



Pupil premium strategy statement

1. Summary information					
School	All Saints CE Infant and Pre-School				
Academic Year	2018/10	Total PP budget	£31,680	Date of most recent PP Review	N/A
Total number of pupils	84	Number of pupils eligible for PP (disadvantaged pupils – DPs)	25	Date for next internal review of this strategy	Jan 2019

2. Current attainment		
	<i>Disadvantaged Pupils</i>	<i>Non Disadvantaged Pupils</i>
Attainment in reading at the end of the Foundation Stage and Key Stage 1:	<ul style="list-style-type: none"> 2/7 pupils achieved EXS+ at the end of KS1. (0/5 pupils achieved GDS in reading at the end of KS1). 7/10 pupils achieved a 2 in reading at the end of the Foundation Stage. 	<ul style="list-style-type: none"> 18/19 pupils achieved EXS+ at the end of KS1. (8/19 pupils achieved GDS in reading at the end of KS1). 11/18 pupils achieved a 2 in reading at the end of the Foundation Stage.
Attainment in writing at the end of the Foundation Stage and Key Stage 1:	<ul style="list-style-type: none"> 1/7 pupils achieved EXS+ at the end of KS1. (0/7 pupils achieved GDS in reading at the end of KS1). 7/10 pupils achieved a 2 in writing at the end of the Foundation Stage. 	<ul style="list-style-type: none"> 18/19 pupils achieved EXS+ at the end of KS1. (3/19 pupils achieved GDS in reading at the end of KS1). 9/18 pupils achieved a 2 in writing at the end of the Foundation Stage.
Attainment in mathematics at the end of the Foundation Stage and Key Stage 1:	<ul style="list-style-type: none"> 2/7 pupils achieved EXS+ at the end of KS1. (0/7 pupils achieved GDS in mathematics at the end of KS1). 7/10 pupils achieved a 2 in mathematics at the end of the Foundation Stage. 	<ul style="list-style-type: none"> 18/19 pupils achieved EXS+ at the end of KS1. (5/19 pupils achieved GDS in mathematics at the end of KS1). 13/18 pupils achieved a 2 in mathematics at the end of the Foundation Stage.
Number making good progress or better in reading at the end of KS1.	<ul style="list-style-type: none"> 4/5 pupils made good progress from the end of the EYFS. 	<ul style="list-style-type: none"> 17/17 pupils made good progress from the end of the EYFS.

Number making good progress or better in writing at the end of KS1.	<ul style="list-style-type: none"> 4/5 pupils made good progress from the end of the EYFS. 	<ul style="list-style-type: none"> 17/17 pupils made good progress from the end of the EYFS.
Number making good progress or better in mathematics at the end of KS1.	<ul style="list-style-type: none"> 5/5 pupils made good progress from the end of the EYFS. 	<ul style="list-style-type: none"> 15/17 pupils made good progress from the end of the EYFS.

3. 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.	Oral language skills throughout the school are lower for DPs than for other pupils, especially in the EYFS. This also slows reading and writing progress.	
B.	Proportionally, more DPs than other pupils have identified SEND. This creates additional vulnerability factors for them.	
C.	Higher attaining DPs can be hindered by a focus in the classroom on lower attaining DPs and those with identified SEND.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	The poor attendance of a number of DPs is having detrimental effect on their academic progress. Poor attendance in Reception cannot be effectively addressed until the child is five, by which time habits have been formed that are hard to break.	
E.	The inability of some DPs to self-regulate has a detrimental impact on their ability to concentrate and therefore slows their academic progress.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Oral language skills are improved for all DPs, with a particular focus on those in the EYFS.	DPs achieve the ELG in CL at the end of the EYFS. DPs achieve at least EXS in reading and writing at the end of KS1.
B.	DPs who are lower attaining/ have identified SEND make accelerated progress and most catch up with their peers.	Across KS1, lower attaining DPs make accelerated progress in mathematics, reading and writing. This is measured in Years 1 and 2 by teacher assessment, the school's own tracking system and successful moderation practices established across the collaboration.
C.	The number of higher attaining DPs achieving GDS at the end of KS1 is increased.	Across KS1, higher attaining DPs make accelerated progress in mathematics, reading and writing. This is measured in Years 1 and 2 by teacher assessment, the school's own tracking system and successful moderation practices established across the collaboration.
D.	Attendance rates for DPs are increased and persistent absence is reduced.	Reduce the number of persistent absentees among DPs to 10% or below. Overall DP attendance improves to 96% in line with the target for other' pupils.
E.	Self-regulation skills of identified DPs are further developed to improve behaviour for learning.	The nurture group is effective in developing self-regulation skills so that identified DPs integrate effectively into their classes and make good progress in learning.

