

# Pupil premium strategy statement: All Saints C of E Primary School Coalville

1. Summary information					
<b>School</b>	All Saints C of E Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	81,440	<b>Date of most recent PP Review</b>	Nov 2016
<b>Total number of pupils</b>	224	<b>Number of pupils eligible for PP</b>	56	<b>Date for next internal review of this strategy</b>	Nov 2017
		<b>Number of pupils eligible for PP+</b>	2		
		<b>Number of service children</b>	7		

2. Current attainment						
Key Stage 1 Pupils achieving expected standard, Pupil Premium compared to non-pupil premium.						
	School		Leicestershire		Emerging National	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Reading	88.9%	70%	54.9%	77.6%	62.9%	78.7%
Writing	77.8%	62.5%	45.5%	71.1%	54.7%	71.6%
Maths	88.9%	87.5%	54.7%	77.4%	62.2%	78.2%

2. Current attainment						
Key Stage 2 Pupils achieving expected standard, Pupil Premium compared to non-pupil premium.						
	School		Leicestershire		Emerging National	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Reading	70%	53.8%	57.5%	76.4%		
Writing	80%	76.9%	62.2%	81.3%		
Maths	60%	53.8%	57.9%	79.1%		
GPS	80%	61.5%	61.8%	81.0%		

2. Current attainment		
Phonics Pupils achieving expected standard		
	School	National
<b>All Pupils</b>	<b>84.6%</b>	<b>81.2%</b>

September 2017

<b>Pupil Premium</b>	<b>100%</b>	
<b>Non-Pupil Premium</b>	<b>83.3%</b>	

<b>1. Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	There needs to be a consistent approach to the teaching of reading and spelling.
<b>B.</b>	Teachers need to have high expectations of what pupils should achieve in lessons and the quality and quantity of work they should produce.
<b>C.</b>	Pupils are not motivated to learn or provide positive responses.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance across school is a concern with some pupil premium pupils having low attendance.

<b>2. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve reading comprehension.	Pupils eligible for pupil premium without additional SEN will achieve age related expectation in reading.
<b>B.</b>	Improve progress of pupil premium children in reading and writing from year 2 up.	Pupils will make better than expected rates of progress in reading and writing based on their lower starting point. Twice yearly spelling and reading tests will show marked improvements.
<b>C.</b>		
<b>D.</b>		

<b>3. Planned expenditure</b>					
<b>Academic year</b>	<b>2017/18</b>				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</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>
A Improve quality of teaching and learning across the school.	Achievement for All training and coaching.	Achievement for All is a proven whole school strategy for improving outcomes for all pupils.	The achievement for all coach will work with the school for two years leading CPD and supporting the Achievement for All champion in school to affect change. Clear documentation will measure the improvements for targeted vulnerable groups as well as whole school data collection that will show an improvement in progress for all groups of children across the school.	AFA champion	Milestones: Dec 2017 March 2018 June 2018
B. Improve reading comprehension.	Staff training on teaching reading comprehension through lesson study, staff meetings and research into what works.	We will invest in high quality guided reading books for KS1, following previous investment in KS2. We will also use word aware to continue with our success in improving vocabulary. e.g. EEF Toolkit suggest improving language and oracy can improve reading levels particularly in comprehension. Developing a whole school approach will have longer lasting effects. Talk boost for EYFS will target the pupils with the lowest levels of language to enable better progress through the school.	Lesson observations will show well planned and documented teaching of reading.  Evidence from moderation with other schools in the collaborative will be collected.  Data of progress will be measured.	SENCO and English Lead	Milestones: Dec 2017 March 2018 June 2018
C Improve progress of pupil premium children in reading and writing.	Lexia will continue to be used for all pupil premium children. Bug club recap will be given. PIXL WWC boys writing project AFA targeting vulnerable groups	Evidence from 'what works for pupils with literacy difficulties' show Lexia is an effective intervention. Research shows that pupils have differing limitations on the acquisition of reading.	Monitoring of pupil progress through bench marking, pupil progress meetings and baseline, mid and end for intervention will demonstrate the impact of initiatives. Assessment of pupils reading and spelling using SWST and NFER reading test twice yearly.	SENCO and English Lead	Milestones: Oct 2017 May 2018 July 2018

