

Saughall All Saints CE Primary School.

Pupil Premium - 2017/18

'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.' (DfE website)

Pupil Premium was introduced by the government to help support disadvantaged students by giving schools extra funding to enable them to take the most effective actions to improve attainment. Reducing the gap in performance between students from backgrounds with different levels of wealth is the key function of the pupil premium. To determine who was eligible for pupil premium the government used Free School Meals (FSM) as an indicator of disadvantage along with Looked after children (LAC) and children from army families. As with any indicator, the rationale can be questioned but it is these indicators that the government has chosen and the ones that we adhere to.

Context of school:

Saughall All Saints is a Church of England primary school situated in Saughall on the outskirts of Chester. We have high aspirations and ambitions for all our children and we strongly believe that each child has the right to learn in a positive and safe environment where they can reach or surpass their individual potential. Our ethos stems from a firm belief that it does not matter where you come from but it is in fact each child's thirst for knowledge and commitment to their own learning that is the difference between success and failure. Although we proportionately have a low number of children receiving pupil premium funding we are determined to spend it to its maximum effect to ensure our disadvantaged pupils progress at the same rate as their peers.

'The small number of disadvantaged pupils are achieving well because they are well supported in their learning. By the time they leave the school, they normally outperform their peers in all subjects. The small number of pupils who have special needs or disability also make good progress from their starting points. Their needs are well met by the staff who know them well. Extra support is well targeted to make sure these pupils keep on track with their learning and fulfil their potential' OFSTED - 2016

Current number of pupils on roll	279 Full-Time (September 2017)
Total pupils eligible PPG	23 Disadvantaged 2 Service 2 Adopted from care
% whole school eligible PPG	10%
Amount PPG received per pupil	£1,320 Disadvantaged + £300 Service + £1900 Adopted from care
Total amount PPG received	£34,020
Internal Review of the Strategy	<p>Termly:</p> <ul style="list-style-type: none"> • Pupil Progress Meeting – teacher assessments • Quality of Teaching & Outcomes Governor Standards Committee (Data) • Resources Meeting - Report to link governor <p>Review of pupil progress and impact of spending</p>

Attainment 2016 – 2017							
KS2	School (Disadvantaged)	NA (Disadvantaged)	+/- NA	School (All)	NA (all)	+/- NA	Gap School PP against School All
Expected Reading	4/7 (57%)	77%	-20%	79%	71%	+8%	-22
Expected Writing	5/7 (71%)	81%	-10	74%	76%	-2%	-3%
Expected GPS	5/7 (71%)	82%	-11	81%	77%	+4%	-6%
Expected Maths	5/7 (71%)	80%	-9	81%	75%	+6%	-10%
Combined R, W, M	3/7 (43%)	67%	-24	60%	61%	-1%	-17%
Greater Depth Reading	0%	29%	-29	35%	25%	+10%	-35%

Greater Depth Writing	1/7 (14%)	21%	-7	28%	18%	+10%	-14%
Greater Depth GPS	2/7 (29%)	35%	-14	44%	31%	+13%	-15%
Greater Depth Maths	0%	27%	-27	26%	23%	+3%	-26%

The number of Disadvantaged children in Y2 is very low and therefore data percentages are deemed to be not significant (2 pupils) *

In year 6 there was a relatively small number of disadvantaged pupils – 7/43. Disadvantaged pupils are represented by 14% each.

Objectives of Pupil Premium Spending:

It has been widely reported that common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There also maybe complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all."

Our key objective in using the Pupil Premium Grant is to narrow the gap between the pupil groups. As a school we have an excellent system of tracking our children to ensure they make good progress year on year.

We have analysed our data thoroughly and using evidence based research from the Sutton Trust toolkit and our own knowledge on what intervention and additional support works best on our identified pupils, we have made decisions regarding the best ways to spend our pupil premium funding.

