

1. Summary information						
School	All Saints C of E Primary School					
Academic Year	2018/19	Total PP budget	£83,640	Date of most recent PP Review	Nov 2016	
Total number of pupils	221	Number of pupils eligible for PP	65	Date for next internal review of this strategy		

1. Current attainment EYFS: Summer 2018						
	<i>School</i>		<i>Leicestershire</i>		<i>National</i>	
	<i>Pupils eligible for PP</i>	<i>Non PP</i>	<i>Pupils eligible for PP</i>	<i>Non PP</i>	<i>Pupils eligible for PP</i>	<i>Non PP</i>
% Good Level of Development	33.3%	44.8%	50%	72.8%	57.2%	74.1%
% Achieving All Goals at least expected	33.3%	44.8%	48.7%	71.8%	55.6%	72.8%
% Achieving Prime Goals at least expected	50%	58.6%	63.1%	81.3%	67.6%	81.5%
% achieving specific goals at lease expected	33.3%	44.8%	49.7%	72.7%	56.3%	73.5%

2. Current attainment Key Stage 1: Summer 2018						
	<i>School</i>		<i>Leicestershire</i>		<i>National</i>	
	<i>Pupils eligible for PP</i>	<i>Non PP</i>	<i>Pupils eligible for PP</i>	<i>Non PP</i>	<i>Pupils eligible for PP</i>	<i>Non PP</i>
% achieving in reading, writing and maths	0%	61.8%	41.2%	67.4%	50.2%	69.3%
% making progress in reading	40%	85.3%	55.4%	78.1%	62.5%	78.9%

% making progress in writing	0%	61.8%	46.5%	73%	55.4%	73.8%
% making progress in maths	20%	79.4%	56.5%	79%	62.8%	79.6%

3. Current attainment Key Stage 2: Summer 2018						
	<i>School</i>		<i>Leicestershire</i>		<i>National</i>	
	<i>Pupils eligible for PP</i>	<i>Non PP</i>	<i>Pupils eligible for PP</i>	<i>Non PP</i>	<i>Pupils eligible for PP</i>	<i>Non PP</i>
% achieving in reading, writing and maths	36.4%	31.3%	55.2%	76.8%	59.7%	77.5%
% making progress in reading	63.6%	56.3%	65.8%	85.2%	69.9%	84.8%
% making progress in writing	36.4%	43.8%	65.4%	83.9%	68.1%	83.2%
% making progress in maths	54.5%	50%	64.7%	83.4%	68.6%	84.1%

4. Current attainment Phonics: Summer 2018			
	School	Leicestershire	National
All Pupils	87.5%	83.5%	82.5%
Pupil Premium	66.7%	67.0%	71.8%
Non Pupil Premium	92.3%	85.5%	85.0%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	There needs to be a consistent approach to the teaching of writing across school.
B.	Poor language skills and vocabulary impacts on the quality of writing.

C.	Teachers need to have high expectations of pupils achievement.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Low attendance rates are impacting on attainment	
E.	Children who have specific social and emotional needs which affect their learning	
F.	Parental engagement with school and the children's readiness for learning	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve writing outcomes across school.	Pupils eligible for pupil premium without additional SEN will achieve age related expectation in writing.
B.	To improve attendance.	Attendance of pupil premium children will be above 96%.
C.	To increase the number of pupils achieving RWM combined.	At least 65% of pupils achieving ARE in RWM in KS1 and at least 60% in KS2.
D.	To increase the number of pupils achieving greater depth in RWM.	15% achieving GD in KS1 and 20% achieving GD in KS2.
E.	To provide pupils with emotional literacy support	Boxall profiles show improved social and emotional well-being of pupils.
F.	To improve parental engagement	Parental questionnaire and parent voice shows increased involvement in the school.

