

Pupil Premium Strategy All Saints Church School School 2018-2019

Summary information					
School	All Saints Church School				
Academic Year	2018-2019	Total PP budget		Date of most recent PP Review (external or Internal)	July 2018
Total number of pupils	217	Number of pupils eligible for PP	45 including Service children	Date for next internal review of this strategy	Jul 2019

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)

A.	<i>E LSA- Children with low self-esteem, vulnerable socially and emotionally could impact on academic attainment (ELSA- Emotional Literacy Support Assistant</i>
B.	<i>Greater Depth- linked to School Development plan. Focus across the school to ensure children who are at ARE or GD are given opportunities to deepen their understanding through greater Depth opportunities in class and in intervention groups.</i>
C.	

External barriers (issues which also require action outside school, such as low attendance rates)

D.	
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Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<i>ELSA- Pupils talk together and have opportunities to develop social skills and conversational skills. Pupils learn about positive ways to talk and react to others. Pupil's social skills and conversational skills are developed in a positive way. Impact will be measure through entry and exit points to show progression. Questionnaires/discussion with children and parents will show how they are feeling more positive about how to deal with certain situations.</i>	<i>Children will become more confident in themselves and towards other children/staff. Children will feel confident in knowing that there is always someone there they can talk to. Each child that receives ELSA support will feel valued for who they are.</i>
B.	<i>Greater Depth linked to SDP- Those children working at ARE or above will be</i>	<i>Staff training was provided through across hub training with Maths greater depth</i>

	<p>given greater opportunities to explore greater depth and progress will be shown through attainment. Training day opportunities in Maths will allow teaching staff to understand how to deepen children's learning and immerse them in Greater Depth opportunities in class but also in intervention groups.</p>	<p>GD provision was on last years SDP. As part of this we introduced STEAM to enhance our curriculum and push those GD learners on.</p>
<p>C.</p>	<p>Parent Engagement- Financial support to Pupil Premium children to enable them to access Swimming, Educational / Residential visits and extra-curricular activities. Pupils feel included in activities they may otherwise not be financially able to take part in. Pupils experience new skills and activities. Number of pupils gaining new skills and are happier in school due to being able to take part. Parent Showcase events will provide opportunities to come into school on a regular basis to see their child's learning. In turn, this may highlight to parents how they can support their children effectively.</p>	<p>Year 6 had a successful residential (all children attended) Classes 1,2,3,4 and 5 all attended swimming lesson for 10 weeks of the year</p> <p>Parent showcases enabled children to be proud of work they had done and gave them an opportunity to share their work.</p> <p>Praise and Share assemblies built children's self-esteem as it gave them an opportunity to share their work to an audience.</p> <p>Year 6 ran a Macmillan coffee morning- they invited grandparent, parents and the local community. They all help serve tea, coffee and cake which built their confidence.</p>

Planned expenditure (reference BWMAT Trust Strategy Overview)

1. Quality First Teaching and Curriculum

Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
<p><i>OB offering intervention with specific children. TA's used in the afternoon for specific intervention groups</i></p>	<p><i>To ensure high quality teaching is consistent and gaps are narrowed or GD targeted children are extending in Class OB will be in class two mornings a week. TA's will take intervention groups to specifically work with children on specific targets. The EEF research shows that 1:1 sessions have a potential gain of +5 months. The EEF also suggest that early intervention has a potential gain to a child's learning of + 6 months</i></p>		<p><i>Internal and External moderation Book scrutiny Lesson observations Monitoring of SPTO</i></p>	<p><i>SLT</i></p>	<p><i>OB intervention has really supported the GD children in gaining confidence when look at problems solving and reasoning papers.</i></p>
<p><i>PP children that at ARE are specifically targeted to achieve GD in reading.</i></p>	<p><i>To ensure high quality teaching is consistent across the school and to push PP children and Greater Depth DHT teaches 3 mornings or afternoons a week. EEF evidence shows the early intervention could have a potential gain to a child's learning of +6months</i></p>		<p><i>Internal and External moderation Book scrutiny Lesson observations Monitoring of SPTO</i></p>	<p><i>SLT</i></p>	<p><i>STEAM has really challenged the children to extend their knowledge and reason carefully.</i></p>

<p>Part of the Bath and Wells MAT relevant networks.</p>	<p>English, Maths and Science co-ordinators to attend network meetings throughout the year. By looking at how other schools spend their pupil premium money on pupil premium children will allow staff to share ideas for own class practise. For example- marking pupil premium children's books first when we mark will ensure a high quality effective feedback which has a potential gain of + 0.9 months on a child's learning We want to invest some of our PP grant in longer term changes that will enable all children to be challenged and make progress. Many evidence sources e.g. EEF Toolkit suggest that high quality feedback is an effective way to improve attainment and progress and it is suitable as an approach that we can embed across the school.</p>		<p>Opportunities to hear about best practise elsewhere and then they disseminate back to staff. Teachers implement new practises into their own classroom.</p>	<p>All Staff</p>	<p>MAT run several network hubs last year which enabled staff to have discussions with other teachers, learn new ideas. They then fed this back to staff who implemented the if appropriate. E.G new success criteria in KS1</p>
Total budgeted cost					
2. Targeted Support					
Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?