Aims of Pupil Premium Grant Spending

- To remove 'Barriers to Learning' eg.
 - ❖ Weak language and communication skills
 - ❖ Lack of confidence and self-esteem
 - ❖ Attendance and punctuality issues
 - ❖ Complex family situations that may prevent children from flourishing.
 - ❖ Low parental income
- To ensure pupil premium children achieve above National Average as measured by 'Expected and Better than Expected Progress' at the end of Key Stage 2, particularly in reading and writing.
- To narrow the attainment gap between pupil premium and non-pupil premium children in all year groups, focussing on both groups performing inline or better than National Average.
- To provide enrichment so as to widen and deepen the life experiences of pupil premium children and impact positively on the quality of their teaching and learning.
- To provide a safe, secure, inclusive environment that allows all children to reach their academic and personal potential by removing any social, economic and academic barriers to learning.
- To support the families of PP children, raising expectations, aspirations, knowledge, understanding of the educative system so that parents are more confident in helping their children achieve their full potential.
- To ensure the attendance of pupil premium children continues to at least meet national expectations; children are supported to understand the importance of good attendance and punctuality as a life skill.

Key Principles:

We believe the following key principles will maximise the impact of our pupil premium spending.

KEY PRINCIPLES:

- Teachers have performance management targets related to pupil premium children and are held accountable for the progress of these children as a separate group
- There are "no excuses" for underperformance
- ALL our children are given ambitious targets and ALL staff buy into the process of setting ambitious targets so our children have the opportunity to excel and meet or exceed the high expectations we have for our children
- ALL staff to encourage children to think positively about their learning and create an independent learning environment where ALL children, regardless of their background feel valued.
- We use evidence based research (such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective.

- Under achievement at all levels is targeted (not just lower attainment groups)
- ALL pupil premium children benefit from the funding, not just those who are underperforming.
- ALL staff are aware of who pupil premium and vulnerable children
- Teaching must be at least good and striving for excellence on a daily basis
- Tracking attendance of pupil premium children and address any issues
- Provide early intervention at KS1 and EYFS (improving outdoor learning for transition from FS2 to KS1)
- Increase time for support staff to spend in KS1 classrooms in the autumn term to aid a smooth transition between FS2 and KS1
- Ensure that the interventions we provide are completely individualised for set periods of time to support the right children when it is needed most
- Use teacher's and support staff's expertise in running the chosen intervention programmes
- Ensure the support staff and class teachers communicate regularly
- Tailoring interventions to the needs of the child (use adapted versions of published intervention programmes)

Record of Pupil Premium Grant Spending

Autumn 2017 - 2018

Action	Who	Cost	Required Impact	Evidence / Rationale
<p><u>Staffing for Intervention</u></p> <p>Teacher support as identified through pupil progress meetings and through Intervention at point of need.</p> <p>Pupil premium consultation (termly) within pupil progress meetings</p> <p>4th maths teacher in each team to enable pupils to be taught in smaller focus groups</p>	<p>All Staff – Ellie Fabby</p> <p>Gemma Cook,</p>	<p>£2,055.30</p> <p>£7,500</p>	<ul style="list-style-type: none"> • To identify barriers to learning for PP children and offer small group gap intervention to ensure they attain academically and make at least expected progress annually. • To ensure interventions and actions closely match the needs of all pupils and that alternative teaching strategies are implemented as required. • To ensure children are engaged in their learning, know their next steps and understand how to improve their learning. 	<p><u>EEF research shows:</u></p> <ul style="list-style-type: none"> • Small group and 1-1 support enables children through direct and insightful learning to make significant gains in their learning. • Highly effective marking and feedback can support up to eight additional months progress for children • Phonics intervention can support an additional four months progress <p><u>Review:</u></p> <p>Termly by GC/DP</p>

