

# All Saints CEVA Primary School and Nursery Pupil Premium Plan 2019/20

## A Guide to Pupil Premium

If your child is eligible for free school meals, their schools may also be entitled to receive a sum of money to boost their learning. This guide explains the ins and outs of the Pupil Premium for All Saints CEVA Primary School and its children.

## What is the Pupil Premium?

Introduced in 2011, the Pupil Premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children. This is based on research showing that children from low income families perform less well at school than their peers. Research showed that often, children who are entitled to Pupil Premium face challenges such as poor language and communication skills, less family support, lack of confidence and issues with attendance and punctuality compared to non-Pupil Premium children. The Pupil Premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates and their peers nationally.

## Is your child eligible?

Schools are given the Pupil Premium for:

- Children who have qualified for free school meals at any point in the past six years. The school receives £1320 for each of these children.
- Children who have been looked after under local authority care for more than one day. These school is awarded a premium of £2300.

## How is it spent at All Saints CEVA Primary School?

Schools can choose how to spend their Pupil Premium money, as they are best placed to identify what would be of most benefit to the children who are eligible. All schools are required to report on their website how the additional funding is spent and the impact that it has for eligible pupils. Common ways in which schools spend their Pupil Premium fund include:

- Extra one-to-one or small-group support for children within the classroom.
- Employing extra teaching assistants to work with classes.
- Running catch-up/pre-teach sessions before or after school, for example for children who need extra help with maths or literacy.
- Providing extra tuition for children who are eligible for Pupil Premium, for example in preparation for SATs.
- Providing extra enrichment for children whose families would be unable to pay for them, e.g music lessons, afterschool clubs.

- Help to fund educational trips and visits.
- Paying for additional help such as speech and language therapy or family therapy.
- Investing in resources that boost children's learning, such as computers and devices.

At All Saints CEVA Primary School, we have chosen to spend our Pupil Premium money to support the following areas which we have identified as being barriers to success for our Pupil Premium children:

- Higher rates of progress across KS2, for pupils eligible for PP.
- Higher rates of progress in Maths across KS1, for pupils eligible for PP.
- Wellbeing and low aspirations issues for pupils (mostly eligible for PP).
- Improve speaking, listening and understanding skills for pupils eligible for PP in Y1 and EYFS.
- Increased attendance rates for pupils eligible for PP.

All schools have to show that they are using their Pupil Premium fund appropriately. This is measured through Ofsted inspections and annual performance tables showing the progress made by children who are eligible for Pupil Premium. In All Saints CEVA Primary School's Pupil Premium Plan 2018/19 (shown below), we show how much money we have been allocated, how we intend to spend it, how we spent our previous year's allocation and how it is making a difference to the attainment of disadvantaged pupils. If your child qualifies for free school meals, it's important that you tell us – even if they take a packed lunch – as this enables their entitlement to pupil premium. It is particularly important if your child is in Reception, Year 1 and Year 2 as your child automatically receives a free meal at lunch time that you still check to see if your child is eligible for the additional funding which covers so many other areas.

## Pupil premium strategy statement (primary)

1. Summary information					
School	All Saints CEVA Primary School and Nursery Unit				
Academic Year	2019-20	Total PP budget	£30,960	Date of most recent PP Review	02.07.19
Total number of pupils	211	Number of pupils eligible for PP	25	Date for next internal review of this strategy	July 2020
2. Current attainment					
			Pupils eligible for PP	Pupils not eligible for PP	Pupils not eligible for PP (National Average)
% achieving expected standard in reading, writing and maths combined			30%	74%	65%
% achieving expected standard in reading			50%	74%	73%
% expected standard in writing			67%	80%	78%
% expected standard in maths			90%	79%	79%
3. Barriers to future attainment					
In-school barriers					
A.	Disadvantaged children across the school do not perform as well as their non-disadvantaged counterparts in reading and writing at the end of KS2.				
B.	Disadvantaged children across the school do not perform as well as their non-disadvantaged counterparts, particularly across KS2.				
C.	Oral language skills in EYFS are lower for children eligible for PP than for other pupils. This slows reading progress in subsequent years.				
D.	Wellbeing issues for pupils (mostly eligible for PP) and low aspirations are having detrimental effects of their academic progress and that of their peers.				
External barriers					
E.	Attendance rates for pupils eligible for PP are 94.1% (below the target of all children of 96%) and 10% for persistent absence. This reduces their school hours and causes them to fall behind on average.				
4. Desired outcomes					
	Desired outcomes and how they will be measured			Success criteria	