<p>D. Improve the learning attitudes of pupils through the continuation of growth mind set as a whole school policy.</p>	<p>Recap on growth mind set for all teachers and support staff delivered in team meetings.</p>	<p>We feel that in school that pupils do not progress as well as expected because of attitudes to learning. Due to this attitude we have looked at evidence and research of the impact of developing a school ethos of growth mind set. Use the class dojo growth mind set videos in class and share with parents.</p>	<p>Growth mind set selected using evidence of effectiveness outlined on the EEF toolkit.  Monitor targeted groups of pupils through Boxall profiling.</p>	<p>Deputy Head and SENCO</p>	<p>Milestones: Dec 2017 March 2018 June 2018</p>
<b>Total budgeted cost</b>					<p>£1985</p>

<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>
A. Improved oral language skills in reception	Early Years Talk boost intervention Assessment and support from a SALT commissioned by school. Use of word aware to develop vocabulary across the school	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Measure progress using SALT assessments and BPVS and Renfrew.	SENCO and Reception class teachers	Milestones: Dec 2017 March 2018 June 2018
B. Improved progress for high attaining pupils	40 mins+ of Lexia each week. Access to a range of high quality e-books through bug club. Use of the education library to access additional group reading sets that provide challenge	We want to provide extra support to maintain high attainment. 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.	Monitoring of progression on Lexia. Impact overseen by SENCO. Observations of teaching assistants  Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Pupil Premium Coordinator	Half termly
<b>Total budgeted cost</b>					£24,670
<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>
D. Increased attendance rates	AFA structured conversations to aid engagement with parents Introduction of attendance awards for classes Family outreach worker visits families to support and explain importance of attendance. Traveller education work	AFA has been shown to have an impact on pupils' attendance alongside also improving attitudes of parents towards school. It is essential parents understand the importance of good attendance. We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	Pupil Premium Coordinator	Milestones: Dec 2017 March 2018 June 2018

	with school to support pupils who have poor attendance due to culture.				
C. Problem behaviour for small number of pupils.	<p>Have ELSA support for children who are struggling with their emotional literacy.</p> <p>Use of Boxall to set targets and plan intervention.</p> <p>Councillor for children who struggle with anger management.</p> <p>SEASONS for pupils who are struggling to a change in family circumstances.</p> <p>Nurture group provision in the afternoons.</p> <p>Forest schools training and intervention through collaborative schools' project.</p> <p>Use social stories.</p> <p>Use support worker to engage with parents before intervention begins.</p> <p>Develop restorative approaches and focus on positive behaviours.</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>ELSA support is a proven intervention that helps children to develop their emotional literacy skills.</p> <p>Nurture principles ensure that children's well-being is central to all we do within school</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p> <p>Observation of nurture group and progress checks to ensure pupils involvement is translating into improved attainment.</p> <p>Monitoring of the impact of ELSA intervention through Boxall assessments.</p> <p>Monitoring of nurture impact through Boxall assessments.</p>	SENCO	<p>Milestones:</p> <p>Dec 2017</p> <p>March 2018</p> <p>June 2018</p>
<b>Total budgeted cost</b>					£30,000

4. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Improve language levels to improve reading.	Staff training on high quality feedback. All children achieving lower than expected assessed using BPVS. EYFS TA's trained in talk boost intervention.	Assessing of pupils receptive vocabulary was assessed but to have a bigger impact it became an assessment for children whom we were concerned about. Additional support was sought from a SALT who provided suggestions for whole school approaches to improve language. All classes have a word of the week which is also shared with parents. EYFS TA's ran Talk Boost interventions. Classes were monitored to ensure that all adults were promoting good quality language development will provide further evidence.	<p>Talk Boost was successful; a new early years talk boost is available so staff will receive that training. Talk Boost will be delivered in year 1 as well in the for the coming year.</p> <p>BPVS assessments will continue to be used for specific children but it was too time consuming to assess all pupils with less impact.</p> <p>Given the needs of pupil there will need to be an ongoing focus on language development.</p>	£1985