5. 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?
Oral language skills are improved for all DPs, with a particular focus on those in the EYFS.	<p>ECAT (all staff have received training; new staff to attend Let's Interact).</p> <p>Improved Quality First Teaching that effectively includes all pupils.</p> <p>Provision for disadvantaged two year olds in Nursery.</p>	<p>We want to invest some of the Pupil Premium in longer term change which will help all pupils.</p> <p>Many different evidence sources, e.g. EEF Toolkit suggest that improving interaction and developing vocabulary in young children is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>The ECAT strategy has been chosen because techniques have been proven to be effective in improving interaction and PSED skills. There is a great deal of material available to support in-house training.</p>	<p>SALT team will continue to be involved. Fidelity to the programme will be monitored carefully.</p> <p>Peer observation and use of video will be used to embed learning (no assessment).</p> <p>The Inclusion Leader will monitor the impact of the strategy regularly through learning walks and lesson observations.</p>	<p>Inclusion Leader</p> <p>Foundation Stage Teacher</p> <p>SALT Lead</p>	<p>April 2019</p>

<p>DPs who are lower attaining/ have identified SEND make accelerated progress and most catch up with their peers.</p>	<p>Personalised target-setting for all pupils, reviewed at least half-termly for DPs.</p> <p>CPD on layering of objectives, effective differentiation and the use of assessment for learning strategies to ensure the teaching these pupils receive is at least good and mostly very good.</p> <p>New individual support plans for pupils with SEND.</p> <p>Parental engagement strategy based on home learning.</p> <p>Improved Quality First Teaching that effectively includes all pupils.</p>	<p>Lower attaining DPs and those DPs identified as having SEND are making less progress than other similar pupils across KS1 in all subjects. We want to ensure that DPs can achieve age related expectations and more.</p> <p>We want to train all teachers in effective assessment for learning practices to provide stretch and encouragement for all these pupils.</p> <p>An effective home learning environment has been proven to be the single most important factor in children's development – much more so than home income. We need to encourage our parents/ carers to have the confidence to support their children at home.</p>	<p>Members of the SLT will monitor the progress of these pupils rigorously during Pupil Progress meetings and through other QA activities.</p> <p>The Inclusion Leader will monitor the effectiveness of the support plans.</p> <p>Parents/ carers will be asked to provide feedback on the support they have received from school. Staff will monitor how the resources they have developed are being used by parents/ carers.</p>	<p>SLT</p> <p>Inclusion Leader</p> <p>Foundation Stage Teacher</p>	<p>February 2019</p>
<p>The number of higher attaining DPs achieving GDS at the end of KS1 is increased.</p>	<p>Personalised target-setting for all pupils, reviewed at least half-termly for DPs.</p> <p>CPD on layering of objectives, effective differentiation and the use of assessment for learning strategies to ensure the teaching these pupils receive is at least good and mostly very good.</p> <p>Parental engagement strategy based on home learning.</p> <p>Improved Quality First Teaching that effectively includes all pupils.</p>	<p>Higher attaining DPs are making less progress than other similar pupils across KS1 in all subjects. We want to ensure that higher attaining DPs can achieve GDS.</p> <p>We want to train all teachers in effective assessment for learning practices to provide stretch and encouragement for all these pupils.</p> <p>An effective home learning environment has been proven to be the single most important factor in children's development – much more so than home income. We need to encourage our parents/ carers to have the confidence to support their children at home.</p>	<p>Members of the SLT will monitor the progress of these pupils rigorously during Pupil Progress meetings and through other QA activities.</p> <p>Parents/ carers will be asked to provide feedback on the support they have received from school. Staff will monitor how the resources they have developed are being used by parents/ carers.</p>	<p>SLT</p>	<p>February 2019</p>

