



# All Saints C of E Primary School



## Pupil Premium Report (March 2019)

### Background

Pupil Premium is used to provide educational support to improve progress and to raise the standard of achievement for pupils who are, or who have ever been, registered as eligible for FSM. A premium is also available for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils. Pupil Premium Plus is for adopted children, those who are looked after or on special guardianship. The funding is used to diminish the difference between the achievement of these pupils and their peers. As far as its powers allow, the school will also use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others. We aim to ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

### Details of Pupil Premium

**Allocation:** £83,640 from April 2018 - April 2019

### Breakdown of PP pupils at school

2018-19 (March 2018)			
Year group	Male	Female	Total
EYFS	2	4	6
Y1	6	2	8
Y2	3	4	7
Y3	3	4	7
Y4	6	3	9
Y5	5	6	11
Y6	4	8	12
Overall Total	29	31	60

### PP funding and spending

2016-2017		2017-2018		Funding based on current data 2018-2019	
Funding Stream	Amount	Funding Stream	Amount	Funding Stream	Amount
FSM	58	FSM	56	FSM	60 @£1320 = £79,200
LAC	0	LAC	2	LAC	3 @£2300 = £6,900
Service Premium	7	Service Premium	7	Service Premium	3@£ 300 = £900
Total Income	£76,560	Total Income	£81,440	Total Income	£87,000 (66 pupils)

## How the funding was spent - 2017-2018

Intervention	Amount	description
Small group tuition/reduction in class sizes	£34,320	Additional support from a teacher in Year 5 and 6 for maths.
Support for writing	£1,400	SLE support across school to support in learning and teaching of writing.
Assessments – SALT, ADHD external agencies	£4,000	Additional assessments to support pupils who may have additional specific needs.
Oral language support	£10,750	Speaking and listening groups. Speech and language therapist providing additional support and training for pupils and support staff
Enrichment	£3,000	Residential and other trips, music lessons
Social and emotional support	£24,320	Emotional literacy support for pupils, counselling sessions, Seasons for growth.
Blank level training	£920	Word Aware training
TA interventions and	£6,880	Inference, FFT, Project X code
Basic skills resources	£3,200	NFER tests
TOTAL	£88,790	

## Impact: Progress and attainment 2017-2018

Attainment at the end of Key Stage 2:

KS2 at Expected (Higher Level in brackets)	School <i>eligible for PP</i>	School <i>Non PP</i>	National <i>eligible for PP</i>	National <i>Non PP</i>
Reading	63.6%	56.3%	69.9%	84.8%
Writing	36.4%	43.8%	68.1%	83.2%
Mathematics	54.5%	50%	68.6%	84.1%
RWM combined	36.4%	31.3%	59.7%	77.5%

At the end of KS2, disadvantaged pupils generally perform as well as non-pupil premium in Reading, Writing and Maths in school however, this is below national expectations for both pupil premium and non-premium children. Pupil Premium children are below national in reading writing and maths with writing being the lowest. Our key area of focus to support this is to invest in developing pupils writing, taking part in a Leicestershire boys writing project, investing in support from Specialist Leaders in Education (SLEs) to provide further CPD for staff across school. Developing reading and vocabulary is also crucial in developing both pupils reading and writing, this is being supported through the appointment of a new English coordinator and further support from SLEs.

Progress at the end of KS2:

Group/No of Children	Reading	Writing	Maths
All Pupils year 6 (26)	0.63	-4.49	-1.13
Disadvantaged (10 R, 11 W, 9 M)	-1.20	-5.06	-2.33

(Taken from ASP)

Disadvantaged pupils have made limited progress compared to national in reading, writing and maths. Support needs to be given to narrow the gap between disadvantaged pupils compared to national alongside ensuring all pupils are broadly in line with national.

Attainment at the end of KS1 2018:

KS1 at expected (greater depth in brackets)	School			National		
	<i>All</i>	<i>Pupils eligible for PP</i>	<i>Non PP</i>	<i>All</i>	<i>Pupils eligible for PP</i>	<i>Non PP</i>
Reading	74% (31%)	40%	85.3%	75% (26%)	62.5%	69.3%
Writing	54% (18%)	0%	61.8%	70% (16%)	55.4%	73.8%
Maths	77% (26%)	20%	79.4%	76% (22%)	62.8%	79.6%

For KS1 disadvantaged pupils, attainment of expected was below national figures in reading, writing and maths. In KS1 71% of disadvantaged pupils also have SEND, all of these pupils made progress measured in smaller steps but they have not yet narrowed the gap enough to achieve expected.