	Emma Reed	£11,000		
<p><u>Developing a Growth Mindset</u></p> <p>CPD training for all school</p>	<p>All Staff</p> <p>GC to lead on CPD</p>	<p>£1000</p> <p><i>INSET day</i></p> <p><i>Monitoring termly to measure impact</i></p>	<ul style="list-style-type: none"> • To build Children’s confidence allowing them to approach difficulties in learning without fear of failure through the four main learning dispositions <i>resilience, resourcefulness, reflectiveness, reciprocity</i>) • To create learning culture which encourages children and teachers to become better learners through a developed understanding of the learning process • To increase enjoyment in teaching and learning for both children and adults • To enhance children’s creativity and re-energise teachers • To make parents aware of the positive learning habits so that some are able to use them to support their own learning. 	<p><u>Guy Claxton:</u></p> <ul style="list-style-type: none"> • Children will be more curious, willing to take a risk and give it a go, imaginative, creative, thoughtful, ready, willing and able to learn with and through others. <p><u>Review:</u></p> <p><i>Termly by GC</i></p>
<p><u>Interest, Targeted and Study Support After School Club for Y6 maths</u></p> <p><i>Teacher’s additional hours to support targeted clubs</i></p> <p><i>Club consumable Resources</i></p>	<p>Year 6</p>	<p>£2,200</p> <p>£1,000</p>	<ul style="list-style-type: none"> • To provide high quality study support which targets children directly in the areas in which they have identified gaps • To improve communication and language and raise standards in maths through out of hours learning. • To provide direct support for identified children through targeted study support in maths. • To provide opportunities for targeted sports clubs so children can be active, practicing and developing multi skills. 	
<p>Curriculum Enrichment</p> <p><i>Subsidised educational visits</i></p>	<p>All years</p>		<ul style="list-style-type: none"> • To ensure all children have a wide range of first hand experiences through visits and visitors to school, impacting on engagement motivation and interest in creative curriculum. • To remove financial 	<p><u>Ofsted’s guide to Pupil Premium (2013) shows:</u></p> <ul style="list-style-type: none"> • A full range of educational experiences is in the top ten of ‘gap busters’ – all children should have full access to

Annual Residential (spring/summer Term)	Y2/4/6	£1,500	restrictions so that all children are able to access the Y6 residential so as to impact positively on social skills, independence, self esteem, confidence and curriculum enrichment.	broad and educational experiences. <ul style="list-style-type: none"> Adventurous learning opportunities in school have positive benefits on academic learning and wider outcomes such as self-esteem and self confidence.
<p style="text-align: center;"><u>Reading Resources</u></p> <ul style="list-style-type: none"> Book ownership scheme School Reading scheme Themed events Out of hours ICT children with limited or no ICT access within the home -weekly homework club <ul style="list-style-type: none"> IDL programme 	Whole School	<p style="text-align: center;">£3,000</p> <p style="text-align: center;">£1,000</p> <p style="text-align: center;">£500</p> <p style="text-align: center;">£500</p>	<ul style="list-style-type: none"> To ensure children have the opportunity to choose a range of books from the school library which is regularly resourced with new and interesting books to engage all children. To provide opportunities for children to encourage joy in book ownership and to develop a love of literature. To further develop the reading scheme so that children have access to a full range of authors, genres and texts. IDL programme accessible on Ipad 	<ul style="list-style-type: none"> Directly teaching comprehension strategies children can make up to five months additional progress <p><u>National Literacy Trust research shows:</u></p> <ul style="list-style-type: none"> Strong link between reading ability and access to books at home, children who read above the expected level have books of their own Children who don't own their own books are prone to agreeing with negative statements about reading The number of books in the home has as great an impact on children's attainment as parental education levels.
<p style="text-align: center;"><u>CPD</u></p> <p style="text-align: center;"><i>Staff meetings</i></p>	Whole School	£1,500	<ul style="list-style-type: none"> To ensure all teaching and non teaching staff provide teaching and learning opportunities that meet the needs of all pupils through quality first teaching so that children make at least expected progress in all year groups. 	<p><u>NFER Research 2015 shows senior leaders:</u></p> <ul style="list-style-type: none"> Share their thinking and work collaboratively with staff, pupils, parents, and the local community. They ensure their schools are linked into networks - local school clusters, teaching school networks They constantly seek out new ideas and put

			<p>systems in place for staff to share best practice.</p> <p>Review: <i>Headteacher termly through HT report to Governors</i></p>
Uniform / Clothing Academic Resources	Whole School	£500	<ul style="list-style-type: none"> To ensure all children have required <i>items</i> to support successful school attendance and to remove identified barriers to learning outside school.
Total PPG:	£34,020		
Total Planned PPG Expenditure:	<p>Approximately - £34,000</p> <p><i>The above does not represent an exhaustive list of provisions but is a reflection of the nature of school's financial expenditure to remove barriers to learning so as to ensure that all children thrive and achieve their potential in line with all children nationally.</i></p>		

Pupil Premium Strategy Review:

- January 2018
- May 2018
- September 2018