<b>A.</b>	Disadvantaged children across the school do not perform as well as their non-disadvantaged counterparts in reading and writing at the end of KS2.	Pupils eligible for PP make as much progress as 'other' pupils by the end of KS2 in reading, writing and maths. Measured in Y6 by teacher assessments and successful moderation practices both internally and externally.
<b>B.</b>	Disadvantaged children make as much progress as 'other' pupils in our school and others nationally across KS2 in reading, writing and maths.	Pupils eligible for PP make as much progress as 'other' pupils across KS2 in reading, writing and maths. Measured in Y 3, 4, 5 and 6 by teacher assessments and successful moderation practices both internally and externally.
<b>C.</b>	Improve oral language skills for children in EYFS.	Pupils eligible for PP in EYFS make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations at GLD and in particular with R, W, M.
<b>D.</b>	Wellbeing improved for pupils, particularly those who are PP. Level of aspiration increases and there is not an effect on progress of PP children as a result of wellbeing issues.	Children are better equipped to deal with day to day school and home life, children express high aspirations when interviewed. Children make equivalent or better progress than non PP peers and nationally.
<b>E.</b>	Increase attendance rates for pupils eligible for PP.	Overall PP attendance improves to be in line with 'other' pupils in the school and nationally.

5. Planned expenditure					
Academic year	2019- 2020				
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 proportion of PP children achieving ARE in reading, writing and by the end of KS2.Using FFT targets for PP/Ever6 children.  B. Improve proportion of PP children achieving ARE in reading, writing and maths across	Staff training/ procurement of top-up Speech and Language Therapy from a private Speech and Language therapist.  Staff training on developing communication and language in targeted teaching for children at risk of not achieving ARE in S&L.  Sounds Write Phonics Cued Articulation Colourful Semantics Speech sounds support Precision teaching	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources suggest that poverty of language is a key barrier to achievement at all levels, particularly for children who are disadvantaged.	Resources selected using evidence of effectiveness. Use staff meetings to deliver training. Lessons from training embedded in classroom practice	Assistant Headteacher, PP Lead	July 2020

<p>KS2.Using FFT targets for PP/Ever6 children</p> <p>C. Improve oral language skills for children in EYFS Using the Wellcomm assessment tool and speech and language interventions.</p>					
<p>A. Improve proportion of PP children achieving ARE in reading, writing and by the end of KS2.Using FFT targets for PP/Ever6 children.</p> <p>B. Improve proportion of PP children achieving ARE in reading, writing and maths across KS2. Using FFT targets for PP/Ever6 children. Improve oral language skills for children in EYFS Using the Wellcomm assessment tool and speech and language interventions.</p>	<p>Training for all staff on Maths Mastery, including a focus on manipulatives. Resources purchased for specific interventions which have been selected due to evidence of effectiveness.</p> <p>Training for all staff on Local Authorities Inference Project.</p> <p>Continue to fund Third Space Learning for PP pupils in KS2.</p> <p>Continuation of new 3 week Big Write rotation in KS2 and 2 week Big write rotation in KS1.</p> <p>Embed 20 day challenges for any disadvantage pupils who may be falling behind, including those who are expected to reach the higher standard.</p> <p>Fund all extra-curricular clubs for all children.</p>	<p>Disadvantaged pupils achieved higher rates of attainment in maths than their non-disadvantaged counterparts at the end of KS2. By the end of KS2, disadvantaged children achieved lower rates of attainment in reading and writing and a similar rate of attainment in GPS. We want to ensure that PP pupils meet at least their expected targets in reading, writing and maths by the end of KS2. We want to train all teachers and TAs in practices to provide stretch and challenge for these pupils.</p> <p>Pupils in KS2 do not make rapid enough progress compared to both their counterparts and nationally. We want to train all teachers and TAs in practices to provide stretch and challenge for all pupils.</p> <p>Book scrutinise and lesson observations have shown that some PP children are not producing the same amount of work as non PP children. The level of participation in lessons from PP children is sometimes lower or they are not always given the opportunity to participate through positive discrimination.</p>	<p>Target specific pupils to focus upon to make rapid progress through additional support in the classroom and during interventions outside of the classroom.</p> <p>Rigorous Pupil Progress meetings ensure expected progress.</p> <p>Analysis of 20 challenges compared against children's books and progress.</p> <p>Book scrutinies, lesson observations and learning walks will show that there is not a disparity or negative discrimination towards PP children.</p>	<p>Maths lead English lead PP Lead</p>	<p>July 2020</p>

