

# All Saints' Primary School



## Pupil Premium Strategy Statement 2016 -2017

1. Summary Information					
School	All Saints' C of E Primary School				
Academic Year	2016 - 2017	Total PP budget	£ 9,820	Date of this plan	Sept 2016
Total number on roll	137	Number of children eligible for PP	6	Date of next pupil premium review	Sept 2017

2. Current Attainment ( based on Summer 2016 data)							
	% making expected progress in reading	% making expected progress in writing	% making expected progress in maths	% at ARE in reading	% at ARE in writing	% at ARE in maths	% at ARE in reading, writing and maths
All Years	83%	100%	100%	83%	66%	66%	66%

3. Barriers to future attainment ( for pupils eligible for pupil premium, including high ability)	
<b>In-school barriers</b>	
A	Some eligible children would benefit from social skills opportunities.
B	Some eligible children have attention deficit difficulties that impact on the extent they can focus on learning.
C	Some children are experiencing physical development delay.
D.	Significant number of children are working below year group expectations in reading, writing, or mathematics.
<b>External barriers</b>	
E.	A significant number of children eligible for PP complete their home learning tasks less frequently than their peers and this impacts on their learning of basic skills in numeracy and the progress they make in reading.
F.	Some eligible children arrive at school without having received breakfast

4. Desired Outcomes		
	Desired outcomes and how they will measured	Success Criteria
A.	Improve personal and social communication skills.	Pupils eligible for PP develop and sustain friendships more easily. They work more effectively as learning partners and in groups.
B.	Extend the time that eligible children are able to focus on complex learning tasks that enable them to reach their potential as higher attainers	Pupils eligible for PP know how to manage their distractions and as a result focus for longer periods on complex learning tasks. Pupils know expectations and boundaries and sustain concentration to reach these.
C.	The management of the medical needs of eligible children enable them to increase their attendance and focus more easily on learning tasks.	Pupils eligible for PP are aware of the part they can play in managing their medical needs and this has a positive impact on self-esteem and progress.
D.	Enable eligible children working below year group expectations in reading, writing or mathematics to make accelerated progress and narrow the gap with their peers	Pupils eligible for PP working below year group expectations sustain at least expected progress and some make accelerated progress to narrow the gap.

5. Planned expenditure					
Academic Year	2016/17				
1) Quality of teaching for all					
Objectives	Cost	Desired outcomes	Action	Staff lead	Review date
To provide enable eligible pupils to receive targeted support to improve social	£800	Eligible children understand and use conventions of shared talk appropriately in a	CPD from Early Intervention Service to enable teaching	SENDCo	Jan 2017

and communication skills.		small group. They apply these skills in playtime friendships especially to resolve difficulties in play. Eligible children understand different roles that help them communicate and take turns in learning groups.	assistants to deliver Lego Therapy. Purchase of equipment. Delivery of Lego Therapy in groups of 3 by a teaching assistant. Time to Talk small intervention groups.		
Extend the time that eligible children are able to focus on complex learning tasks that enable them to reach their potential as higher attainers	£800	All eligible pupils benefit from 1-1 and small group opportunities to improve progress in listening, attention and Building Learning Power strategies.	Smaller class size with teaching assistant support. Distraction free areas provided. Planned shorter focused activities linked to personal interests. Use of ICT for research and recording.	Deputy Head	Dec 2016
Enable vulnerable children to recognise and manage their individual personal needs.	£500	Eligible pupils become more aware of feelings that impact upon individual personal developmental needs and are able to take greater responsibility to manage these.	Regular liaison between SENDCo, School Nurse, Class teacher and parent to agree strategies and apply in classroom.	SENDCo	Jan 2017
Enable eligible children working below year group expectations in reading, writing or mathematics to make accelerated progress and narrow the gap with their peers	£1,000	Increase the % of eligible children making strong progress from their different starting points to enable them to reach age related expectations or better in each year group. End of year data shows a 'diminishing of the gap' between eligible pupils and other pupils in the school	Purchase targeted resources for improving writing, reading, writing and maths skills.	SENDCo Maths & English leads	March 2017
Ensure eligible pupils receive timely, appropriate and targeted support to support individual learning needs.	£2,000	All eligible pupils will benefit from first quality teaching and targeted interventions to ensure They make at least expected progress from their individual starting points.	Provide senior teacher support to monitor, track & ensure interventions are targeted for vulnerable children.	Head SENDCo	Termly
Provide early intervention to eligible children to enable children to maximise progress in reading, writing & maths.	£3470	The majority of eligible pupils make strong progress from their different starting points in reading, writing and maths	Provide Teaching Assistant in each class for targeted 1-1 and small group intervention.	Class Teachers	Termly
Enable all eligible pupils to access enrichment activities if they choose.	£1,000	All eligible children who would like to participate in after school activities, trips or are able to do so.	Subsidise trips, extra-curricular activities for targeted children.	SLT	June 2017
Enable targeted eligible children to access breakfast club.	£250	Target children start the school day having received a substantial breakfast which impacts on their ability to	Provide breakfast at breakfast club daily for target children.	All Saints Extra Coordinator.	Jan 2017

