



Pupil Premium Statement for 2017/18- All Saints CEVCP School

Allocation 2017/18 - £17160

Use of funding	Cost	Detail	Actual Impact	Evidence
Intervention support – 1:1/ small group	£5350	Bespoke intervention / 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. Interventions put in place for maths (1plus 1, Power of 2, 1stClass@number, Success@arithmetic and Number Sense) along with English interventions (Dancing Bears, PAT, Toe By Toe, Accelerated/Write, Spelling Made Easy) and daily reading.	% currently on track to make at least expected progress from their starting points: (EYFS-end KS1/ end KS1-end KS2) 95% in reading 90% in writing 80% in maths	Pupil progress meeting outcomes. Tracking systems. Pre and post assessments linked to interventions. Standardised assessments
Bespoke Literacy Intervention costs training Education Endowment Foundation Catch Up Literacy intervention	£3040	Intervention in place to support children with gaps in basic reading and spelling skills and for those at risk of not reaching ARE or making at least expected progress.	Progress of children engaged in Catch Up Literacy Intervention: 100% have made at least expected progress in reading 83% have made at least expected progress in writing	Tracking and assessment data for reading, writing and spelling.
Allocated 1:1/ small group LSA to support the needs of identified pupils with additional needs in engaging with the curriculum.	£8360	Small group/ 1:1 cover where a need is identified at Pupil Progress Meetings or TAs/teachers. Bespoke support for identified learners with specific additional needs for learning and behavior, including support focused on ASD and socio communication needs.	Effective implementation of strategies and interventions recommended by outreach services (CISS, SENDAT and Dyslexia Outreach). Opportunities for catch up sessions or pre teaching ensure encourage greater engagement in whole class learning. Greater engagement in learning.	Reports from outreach services evidence progress made as a result of this support. Lesson drop ins and class observations.

Use of funding	Cost	Detail	Actual Impact	Evidence
<p>Training/ CPD for allocated TAs and teachers</p>	<p>£400</p>	<p>Staff will be fully trained to meet the identified needs of learners and to ensure that each child is supported in order that they can make at least expected progress and engage positively with learning and their peers.</p> <p>Training delivered by outreach services.</p>	<p>Teaching assistants have gained additional skills and strategies in order to support identified learners educationally and also in building self-esteem and motivation.</p> <p>Training has enabled TAs to be highly skilled in working in small groups using new strategies and approaches.</p> <p>Clicker 7 training has enabled TAs to support children with recording their ideas, building sentences and meeting targets identified by outreach services.</p>	<p>TA performance management outcomes. Observations of TAs supporting pupils.</p> <p>Evidenced through monitoring as part of Pupil Premium Review and SEND Review.</p> <p>Evidenced through work scrutinies and feedback from outreach services.</p>
<p>Daily milk for all PP children</p>	<p>£545</p>	<p>Milk provided in order to ensure a healthy and balanced diet is provided with school dinners and the provision of milk each day</p>	<p>Children enjoy having access to milk each day at school and it provides a good supplement to their daily diet, developing healthy bones and teeth.</p>	
<p>Extended school Activities</p>	<p>£650</p>	<p>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.</p>	<p>50% of PP children have accessed extended school activities.</p> <p>Positive attitudes observed and children have been able to develop their personal interests with their peers.</p> <p>84% of children say that they find after school clubs helps them to learn outside of lessons.</p>	<p>Pupil perceptions from Pupil Premium Review.</p>

Use of funding	Cost	Detail	Actual Impact	Evidence
Funding of educational visits	£385	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	<p>School visits are funded for PP children in order to support inclusion and equality in all aspects of school life. Pupil perception interviews as part of the 2018 PP Review showed that children value and enjoy school visits and they feel that visits improve their education and engagement in learning.</p> <p>78% of children feel that visits help their learning (7 out of 9 children)</p> <p>100% of children say that school visits make them feel good about school.</p> <p><i>"They are fun and interesting. I always remember trips".</i></p> <p><i>I get to see new things that I've never seen before".</i></p>	Pupil perceptions from Pupil Premium Review.
County Inclusive Support Service support	£752	Bespoke support for behaviour and socio communication needs.	<p>Bespoke advice provided for identified pupils has ensured improved engagement in learning and a better understanding by staff of individual needs.</p> <p>Barriers for specific children, which are identified as part of PP Review are addressed.</p> <p>Training to support children ensures that all staff are fully aware of how to support individual needs.</p>	Outreach reports detail progress made for individual children.
Swimming	£200	<p>Swimming is funded for all KS2 pupils with contributions for travel given by parents.</p> <p>Swimwear bought for identified children.</p>	All funding for PP pupils provided by school for additional travel costs.	100% participation in swimming.

Use of funding	Cost	Detail	Actual Impact	Evidence
Purchase of school uniform	£250	Purchase of school uniform and shoes	Children observed to feel a sense of belonging. Positive behaviours and self confidence observed. Parents helped financially.	Pupil perceptions show a positive attitude towards school.
Breakfast club	£ 450	Children enjoy a healthy selection of appropriate foods. Children therefore arrive in the classroom with sufficient nourishment to ensure learning takes place.	Children received a nutritious sugar / salt controlled breakfast which meant they were nourished and ready for the start of school.	Children access class having had a nutritious breakfast.

DATA end Spring Term 2018	IMPACT/ FURTHER INFORMATION
<p>45% are supported on a Pupil Passport</p> <p>100% participate in interventions to support learning and accelerate progress</p> <p>% expected to make at least expected progress from their starting points: (EYFS-end KS1/ end KS1-end KS2)</p> <p>95% in reading 90% in writing 80% in maths</p>	<p>There are three children who are on the SEN register under the new SEN Code of Practice. Two children are SEN Support and one child has an EHC Plan.</p> <p>45% of PP children have Pupil Passports, which have small step targets which are written using gaps analysis information from our assessment and tracking system.</p> <p>Three children are supported by Outreach services.</p> <p>Targets are reviewed weekly to show the impact of interventions. Interventions are tailored to the needs of each identified child.</p> <p>Pupil Progress Meetings analyse the effectiveness and appropriateness of each intervention and the progress each child has made.</p> <p>Funding is used to train staff for high impact, research based interventions and for the implementation of these interventions.</p> <p>Structured Conversations take place with parents of PP children where there is a risk that they will not at least expected progress by the end of the year. This takes place termly.</p> <p>Additional support is in place in each class for small group literacy and maths support along with daily reading and additional interventions.</p> <p>CAF referrals are used to support families who are experiencing additional difficulties as part of Early Help.</p>

<p>Attendance for PP to the end of the Spring term is 94.3% 90% of PP children have attendance above the 90% threshold</p>	<p>The school works closely with parents to raise concerns regarding attendance. Allocated time is dedicated each week to attendance issues and liaison with parents.</p>
<p>50% access funded wider opportunities (after school clubs)</p>	<p>The school always funds school visits, including residential trips for PP children. Each child is funded for an after school club throughout the academic year. Access to after school clubs is lower as a number of PP children travel to and from school on the school bus and parents do not have their own transport.</p>