



Pupil Premium Proposed Spending for 2018-19 All Saints CEVCP School

Summary Information:			
No. pupils eligible for PP/ budget	19 x FSM/E6 (£1320) = £25,080	Date most recent PP Review	January 2018
	3 x Post LAC (£2,300) = £6,900		
Total number of pupils	176	Date for next internal review	November 2018

Main Barriers identified:	
<ul style="list-style-type: none"> Low levels on entry to school Low levels of parental engagement with some families and lack of support/ resources for pupils at home Social and emotional difficulties – lack of confidence and resilience Learning needs for identified children, including difficulties with cognition and learning/ specific literacy difficulties 	
Desired Outcomes and how they will be measured:	Success Criteria:
A. To ensure a whole school understanding of the barriers to learning for each PP child, which will include involvement and support from outreach services.	All teachers and support staff will understand individual needs and ways in which to support children effectively according to their individual needs.
B. As a result of school interventions eg. Catch Up Literacy, Beat Dyslexia, Accelerated/Write, succes@arithmetic, pupil's literacy and maths skills will improve	Pupil outcomes in reading and writing will improve, with all children making at least expected progress from their starting points.
C. Boost pupils' self-esteem, self-confidence and resilience through the school's Early Help strategies and SEMH ELSA support programme	Pupils will display resilience in their learning and improved confidence that will be applied to their school work and relationships in school and beyond.
D. To put in place support packages and home learning resources for children.	Children will have resources that will enable them to practice key skills at home, including reading, fine motor skills, writing and maths.

TARGETED SUPPORT				
Chosen Action/ Approach	Desired Outcome	Cost	What is the evidence and rationale for this choice?	How will we ensure it is well implemented?
<p>Intervention support: Bespoke interventions / provision plans in place to ensure the school meets the needs of each child. Aspects are identified within gaps analysis and are addressed through individual/small group interventions.</p> <p>Teaching Assistant led interventions put in place for maths (1plus 1, Power of 2, 1stClass@number, Success@arithmetic and Number Sense) along with English interventions (Accelerated/Write, Spelling Made Easy, Beat Dyslexia) and daily reading.</p> <p>Additional allocated Teaching Assistants and LSAs are trained to be deployed to support identified children in small group/ 1:1 in some classes, with identified children.</p>	A/ B	£17,260 Inc £400 training	<p>Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average.</p> <p>Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.</p>	<p>Interventions are selected following assessments and gaps analysis in all aspects of the curriculum for identified children.</p> <p>Effectiveness and impact of interventions are discussed at pupil progress meetings each half term.</p> <p>Impact of interventions are monitored through weekly reviewed pupil passports and within work scrutinies.</p>

Chosen Action/ Approach	Desired Outcome	Cost	What is the evidence and rationale for this choice?	How will we ensure it is well implemented and monitored?
<p>One To One Tuition: Teachers to give pupils intensive individual support. This will be undertaken outside of normal lessons as additional teaching, withdrawing the pupil for extra teaching, with a focus on maths and English.</p>	A/B	£4,756	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. (EEF Toolkit)	Plans for sessions will result from individual gaps analysis and planning meetings with class teachers and 1:1 teachers. Effectiveness and impact of tuition will be discussed at pupil progress meetings each half term. Impact will be monitored through weekly reviewed pupil passports, through outcomes of assessments and within work scrutinies.
<p>SEMH support: ELSA training for designated TA with SEMH lead. Weekly ELSA sessions for identified children (children identified through barriers analysis from PP Review)</p>	C	£3,000 Plus £200 for Boxall materials	Children learn better and are happier in school if their emotional needs are also addressed. This programme is an educational psychology led intervention for promoting the emotional wellbeing of children and young people.	Training will take place Autumn Term 2018. Use of PP Review barriers analysis will identify children to participate in programme. Initial Boxall Profile pre and post will show progress in terms of attachment and resilience.
<p>Bespoke Literacy Intervention costs training Education Endowment Foundation Catch Up Literacy intervention</p>	A/B	£3,000	Catch Up Literacy is a book-based reading intervention which enables struggling readers to achieve more than double the progress of typically developing readers.	Outcomes of standardized assessments, pupil progress meeting outcomes, progress on tracking system.

Chosen Action/ Approach	Desired Outcome	Cost	What is the evidence and rationale for this choice?	How will we ensure it is well implemented and monitored?
County Inclusive Support Service support Bespoke support for behaviour and socio communication needs. Teaching Assistants and teachers will implement recommendations for interventions and support	A/C	£1500 1:1 , small group support.	Bespoke support for behaviour and socio communication needs.	
Outreach Services Resources Purchase of programmes and resources for identified children following advice from outreach services	A/B	£400	Outreach services recommendation of specific programmes and resources to address and support need of children following their assessments.	Progress made by identified children by outreach services (SENDAT/ Dyslexia Outreach)
Desired Outcome D: OTHER APPROACHES				
Home learning packs/ resources		£600	Resources pack created for identified children with good quality reading books, learning resources, writing materials...	
Daily milk for all PP children		£545	Milk provided in order to ensure a healthy and balanced diet is provided with school dinners and the provision of milk each day	
Extended school Activities		£550	All PP children can access a funded after/ before school club for the academic year of their choice. This can include drama, art, sports, music or cookery. Opportunities such as these enrich the child's education and provides equality of opportunity.	
Funding of educational visits		£520	The school values school visits as a way in which to enrich learning experiences and give pupils an appreciation of culture and the wider world.	

Desired Outcome D: OTHER APPROACHES

Swimming		£240	Swimming is funded for all KS2 pupils with contributions for travel given by parents.
Purchase of school uniform		£250	Purchase of school uniform and shoes
Breakfast club		£ 250	Children enjoy a healthy selection of appropriate foods. Children therefore arrive in the classroom with sufficient nourishment to ensure learning takes place.