		focus and concentrate during the morning session.			
<b>Total Spend</b>	£11,140				

<b>Review of expenditure 2016-17</b>			
<b>Quality of teaching for all</b>			
<b>Objective</b>	<b>Action</b>	<b>Impact</b>	<b>Lessons learned</b>
To provide enable eligible pupils to receive targeted support to improve social and communication skills.	CPD from Early Intervention Service to enable teaching assistants to deliver Lego Therapy. Purchase of equipment. Delivery of Lego Therapy in groups of 3 by a teaching assistant. Time to Talk small intervention groups.	Teaching Assistant delivered Lego Therapy effectively to groups of 3 children at a time. Eligible children showed greater ability to listen to and respond to instructions, opinions and the needs of others in structured context and was able to transfer these skills to social interactions outside the classroom. Eligible children were more able to express feelings and share ideas in 1-1 and group learning contexts. As a result they have been able to resolve disputes in play amicably and sustain friendships.	It would be beneficial to repeat Lego Therapy more than once to continue to build upon progress made.
Extend the time that eligible children are able to focus on complex learning tasks that enable them to reach their potential as higher attainers	Smaller class size with teaching assistant support. Distraction free areas provided. Planned shorter focused activities linked to personal interests. Use of ICT for research and recording.	At the end of Key Stage 2 pupils eligible for PP who were higher attainers achieved the expected standard in reading, writing and mathematics and were working at the higher standard in reading and mathematics. They had made more than expected progress from their starting points at the end of Key Stage 1.	Include used strategies as part of quality first teaching experiences for all children in order to make learning more effective for all children who have attention deficit difficulties.
Enable vulnerable children to recognise and manage their individual personal needs..	Regular liaison between SENDCo, School Nurse, Class teacher and parent to agree strategies and apply in classroom	Eligible children with individual and personal medical needs are more able to manage their needs consistently and independently. As a result conditions have improved.	Regular liaison between all professionals has a positive impact.
Enable eligible children working below year group expectations in reading, writing or mathematics to make accelerated progress and narrow the gap with their peers	Intervention groups in place in all year groups. Rapid Maths, Writing and Phonics purchased. Numicon purchased and targeted staff have received CPD. Federation INSET on Use of Numicon.	Teaching Assistants are more confident leading intervention group using structured materials. Provision more consistent and progressive.	Use of Numicon has been successful in EYFS and Key Stage 1 and with children who find Mathematics more difficult across the school.
Provide early intervention to eligible children to enable children to maximise progress in reading, writing & maths.	TA's strategically timetabled. Individuals identified through termly progress meetings.	All staff can identify eligible PP pupils. Books evidence that there is consistency for the majority of eligible children. All children making at least expected progress in reading ,	Although interventions are tighter and bespoke some children were missing quality first teaching due to being withdrawn for too many interventions particularly during the afternoons.

		writing and mathematics from their starting point.	
Enable all eligible pupils to access enrichment activities if they choose.	A range of trips were subsidised for all children thus making them more affordable for all. All eligible children accessed all non-residential trips.	All eligible children accessed enrichment opportunities.	
Enable targeted eligible children to access breakfast club.	Provide breakfast at breakfast club daily for target children.	Target children no longer complain or feeling hungry mid morning. Focus during lessons has improved .	