<p>ELSA for children who are vulnerable socially and emotionally.</p>	<p>ELSA and targeted support for social and emotional support. If children have low self-esteem and poor social skills they will feel less engaged in their learning and therefore able to maximise their learning. EEF research shows that self-regulation strategies allow children to have potential gain of 0.8 months. Also, if children are supported with ELSA from an early stage they are more likely to have a potential gain of 0.6 months. EEF toolkit suggest social and emotional learning, on average, have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p>	<p>£430 0 from PP budget</p>	<p>SLT- moderation Entry and exit sheets for children and parents to show impact of ELSA Pupil voice- impact on what having ELSA has achieved for them. Parents- impact on what having ELSA has achieved for their child/children</p>	<p>SK+JD to lead ELSA</p>	<p>Provision maps Intervention records ELSA really supported our vulnerable children and gave them an opportunity to talk in a safe place. In summer term we set up a the 'Dandelions' club for service children as we had a number of parents away on active service.</p>
Total budgeted cost					£5000
3. Attendance					
Area of Spend	Evidence and rationale for this choice including desirable	Cost	How we will ensure it is implemented well	Staff lead	When will you review

	outcome				implementation?
Office staff to monitor attendance of pupil premium children in comparison to non PP children	Regular checks should show that children are motivated/happy and therefore attend school regularly. If a pattern appears regarding a PP child not attending school CT/Parents and SLT to discuss how effectively we can support child's improvement in attendance. If it is a regular occurrence that a children is absent from school or late in school discussions with parents will be had about how to improve the child's attendance. EEF evidence shows parental involvement has a potential gain on a child's learning by +3months	£85 a day once a term Total spend £510	Discussions with office staff regularly to see if patterns are forming. JR to ask KS to fill in a table for each PP child with the child's attendance in. If a regularly pattern occurs, discuss with parents/child concerned to address issues and how we can increase attendance at school. The table will also highlight which children are regular late in attending school. All PP children to be at 90% attendance or above each term.	KS/JR	Termly Attendance was good for PP and service children last year. Continue to monitor next year.
Total budgeted cost					£510
4. Enrichment					
Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
Parent Engagement- Financial support to Pupil Premium children to enable them to access Swimming, Educational / Residential visits and	Pupils feel included in activities they may otherwise not be financially able to take part in. Pupils experience new skills and activities. Number of pupils gaining new skills		Class teacher and SLT to monitor which children attend external trips. If PP children are not attending due to cost discussions with parents about how cost can be subsidised by school.	SB/JR/JA	Termly

<p>extra-curricular activities. Pupils feel included in activities they may otherwise not be financially able to take part in.</p>	<p>and are happier in school due to being able to take part. EEF evidence shows that parental involvement will increase a child's potential gain by +3 months. Also, if a child is regularly participating in sporting activities this also has a potential gain of +3 months.</p>	<p>£600</p>			
Total budgeted cost					£600

Review of expenditure		
1. Quality First Teaching and Curriculum		
Outcomes and Impact	Lessons learned (and whether you will continue with this approach)	Cost
Include impact on pupils not eligible for PP, if appropriate <i>To ensure high quality teaching is consistent and gaps are narrowed or GD targeted children are extending in Class OB will be in class</i>	Pre and post teaching (interventions) to continue next year as had a huge positive outcome on pupil confidence in various subject areas.	8000
2. Targeted Support		
Outcomes and Impact	Lessons learned (and whether you will continue with this approach)	Cost
Include impact on pupils not eligible for PP, if appropriate <i>ELSA and targeted support for social and emotional support. If</i>	Next year, ELSA sessions need to be measurable to ensure the sessions can be measured for impact. This will also be linked with parents so they can	£4300
3. Attendance		
Outcomes and Impact	Lessons learned (and whether you will continue with this approach)	Cost
Include impact on pupils not eligible for PP, if appropriate <i>Regular checks should show that children are motivated/happy and</i>	To be monitored next year. If attendance becomes an issue PP Lead to meet with parents and discuss strategies to ensure high attendance is maintained	£510
4. Enrichment		
Outcomes and Impact	Lessons learned (and whether you will continue with this approach)	Cost
Include impact on pupils not eligible for PP, if appropriate <i>Pupils feel included in activities they may otherwise not be</i>	Consider support for breakfast club to ensure PP children are maintaining good attendance and being feel confident/ready for the school day	£600

1. Additional detail
<p><i>Our key objective in using the Pupil Premium grant is to narrow the gap between children who are in receipt of Pupil Premium and those who are not. Through our quality first teaching and targeted interventions, all staff are working towards eliminating barriers to learning for children who are in receipt of Pupil Premium. The challenges that face these children are many and varied and at All Saints we focus on the individual needs and aspirations of each child. We ascertain the family circumstances in order that we can support children with, for example, poor punctuality and attendance, lack of support with reading or homework in general, or specific issues with regards to behaviour, poor attitudes to learning or involvement in extra-curricular activities.</i></p> <p><u>Background information</u></p> <p><i>The Pupil Premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from</i></p>

deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM), children looked after and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period. At All Saints we will be using the indicator of those eligible for Pupil Premium as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

Rates for Eligible Pupils for the Financial Year 2017 - 18	
Pupils in Reception to Year 6 recorded as Ever 6 Free School Meals	£1320
Looked after children and children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order, or a residence order	£1900
Service children	£300