4. Planned expenditure					
Academic year		2018/19			
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.					
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.To improve writing outcomes across school.	CPD for staff to ensure all staff are using an approach that teaches writing composition strategies through modelling and supported practice.	The EEF toolkit evidence suggests that in KS2 this has extensive impact as pupils learn the strategies and practice with feedback until they gradually take increasing responsibility.	There will be in school moderation at least once a half term. Book scrutinies Monitoring of planning Learning walks	KK/HW	Half termly
B.To improve attendance.	Behaviour pyramid used to address attendance with all teachers following the policy. Structured conversations with parents of poor attenders.	Research shows that rewards do not have a significant impact. Personal contact with parents has a more significant impact.	Attendance concerns will be flagged on a weekly basis. Teachers will make contact with parents and monitor attendance closely of children at risk.	KK	Weekly
C.To increase the number of pupils achieving RWM combined.	CPD for staff to ensure all staff are aware and targeting key children to ensure that pupils are achieving the expected standard in all three areas.	AFA coach has advised and supported this as a method in which the difference can be diminished for targeted pupils.	Pupil progress meetings with PP coordinator to discuss individual children at risk. AFA pupil improvement plans will be used to measure rapid improvement in targeted pupils. All year groups will achieve 65% of pupils achieving ARE IN RWM.	KK	Half termly
D.To increase the number of pupil achieving greater depth in RWM.	CPD for staff to ensure all staff are providing sufficient challenge and high expectations for all pupils.	Research has shown that pupils need to develop higher level thinking skills and develop metacognition in order to extend their learning. Staff training on core skills and critical thinking will enable pupils to develop those higher level thinking skills.	CPD for staff on setting high expectations through the development of core skills. Opportunities will be given in lessons for pupils to develop and extend their learning. Pupils will be provided with quality first teaching that has high expectations.	KK/SHW	Half termly

E.Poor language skills and vocabulary impacts on the quality of writing.	Word Aware implemented across school	The EEF toolkit shows that early intervention to address the develop language skills and vocabulary show +5 months improvements.	Whole staff training at the beginning of term. Monitoring of implementation through learning walks.	KK/MB	Termly
Total budgeted cost					£34,320
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?
To improve vocabulary of pupils.	Speech and language therapist Talk boost intervention	Early intervention to address this need with ensure pupils make better progress. The EEF suggests up to 5+ month gains can be made.	Speech and language assessments will be carried out on pupils in EYFS and KS1. Baseline and end of intervention will show measurable improvements for the pupils in the group.	KK	After 12 weeks of intervention.

To provide pupils with emotional literacy support	<p>Social, Emotional and Behavioural Support 1:1 counselling for PP pupils who have experienced trauma/difficulties</p> <p>Nurture group sessions: Forest schools, cooking and self esteem sessions.</p> <p>ELSA sessions for pupils who need support with social and emotional difficulties.</p> <p>Structured lunchtime support, to provide a nurturing environment for children to go to at lunchtime.</p>	<p>Support for pupils who have experienced difficulties and trauma is recommended in the EEF toolkit.</p> <p>The EEF toolkit identifies that, 'overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.'</p> <p>Structured sessions for pupils at lunchtime can support their behaviour and improve learning in the afternoon as they return to class calm.</p>	<p>Observations of sessions. Boxall profiles on pupils to assess improvements in attitudes to learning, self esteem and behaviour over time. Comparisons with attendance and academic outcomes when self-esteem improves.</p>	KK	<p>Half termly progress checks. Meeting with ELSA half termly.</p>
Total budgeted cost					£24,320
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?
To improve parental engagement	<p>Structured conversations</p> <p>Parent sessions on specific topics of SEND.</p> <p>Parents sessions for each year groups to</p>	<p>Parental engagement improves outcomes for pupils as parents work with the school to improve outcomes.</p> <p>Structured conversations give an opportunity to staff to understand the parent and pupil better and to be able to work with the parent in a coaching capacity to improve the opportunities given to the pupil.</p>	<p>Monitoring of structured conversations.</p> <p>Feed back from parent sessions on SEND</p>	KK	Half termly

	explain expectations of the new class.		Feedback from parent sessions on class information. Improved attendance and outcomes for pupils targeted.		
To provide additional educational experiences and trips	Provide children with real life experiences through school trips and visits. Provide pupils with extra curricular opportunities such as theatre visits and workshops.	Pupils need to have the opportunity to write about real life experiences. A number of our children do not have such opportunities outside of school.	Pupils writing will improve (65% achieving ARE) Pupils attendance will improve (whole school attendance above 96%)	KK	Half termly
Total budgeted cost					£3,000

