eligible for PP make rapid progress and the gap between this group and other pupils in the cohort diminishes.</p>	<p>The use of targeted support throughout school impacts on individual pupil progress. Cohort analysis shows that eligible pupils, who do not have other additional needs, are making good progress in comparison with their cohort peers. 2017/18 will continue with this support with a greater emphasis upon the frequency of monitoring interventions.</p>
<p>Additional teaching and learning opportunities for pupils entitled to PP funding provided through trained TAs or external agencies to help them make improved progress and to raise their standards of achievement</p>	<p>Identified pupils will have opportunities to practise specific skills through targeted interventions and this will in turn improve the progress for this group of pupils.</p>	<p>Interventions and support throughout school for eligible pupils is supporting pupil progress. This is demonstrated through children's work and assessment data. 2017-2018 will continue this with an increased focus on subject</p>

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		specific CPD for staff and increased links with social & emotional interventions.
Acquiring effective materials for pupils entitled to PP funding aimed at raising standards, particularly in reading and mathematics.	Resources will be purchased to support the delivery of specific interventions and 1-1 support for identified pupils.	Resources to support targeted subject areas e.g. handwriting/ phonics allow for quality provision to be delivered. This year resources will be purchased in response to pupil provision map.
All our work through the pupil premium strategy will be aimed at accelerating progress moving pupils entitled to PP funding to at least age related expectations. Initially this will be in Literacy and Numeracy	Pupils eligible for PP funding will achieve at least in line with their peers across school. At the end of KS1 and KS2 the gap between our PP pupils and other Non-PP pupils nationally, will narrow.	KS1 pupils 2017 =60% of eligible pupils achieved the expected standard KS2 pupils 2017 = 50% achieved the expected standard. KS2 result is not typical. We will continue to deliver targeted support to identified pupils.
Pupil Premium resources may also be used to target able pupils entitled to PP funding to achieve the 'Greater Depth' standard at the End of KS2.	Pupils eligible for PP funding will achieve at least in line with other higher ability peers across school. At the end of KS2 the gap between our PP pupils and other Non-PP	At KS2, 20% of eligible pupils achieved the higher standard for Reading and Mathematics. The gap to national non-disadvantaged pupils was 9% and

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	pupils nationally, will narrow.	7% respectively.
Ensuring that a comprehensive 'Early Help' offer is available to support families and overcome any barriers to learning.	Dedicated members of staff will support families to overcome barriers through our 'Early Help' offer and our multi-agency approach.	The skills and expertise of the Early Help Lead provide an exceptional level of support for families. This will continue during 2017-2018.

Details of how we spent the 2016/2017 funding.

Desired outcome	Initiative	Cost
To improve outcomes of PP eligible pupils by the end of KS2	One to one tuition and intervention and small group work: TA support tuition Teacher tuition	Teacher hours = £15,000 3 x TA hours = £31,002
To provide wider family support to overcome barriers to learning	Comprehensive 'Early Help' offer to support the most vulnerable pupils and their families. Early Help supported by a higher level TA and championed by the Deputy Head Teacher.	Identified support assistant = £15,731 Contribution to Deputy Head time = £ 20,000
To ensure that pupils' learning is supported through the purchase of quality targeted	Resources to support the delivery of intervention groups and the wider curriculum	£5,000

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resources.		
To support families to cover the cost of Educational visits and wider enhancement activities to develop pupils' life experiences.	Enrichment activities Residential Team Building activities Theatre visit Visits linked to class themes and topics.	£3,218
Pupils to have the opportunity to benefit from music tuition	Music Tuition provided by peripatetic teacher	£1,149
To support the social and nutritional needs of pupils to help pupils be ready to learn	KS2 milk Breakfast club subsidy	£299 £2,040
	Total Pupil Premium 2016/2017	£91,660

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- **SUMMARY:**

The additional Pupil Premium funding and the evidence gathered through the school's self-evaluation strategy has shown that the intervention strategies have generally been very successful and that they have had a very positive impact on the progress, standards and achievement of those pupils entitled to the additional funds. This year's attainment and progress for the end of KS2 is atypical to the previous three year trend. Cohort specific issues have impacted the results.