<b>Total budgeted cost</b>					£ 10,000.00
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>C. Improved oral language skills in EYFS Using the Wellcomm assessment tool.</p> <p>A. Improve proportion of PP children achieving ARE in reading, writing and by the end of KS2.Using FFT targets for PP/Ever6 children.</p> <p>B . Improve proportion of PP children achieving ARE in reading, writing and maths across KS2. Using FFT targets for PP/Ever6 children</p>	<p>1:1 and small group provision of Time to Talk intervention, interventions delivered using specific resources provided by the private Speech and Language therapist, use of the Articulation Station app to improve children's ability to form speech sounds accurately.</p> <p>Weekly small group and 1:1 interventions for pupils with an experienced TA, in addition to standard lessons in reading. Additional class focus for PP children in class writing lessons.</p> <p>Funding of Third Space Learning for PP children in KS2 (initially starting in Year 6) due to impact of the previous year.</p>	<p>Some of the pupils need targeted support to catch up. These programmes have been evaluated and show to have been effective to support children to develop their early language.</p> <p>We want to provide extra support to ensure high attainment and progress. 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. Set programmes and resources have been purchased to support in this area.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Consult private SALT to identify any potential barriers to good implementation.</p> <p>Highlight areas of weakness before interventions begin to ensure coverage meets the need of children.</p> <p>Teaching time and preparation time paid for out of PP budget.</p> <p>Impact overseen by maths and English subject leads.</p>	<p>EYFS class teachers, Intervention Lead, PP Lead, Assistant Headteacher, and Intervention Lead.</p> <p>PP Lead, Intervention Lead, Maths and English Lead.</p>	<p>July 19</p>
<b>Total budgeted cost:</b>					£8,000.00
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>D. Address wellbeing issues for PP</p>	<p>Identify a targeted behaviour intervention for</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also</p>	<p>SENCo/ Pastoral Lead/ Headteacher/</p>	<p>July 19</p>

pupils so that all children demonstrate positive learning behaviours.  Wellbeing issues for pupils (mostly eligible for PP) and low aspirations are having detrimental effects on their academic progress and that of their peers.	identified students. Track progress from starting to end point.  Use structured conversations to engage with parents before intervention begins.  Provide uniform for PP children.  Offering equal access to enrichment for all pupils.	with particular needs or behavioural issues can be effective, especially for older pupils.  The enrichment theory of school improvement suggests that all children benefit from improved access to enrichment opportunities.	monitor whether improvements in behaviour translate into improved attainment.  Ensure that a comprehensive register is kept of those who are attending trips against trip costs and expenditure.	Admin staff/ PE lead	
<b>Total budgeted cost</b>					£12,000.00

## 6.Review of expenditure

**Previous Academic Year  
2018-2019**

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
A. Improve proportion of PP children achieving ARE in reading, writing and maths across KS2. Using FFT targets for PP/Ever6 children  B. Improve proportion of PP children achieving ARE in maths in KS1. Using FFT targets for PP/Ever6 children  C. Improve oral language skills for children in EYFS Using the Wellcomm assessment tool.	Staff training/ procurement of top-up Speech and Language Therapy from a private Speech and Language therapist.  Staff training on developing communication and language in targeted teaching for children at risk of not achieving ARE in S&L.  Sounds Write Phonics Cued Articulation Colourful Semantics	Children have been assessed by a speech and language therapist and have set programmes in place which are delivered by members of staff.  Staff are now highly trained in order to support children with speech and language difficulties.  Improving early speech and vocabulary is starting to impact upon reading and writing in EYFS and KS1.  Staff are Sounds Write trained so that the teaching of phonics is consistent across the school. As a result, the number of children passing the 2019 Phonics	Early identification for children with speech and language difficulties and putting programmes in place immediately has a positive impact on early reading. A focus on supporting children with speech and language difficulties in KS1 will continue next year and more high quality resources will be purchased.  All staff following the same phonics scheme had a positive impact on phonics results. Continue using the Sounds Write scheme next year.	£8,000 towards costs of private SALT. £150 towards Precision Teaching.  £860 for Sounds Write training.