5. 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 quality of teaching and learning across the school.	Achievement for All	21 pupils were identified for structured conversations and to be targeted across school. 71% of targeted pupils made expected progress or better in reading. 80% of targeted pupils made expected progress or better in writing.	The structured conversations helped to improve parental engagement. Pupils targeted with poor attendance improved their attendance slightly upon the previous year. Achievement for All needs to be part of the school culture.	£3,995
B. Improve reading comprehension.	Staff training on the teaching of reading and research into what works.	In KS2 64% of pupil premium pupils achieved the expected standard in reading compared to 56% of non-PP pupils. In KS1 40% of PP pupils achieved the expected standard compared to 85% of non PP pupils. All year 2 PP pupils are also SEND pupils.	There is still further work to be done to improve reading outcomes across school. The new English lead will be further developing the teaching of reading through further staff training and an emphasis on reading for pleasure.	
C Improve progress of pupil premium children in reading and writing.	Lexia Boys writing project PIXL Achievement for All	All pupils made progress on Lexia, however for some pupils this did not diminish the difference enough for them to achieve ARE at the end of the year. Unfortunately the criteria for the boys writing project meant that all but 2 of the 21 boys selected have additional SEND. This means that while they all made progress only 2 of the 21 achieved ARE at the end of the year. Also 5 pupils in the project moved to other schools.	The impact of Lexia shows improvements in progress in reading but is not yet transferring into pupils writing. The boys writing project ensured good teaching was taking place across school with teachers using strategies from the CPD. Year 6 used PIXL to fill gaps however this did not translate into marked improvements in pupil reading and writing.	
ii. Targeted support				
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. Improved oral language skills in reception	Early Year Talk Boost intervention SALT assessments Word Aware	The average steps progress for EYFS pupils in speaking was 6.03 and for understanding was 6.03.	Talk boost had positive outcomes and will continue next academic year. Word Aware training took place in the summer term so will be rolled out in the new academic year. SALT support improved pupils spoken language.	£24,670
B. Improved progress for high attaining pupils	Lexia Bug club Group reading sets from the library	Higher attaining pupils have benefitted from the way in which Lexia moves their learning forward. 17.9% of pupils achieved GDS in RWM at the end of KS1 compared to the national average of 11.7% 3.7% achieved GDS which while below the national average was a 3.7% increase since 2017 and 2016.	Higher attaining pupils will continue to be targeted. A new member of staff is taking a lead in promoting the importance of targeting our higher attainers in the forthcoming year.	
iii. Other approaches				
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
D. Increased attendance rates	AFA structured conversations Rewards for pupils and classes. Family outreach worker Traveller education work	Attendance has declined since the previous year despite structured. Conversations, a greater emphasis on promoting attendance and the involvement of both traveller education and the family outreach worker. Attendance was 94% for all pupils and 93.3% for PP pupils. Persistent absence is 5.4% for all pupils with half of those being PP pupils.	We need a more targeted approach as attendance did not improve. We have worked with the AFA coach to develop an attendance pyramid which all members of staff will use and follow. This follows research that suggest that rewards do not work to improve attendance and a more personalised approach is better.	£30,000 for staffing and equipment.
Problem behaviour for a small number of pupils	ELSA Seasons Nurture Counselling	Behaviour in school has improved. Pupils are able to seek emotional support where necessary. Increased boxall scores show this has enabled pupils to be ready to engage in learning once they have been supported through nurture and ELSA work.	We will continue to provide counselling for our most vulnerable pupils. ELSA support has enabled pupils to develop their confidence and enter the class room ready to learn.	