<p>B Improve progress of pupil premium children in reading and writing.</p>	<p>Some members of staff given inference training that is disseminated to everyone. Lexia used for all pupil premium children. Bug club training given to all staff on the Oct teacher day.</p>	<p>Percentage of Pupil Premium children without additional needs achieving the expected standard in reading: <i>Year 1 100%</i> <i>Year 2 100%</i> <i>Year 3 67%</i> <i>Year 4 50%</i> <i>Year 5 50%</i> <i>Year 6 100%</i></p> <p>Percentage of Pupil Premium children without additional needs achieving the expected standard in writing: <i>Year 1 100%</i> <i>Year 2 100%</i> <i>Year 3 67%</i> <i>Year 4 50%</i> <i>Year 5 50%</i> <i>Year 6 100%</i></p> <p>Teacher and TA's understand and measure progress more accurately through the bench marking.</p>	<p>The use of Lexia is having a positive impact on pupils especially in the year groups where pupils complete their target number of minutes a week. It is also more successful for pupils when the additional lessons are provided in areas they are struggling.</p> <p>All TA's understand the role of bench-marking as an assessment tool. It is important to have high expectations and encourage pupils to challenge themselves and take ownership of their progress.</p>	
<p>C. Improve the learning attitudes of pupils through the introduction of growth mind set as a whole school policy.</p>	<p>CPD on growth mind set for all teachers and support staff delivered on the first day of term. Additional training provided for a year 5 and 6 growth mind set intervention and research project</p>	<p>Growth Mind set has been adopted across the school. Observations and pupil interviews showed that children had adopted the language associated with growth mind set.</p>	<p>Growth mind set has been successful and needs to be continued across the school.</p> <p>The additional growth mind set work in Year 5 and 6 enabled pupils to develop a more positive attitude to learning.</p>	
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

A. Improved oral language skills in reception	Talk boost intervention	Talk boost was delivered to groups of pupils including PP children in EYFS.	Pupil who received talk boost intervention made progress within the intervention in their spoken language.  Talk boost early years will be used in the forthcoming year and one of the trained talk boost TA's will deliver talk boost to year 1's.	£24,670
B. Improved progress for high attaining pupils	40 mins+ of Lexia each week. Access to a range of high quality e-books through bug club.	All pupils on Lexia made progress. Two PP children in year 6 completed the Lexia intervention. At the end of the summer term 47% were working within their year group compared to 11% at the start of the year. Teaching assistant (TA) CPD have been trained in the delivery of Lexia.  Parents are better informed about the interventions pupils are having and are accessing then at home.	Lexia will be continued as it is having a positive impact on pupil's reading, writing and spelling. TA's will be given a recap on the skill builders and lessons that go alongside the Lexia.  We continue to communicate effectively with parents.	

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
D. Increased attendance rates	Introduction of attendance awards for classes Family outreach worker visits families to support and explain importance of attendance. Traveller education work with school to support pupils who have poor attendance due to culture.	All classes know that they must attend school regularly to win the attendance YETI for their class.  Support meetings have been organised with family support worker to discuss support that can be offered to reduce absence.	Class awards are working well. Children like the YETI for their classroom.  Support meetings have had an impact on some parents, however there is still an issue with persistent absence	£30,000
C. Problem behaviour for small number of pupils.	Identify a targeted behaviour intervention for identified students. Nurture group provision in the afternoons.	The use of Boxall profiling has meant targets are clearer and activities to support pupils in reaching those targets can be provided.  Pupils who attended nurture have now been integrated back in to class with the exception of	A number of changes were made to the nurture staff. Having a TA complete ELSA training has meant that the interventions are more structured and pupils are finding the answers to problems themselves. Monitoring of behaviour has meant that we are able to identify pupils who are having difficulty and act upon this.	

	<p>Forest schools training and intervention through collaborative schools' project.          Use social stories.          Use support worker to engage with parents before intervention begins.          Develop restorative approaches and focus on positive behaviours.</p>	<p>one child.          Nurture and forest schools have improved outcomes for pupils.</p>	<p>Targeted intervention for pupils needs to continue.          Staff monitoring antecedents helps to change practice and needs to continue.          Teachers and TA's need to develop an understanding of the Boxall as a tool for support.</p>	
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<p><b>5. Additional detail</b></p>
<p>In this section you can annex or refer to <b>additional</b> information which you have used to inform the statement above.          Additional pupil premium funding goes toward reducing the costs of trips for pupils, providing additional support at lunchtime through staff modelling appropriate lunchtime behaviours.          Enrichment activities to engage parents such as parent workshops and sharing of class topics.</p>