Total budgeted cost					£3,000 SALT support £1,500 staff CPD for QFT £1,000 parental engagement strategy
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?
Oral language skills are improved for all DPs, with a particular focus on those in the EYFS.	Listening groups, narrative groups and the Talkboost intervention for small groups of children in Reception and KS1. Structured conversations with parents/carers to support home learning.	These interventions provide targeted support for children to catch up. All programmes have been independently evaluated and have been shown to be effective over time (Sutton Trust Toolkit). AfA research shows structured conversations to be very effective in building home-school relationships and	The LSA timetable will be organised to ensure staff delivering provision have sufficient preparation and delivery time. The Lead TA will monitor the delivery of the interventions, under the leadership of the Inclusion Leader, to ensure their effectiveness. Impact will be	Inclusion Leader	February 2019
DPs who are lower attaining/ have identified SEND make accelerated progress and most catch up with their peers.	The Talkboost intervention, Lexia, Switch On reading, additional phonics support and the Maths First Intervention for small groups and individuals in KS1. Structured conversations with parents/carers to support home learning. Home learning resources made available. ELSA intervention to improve behaviour for learning.	These interventions provide targeted support for children to catch up. All programmes have been independently evaluated and have been shown to be effective over time (Sutton Trust Toolkit, Greg Brookes' research). AfA research shows structured conversations to be very effective in building home-school relationships and developing shared targets.	The LSA timetable will be organised to ensure staff delivering provision have sufficient preparation and delivery time. The Lead TA will monitor the delivery of the interventions, under the leadership of the Inclusion Leader, to ensure their effectiveness. Impact will be reviewed during pupil progress meetings.	Inclusion Leader	February 2019

The number of higher attaining DPs achieving GDS at the end of KS1 is increased.	<p>Additional guided reading, writing and mathematics groups.</p> <p>Enquiry based learning.</p> <p>Pre-teaching and/ or post teaching where required.</p> <p>Structured conversations with parents/carers to support home learning.</p> <p>Home learning resources made available.</p>	<p>These interventions enable children to learn at deeper levels. All strategies have been independently evaluated and have been shown to be effective over time (Sutton Trust Toolkit, Greg Brookes' research).</p> <p>AfA research shows structured conversations to be very effective in building home-school relationships and developing shared targets.</p>	<p>Links with the Early Excellence Centre will be maintained to ensure that Enquiry based learning is effective in enabling deep learning to occur.</p> <p>The Head of School will monitor the effectiveness of these approaches through learning walks, lesson observation and work scrutiny.</p>	Head of School	February 2019
Total budgeted cost					<p>£3,500 AfA cost</p> <p>£1,500 TTfT</p> <p>£9,000 TA intervention time</p> <p>£1.000 Lexia</p>
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?
Attendance rates for DPs are increased and persistent absence is reduced.	<p>Pastoral Leader to monitor pupils and to work with the Office staff to follow up quickly on absences. First day response provision. Parents/carers to be involved at every stage.</p> <p>New school attendance strategy to be implemented.</p>	We cannot improve attainment for children if they do not attend school. NfER briefing for school leaders identifies addressing attendance as a key step.	<p>Implement the daily, weekly, half termly, termly and annual procedures for monitoring attendance.</p> <p>Information and data to be shared fortnightly with the SLT at team meetings.</p>	Pastoral Leader	February 2019
Self-regulation skills are further developed to improve the behaviour of some DPs.	Pastoral Leader to run a nurture group to support pupils to engage positively with school and learning experiences.	We cannot improve attainment for children if behaviour for learning is a barrier to concentration and application. The EEF Toolkit highlights the importance of developing self-regulation strategies in pupils.	<p>Feedback to be shared fortnightly with the SLT at team meetings.</p> <p>Regular learning walks will be carried out as a means of QA.</p> <p>Pupils' re-integration in class will be evaluated.</p>	Pastoral Leader	February 2019
Total budgeted cost					10, 400 for Pastoral Leader time

Review of strategy			
Academic year	2017/18		
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) £7,700
<p>A. Improved oral language skills in Reception and Year 1.</p> <p>B. Improved PSED skills in Reception and Year 1.</p>	<p>Involvement in the AfA 'Firm Foundations' programme and 'Achieving Early' programme.</p> <p>Involvement in the 'Talking to Learn' programme.</p> <p>Focussing on: best practice in developing early speech and language; circle time/SEAL; the progress of pupils in reading, writing and mathematics.</p>	<p>All pupils, including DPs, attained well above national averages at the end of the EYFS in CL and literacy. 96.8% pupils achieved at least expected in CL, compared with 82.0% nationally in 2017. 50% DPs attained at least expected in reading at the end of Year 1, with vocabulary development being a central objective of the reading programme.</p> <p>Outcomes from the 'Talking to Learn' programme were very successful, with pupils who were involved making accelerated progress.</p> <p>'Heartsmart' has been introduced as a new PSED programme and early indications suggest that it is making a difference to pupil attitudes and behaviour around school.</p> <p>100% parents/carers attended structured conversations.</p>	<p>AfA supports school staff to work closely with parents/carers. The setting of shared targets has a beneficial effect on children's outcomes.</p> <p>Support from the SALT team has been purchased again for 2018/19.</p>
<p>C. Raise attainment for lower attaining DPs and those identified as having SEND across Key Stage 1.</p> <p>D. Increase the number of DPs attaining at Greater Depth across Key Stage 1.</p>	<p>Involvement in the Early Excellence Enquiry Based Learning programme.</p> <p>Focussing on: Active, age-appropriate learning; improved engagement (and therefore progress) of lower attaining pupils and those with SEND.</p>	<p>EBL has been implemented very successfully, and has had accelerated the progress of many pupils in Year 1.</p>	<p>An active learning environment supports all pupils, including DPs, to practise, consolidate and apply their skills in self chosen contexts which leads to deeper learning and understanding.</p> <p>EBL will be continued.</p>

