

All Saints CEVA Primary School and Nursery Pupil Premium Plan 2018/19

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 £1300 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 £1900.

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 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	2018-19	Total PP budget	£46, 200	Date of most recent PP Review	30/01/19
Total number of pupils	211	Number of pupils eligible for PP	35	Date for next internal review of this strategy	July 2019

2. Current attainment			
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Pupils not eligible for PP (National Average)</i>
% achieving expected standard in reading, writing and maths combined	58%	55%	70%
% achieving expected standard in reading	58%	59%	78%
% expected standard in writing	75%	66%	83%
% expected standard in maths	67%	66%	84%

3. Barriers to future attainment	
In-school barriers	
A.	Disadvantaged children across the school do not perform as well as their non-disadvantaged counterparts, particularly across KS2.
B.	Disadvantaged KS1 children do not perform as well as their non-disadvantaged counterparts in Maths.
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%). This reduces their school hours and causes them to fall behind on average.
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	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.	Disadvantaged children perform as well as other pupils in our school and others nationally in maths by the end of KS1.	Pupils eligible for PP make as much progress as 'other' pupils across KS1 in maths. Measured in Y 1 and 2 by teacher assessments and successful moderation practices both internally and externally.
C.	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.
D.	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.
E.	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	2018- 2019
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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?
<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</p>	<p>Staff training/ procurement of top-up Speech and Language Therapy from a private Speech and Language therapist.</p> <p>Staff training on developing communication and language in targeted teaching for children at risk of not achieving ARE in S&L.</p> <p>Sounds Write Phonics Cued Articulation Colourful Semantics</p>	<p>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</p>	<p>Course selected using evidence of effectiveness. Use staff meetings to deliver training. Lessons from training embedded in classroom practice</p>	<p>Assistant Headteacher, Intervention Lead</p>	<p>July 2019</p>

<p>PP/Ever6 children</p> <p>C. Improve oral language skills for children 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 – Claire Gadsby</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>Pupils have been achieving similar rates of progress in reading and writing but not in maths at the end of KS1. We want to ensure that PP pupils can achieve high attainment in maths as well as simply 'meeting expected standards'. 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 scrutinies 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>SLT time used to develop subject leader analysis to demonstrate impact and moderate Gap analysis of targeted pupils. 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 Intervention Lead</p>	
Total budgeted cost					£ 15,800.00
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?

<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>1:1 and small group provision of Time to Talk intervention as well as specific resources provided by the private Speech and Language therapist.</p> <p>Weekly small group and 1:1 interventions for pupils with an experienced TA, in addition to standard lessons.</p> <p>Funding of Third Space Learning for PP children in KS2 (initially starting in Year 6).</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.</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>Engage with pupils and parents before interventions begin to address any concerns or questions about the additional sessions.</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, Assistant Headteacher, and Intervention Lead.</p> <p>Inclusion Manager, Intervention Lead, Maths and English Lead.</p>	<p>July 19</p>
Total budgeted cost:					£15,000.00
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?
<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</p>	<p>Identify a targeted behaviour intervention for identified students.</p> <p>Use structured conversations to engage with parents before intervention begins.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>The enrichment theory of school improvement suggests that all children benefit from improved access to enrichment opportunities.</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p> <p>Ensure that a comprehensive register is kept of those who are attending</p>	<p>SENCo/ Pastoral Lead/ Headteacher/ Admin staff/ PE lead</p>	<p>July 19</p>

<p>PP) and low aspirations are having detrimental effects on their academic progress and that of their peers.</p>	<p>Provide uniform for PP children. Offering equal access to enrichment for all pupils.</p>		<p>trips against trip costs and expenditure.</p>		
Total budgeted cost					£15,400.00