Phonics:

Attainment in phonics 2018	School	National
All Pupils	87.5%	82.5%
Pupil Premium	66.7%	71.8%
Non Pupil Premium	92.3%	85.0%

The percentage of disadvantaged pupils passing the Year 1 phonics screen was slightly below national and below non-pupil premium children. The pupil premium children who did not achieve the expected standard also have SEND.

Early Years:

In EYFS there were eight disadvantaged children. 33.3% achieved a good level of development (GLD) compared to 44.8% of non-pupil premium children. Over all 43% achieved a good level of development compared to 72% nationally. In order to narrow the gap as the children go into year 1 intervention will be put in place to support them in transition from the EYFS curriculum to Year 1.

### **Data for 2018-19: (based on Teacher Assessment) Spring mid-term**

Reading

	Number achieving ARE	% achieving ARE	Number exceeding ARE	% exceeding ARE
Year 1	5/8	62.5%	0/8	0%
Year 2	2/7	28.5%	0/7	0%
Year 3	2/7	28.5%	0/7	0%
Year 4	5/8	55.5%	0/12	0%
Year 5	5/11	45.5%	1/8	9%
Year 6	6/12	50%	0/12	0%

Writing

	Number achieving ARE	% achieving ARE	Number exceeding ARE	% exceeding ARE
Year 1	3/8	37.5%	0/10	0%
Year 2	2/7	28.5%	0/7	0%
Year 3	1/7	14.2%	0/7	0%
Year 4	5/8	55.5%	0/8	0%
Year 5	3/11	27.2%	0/11	0%
Year 6	3/12	25%	0/12	0%

## Maths

	Number achieving ARE	% achieving ARE	Number exceeding ARE	% exceeding ARE
Year 1	3/8	37.5%	0/8	0%
Year 2	3/7	42.8%	0/7	0%
Year 3	3/7	42.8%	0/9	0%
Year 4	6/8	66.6%	0/8	0%
Year 5	5/11	45.4%	0/8	0%
Year 6	5/12	41.6%	0/12	0%

In all year groups, the proportion of disadvantaged pupils working at or above age related expectations is low when compared to national 'other' pupils. However, in maths in year groups 4 we are closer to the national for disadvantaged pupils at the end of KS2. In Year 1 in reading, we are closing the gap as well and are closer to being in line with national disadvantaged pupils. We are aware of the need to ensure more pupils in the year groups achieve and exceed ARE across the school.

### Plans for 2018/2019

In the academic year 2018/19, we will be aiming to continue to diminish the difference for Pupil Premium children and we will be focusing, in particular, on supporting Pupil Premium children to achieve higher levels in Reading, Writing and Maths across the school by delivering quality first teaching.

### Small group tuition/reduction in class sizes

- Maths reasoning groups in year 5 and year 6
- Small group interventions throughout KS1 and KS2, targeting reading and writing- FFT wave 3 literacy, Project X Code and inference training/

### Early Years Intervention

- Small groups in Reception and Year 1 with phonics, reading and early writing

### Oral language intervention

- Additional intervention programmes in English including language development through the introduction of word aware, talk boost in EYFS and Year 1, Inference interventions
- Weekly Speech and Language Therapist support carrying out screening and catch up programmes for Speech and Language in EYFS and KS1 and support for individual children in KS2.

### **Deployment of teaching assistants**

- Reorganisation of Teaching Assistant timetables so that interventions take place for targeted groups in the afternoon.
- Training for all Teaching Assistants in targeted intervention programmes and careful timetabling for delivery in both key stages

### **Metacognition**

- Additional enrichment events linked to topics, which enthuse and motivate learners to support accelerated progress in writing.
- Information and guidance to parents on how to support their children's learning at home through parent information evenings.

### **Social and emotional support**

- ELSA support is provided for children throughout the school week. This support includes morning meet and greet sessions, forest school sessions and social groups. A counsellor works with children on a one to one basis one day a week. Seasons for growth runs once a week for pupils who have changes in their life such as a family break up, moving to a new house or a bereavement.
- Support for residential activities and trips, enrichment – Rocksteady and uniform for PP children
- Enrichment activities to raise aspirations e.g. virtual Skype field trips and international projects
- Further develop pupil independence in learning and broaden life experiences through Forest Schools and outdoor learning.

*'There is no doubt that the pupil premium has enabled schools, including many in areas not traditionally seen as facing significant disadvantage, to do more to improve the results of their less advantaged pupils. But equally, the data suggests that we still have much to do to ensure that those from poorer families do as well as their classmates'*

Sir Peter Lampl, Chairman, Sutton Trust and Education Endowment Foundation Chairman