<p>C. Raise attainment for lower attaining DPs and those identified as having SEND across Key Stage 1.</p> <p>D. Increase the number of DPs attaining at Greater Depth across Key Stage 1.</p>	<p>Improved Quality First Teaching that effectively includes all pupils.</p> <p>CPD on provision mapping for lower attaining pupils and those identified as having SEND, and higher attaining pupils.</p> <p>CPD using NASEN Gateway materials to support pupils with SEND, including higher attainers.</p> <p>Coaching of staff to further develop strategies to include support and extend learners of all ability levels.</p>	<p>Teaching is highly consistent in the EYFS. It now needs to become more consistent in KS1. Higher attaining DPs still need more encouragement to persevere and challenge themselves.</p> <p>Provision maps have been highly effective in detailing the support that will be offered to individual pupils.</p>	<p>Further coaching opportunities are needed for new staff. The approach needs to be constantly reviewed as staff teams change.</p>
<p>Targeted support</p>			
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach) £17,229</p>
<p>Improved oral language skills in the EYFS and Year 1.</p> <p>Improved PSED skills in the EYFS and Year 1.</p>	<p>Listening groups and Talkboost intervention for small groups of children in Reception.</p> <p>Target 'Achieving Early' and 'Firm Foundations' groups in Pre-School and Reception – with a focus on removing barriers to learning for children in the group.</p> <p>Taking Time for Talk with parents/carers to support home learning.</p>	<p>All pupils, including DPs, attained well above national averages at the end of the EYFS in CL and literacy. 7/10 DPs in Reception achieved expected levels, well above national averages.</p> <p>Of the DPs who accessed the Listening Group intervention during the year, 100% made good or better progress. 33% made outstanding progress.</p> <p>Outcomes from the 'Talking to Learn' programme were very successful, with pupils who were involved making accelerated progress.</p> <p>'Heartsmart' has been introduced as a new PSED programme and early indications suggest that it is making a difference to pupil attitudes and behaviour around school.</p>	<p>AfA supports school staff to work closely with parents/carers. The setting of shared targets has a beneficial effect on children's outcomes.</p> <p>Support from the SALT team has been purchased again for 2018/19.</p>

C. Raise attainment for lower attaining DPs and those identified as having SEND across Key Stage 1.	Structured conversations with parents/carers to improve home learning for target pupils.	80% DPs made at least good progress across KS1 in reading and writing, and 100% in mathematics.	Higher levels of Lexia are not helpful for higher attaining DPs as the vocabulary becomes too complicated. Switch On reading is successful at accelerating pupil progress.
D. Increase the number of DPs attaining at Greater Depth across Key Stage 1.	Additional guided reading, writing and mathematics groups each week. Switch On Reading and Writing intervention on a 1-1 basis. Lexia intervention on a 1-1 basis. ELSA groups to be implemented to nurture pupil well-being.	DPs still struggle to attain at greater depth. This remains an area of focus.	The focus on higher attaining DPs needs to be maintained.

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) £6,762
E. Increased attendance rates.	Pastoral Leader to monitor pupils and to work with the Office Admin Assistant to follow up quickly on absences. First day response provision. Parents/carers to be involved at every stage.	Strong systems in place to follow up absences. Penalty notices now issued for holidays and poor attendance generally. The attendance of DPs has improved overall, but more needs to be done.	We need to persist in working with families to improve the attendance of DPs. This remains a challenging part of our work.

6. Additional detail
<p>In this section you can annex or refer to additional information which you have used to inform the statement above. Our full strategy document can be found online at: www.aschool.sch.uk</p>