		<p>Screening was in line with the National Average.</p> <p>Training staff in Colourful Semantics is starting to have an impact on early writing in EYFS and Year 1.</p> <p>Success criteria: not fully met but approach shows promise.</p>	<p>Training in Colourful Semantics will not be repeated but the strategies will continue to be used, particularly in Year 1.</p>	<p>£270.68 for Colourful Semantics training.</p>
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned :</b>	<b>Cost:</b>
<p>C. Improved oral language skills in EYFS Using the Wellcomm assessment tool.</p> <p>A. Improve proportion of PP children achieving ARE in reading, writing and maths across KS2. Using FFT targets for PP/Ever6 children</p> <p>B .Improve proportion of PP children achieving ARE in maths in KS1. Using FFT targets for PP/Ever6 children</p>	<p>CPD on feedback strategies.</p> <p>Training for all staff on Maths Mastery, including a focus on manipulatives. Resources purchased for all children in KS1.</p> <p>Training for all staff on Local Authorities Inference Project.</p> <p>Fund Third Space Learning for PP pupils in KS2.</p> <p>Implementation of new 3 week Big Write rotation.</p> <p>Establish 20 day challenges for any disadvantage pupils who may be falling behind, including those who are expected to reach the higher standard.</p> <p>Fund all sports clubs for all children.</p>	<p>Staff learnt a range of effective and efficient feedback strategies which have been implemented in the classroom to enable children to make more progress throughout a lesson. This strategies have been highlighted on lesson observation and learning walk record sheets.</p> <p>All teaching staff received high quality training on maths mastery and 'Maths No Problem' books were purchased for KS1. At the end of the year, disadvantaged children in Years 1 and 2 outperformed their peers in maths with 100% of disadvantaged pupils meeting age related expectations.</p> <p>At the end of KS2, disadvantaged children outperformed their peers in maths with 90% reaching age related expectations compared to 83%. 5 out of the 6 children who received Third Space Learning met age related expectations in Maths. The child who did not meet age related expectations had an accelerated progress score and was also on the SEND register.</p> <p>An implementation of the 3 week Big Write rotation showed a really positive impact in the books of children in KS2. An external</p>	<p>Training on feedback strategies will not be repeated this year however the strategies taught will continue to be implemented across the school.</p> <p>Continue to follow the maths mastery approach. Text books to be purchased for identified children who are in receipt of PP funding.</p> <p>Continue to use Third Space Learning as a maths intervention for Year 6 children. Consider introducing it to Year 5 children also due to impact seen.</p>	<p>£1,788 for staff training on feedback strategies.</p> <p>£480 used to purchase high quality resources for maths interventions.</p> <p>£2,200 for purchasing high quality resources for reading and phonics interventions.</p> <p>£2134.04 for maths mastery textbooks.</p> <p>£4730.04 in total for 6 children for a year.</p>



		<p>moderator commented on the system in place and the impact that it had had from the start of the year.</p> <p>20 day challenges were introduced and teaching staff used these effectively to promote progress for disadvantaged children. Records and books showed these were having a high impact on the children selected.</p> <p>Positive discrimination was embedded throughout the school with more PP children attending after school clubs and before school clubs than previously. When children were selected for sporting tournaments, positive discrimination was also an area of focus, providing equal opportunities for all children.</p>		
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned :</b>	<b>Cost:</b>
<p>D. Address wellbeing issues for PP pupils so that all children demonstrate positive learning behaviours.</p> <p>Wellbeing issues for pupils (mostly eligible for PP) and low aspirations are having detrimental effects on their academic progress and that of their peers.</p>	<p>Identify a targeted behaviour intervention for identified students. Track progress from starting to end point.</p> <p>Use structured conversations to engage with parents before intervention begins.</p> <p>Provide uniform for PP children.</p> <p>Offering equal access to enrichment for all pupils.</p>	<p>Targeted behaviour interventions with a SEMH focus were carried out with a range of identified children, who were mostly in receipt of PP funding. Case studies were written for selected children afterwards and class teachers could describe the impact however a formal tracking system was not used to be able to show measurable progress,</p> <p>Uniform was offered to all children in receipt of PP funding.</p> <p>Positive discrimination was used to ensure there was equal opportunities for access to enrichment for all pupils. This was tracked via the provision map.</p>	<p>Continue with the interventions but use the detailed tracking sheet from the start to have a clear evidence of progress (using Boxhall, SEMH Rainbow and SDQ scores). The pastoral lead supported a number of families effectively over the year, evidence documented in EHA paperwork.</p>	<p>£10,000 towards the cost of pastoral lead.</p> <p>£287.92 funding for uniform. £636.20 funding for school trips and residential trips. £1,000 towards funding clubs to promote equal access to enrichment for all. £50.60 for the costs of milk for individual children.</p>