

Pupil premium strategy statement (primary)

1. Summary information					
School	All Saints Anglican/Methodist Primary School				
Academic Year	2017/2018	Total PP budget	£9540	Date of most recent PP Review	n/a
Total number of pupils	102	Number of pupils eligible for PP	5	Date for next internal review of this strategy	2018

2. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Poor learning behaviours (of some children eligible for PP) which can have a detrimental effect on their learning	
B.	Maths and reading attainment and progress between KS1 and KS2 needs to be more consistent over time.	
C.		
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.		
3. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Improve learning behaviours of pupils eligible for PP (not all children eligible for PP have poor learning behaviours).	Better learning behaviours developed which help children to learn more effectively.
B.	Improved maths and reading attainment and progress across Key Stages is consistent and maintained.	Pupils eligible for PP make as much progress (or more) as 'other' groups of pupils. Teacher assessment and external testing alongside moderation activities will assist in the measurement of this.

4. Planned expenditure					
Academic year		2017/2018			
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?
Improved attainment and progress in maths and across key stages.	Maths No Problem to be used in KS1 and KS2	Maths attainment and progress has not been consistent across key stages – improvements were made during 2016/17 with data showing improvement and more children beginning to work at greater depth but this needs to be built upon.	Maths lead to continue to monitor use of MNP. Discussions with children. Book scrutiny.	Maths Subject Leader	Termly (small terms)

Improved attainment and progress in reading and across key stages.	Continued staff training and coaching in Read, Write Inc phonics and reading system.	Reading attainment and progress has not been consistent across key stages - improvements were made during 2016/17 with data showing improvement and more children beginning to work at greater depth but this needs to be built upon.	Termly RWI Development Days and bi weekly coaching sessions. Observations of learning – reading leaders, HT, Ruth Miskin approved trainers.	Reading Lead and HT	6 weekly
Total budgeted cost					Paid for out of school budget

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?
Improved attainment and progress in maths and across key stages.	Daily HLTA and TA support for children requiring 1:1 or small group support. Third Space Learning 1:1 support for some children	The use of MNP last year has had an impact on the learning within school. Data shows an increase in the number of children achieving ARE and GDS. HLTA and a 1:1 tutor to be used to help further support some children to ensure mathematical learning foundations are strong. Consolidation of previous learning & improved confidence.	Observations, pupil discussions, book scrutiny. Discussions with HLTA and 1:1 tutor	Maths Subject Leader SENCO	Termly (small terms)

Improved attainment and progress in reading and across key stages.	Daily HLTA and TA support for children requiring 1:1 or small group support. Weekly 1:1 tutor support	The use of RWI across the school last year had a positive impact. Data shows an increase in number of children reaching ARE and GDS. Part of the PP is being used to ensure that HLTA and TA are able to lead intervention groups.	RWI development days, bi weekly coaching sessions. Observations of learning – reading leaders, HT, Ruth Miskin approved trainers. Intervention and small group work timetabled to take place each day.	Reading Lead and HT	6 weeks
Improve learning behaviours to ensure effective learning can take place.	Progressive Learning Behaviour system developed across the school. Lego Therapy sessions led by HLTA	If learning behaviours are poor then effective learning can't take place and progress and attainment will be compromised. This is being addressed by encouraging and expecting specific, progressive learning behaviours within each year group. Lego Therapy with some children	Children will be regularly assessed against the specific learning behaviours and this will be discussed at Pupil Progress meetings. Lego Therapy will enable children to work together more cohesively and develop better social and learning skills	HT	Jan 2018
Total budgeted cost					£10,120

5. Review of expenditure				
Previous Academic Year		2016 – 2017 Total PP Budget £9840		
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
Improved attainment and progress in maths and across key stages.	Staff training on Maths No Problem maths system. Maths No Problem to be used in KS1 and KS2	MNP had a positive impact across the school. End of year data showed an increase in the number of children at ARE and GDS	MNP and RWI will continue to be used across the school as the impact their use has had for all children has been very positive.	Resources training session in London for staff for MNP all met from school budget.
Improved attainment and progress in reading and across key stages.	Staff training in Read, Write Inc phonics and reading system. Read, Write, Inc to be used from FS and throughout school.	RWI is working well across the school and end of year data showed an increase in the number of children achieving ARE and GDS. The impact on all pupils, not just those eligible for PPM has been very positive.		

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
Improved attainment and progress in maths and across key stages.	Daily HLTA and TA support for children requiring 1:1 or small group support.	Specific 1:1 and small group interventions, support and SATs booster sessions helped all children to make progress.	Clear, focused 1:1 support enabled all children to make progress.	HLTA interventions
Improved attainment and progress in reading and across key stages.	Progressive Learning Behaviour system developed across the school.	The counselling sessions were beneficial		SATs booster
Improve learning behaviours to ensure effective learning can take place.	1:1 counselling for some children.			£10,870
				£150
				Think Children –
				£1,050