



# Pupil premium strategy

1. Summary information					
<b>School</b>	All Saints C of E (VA) Primary School, Datchworth				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£17,340	<b>Date of most recent PP Review</b>	April 2017
<b>Total number of pupils</b>	185	<b>Number of pupils eligible for PP</b>	10	<b>Date for next internal review of this strategy</b>	Sep 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	Low numbers mean data is suppressed to preserve anonymity.	53% national average (60% non PP nat. ave.)
<b>Progress score in reading</b>	Low numbers mean data is suppressed to preserve anonymity.	0.0 national average score (no national average score available for non PP in reading)
<b>Progress score in writing</b>	Low numbers mean data is suppressed to preserve anonymity.	0.0 national average score (no national average score available for non PP in writing)
<b>Progress score in maths</b>	Low numbers mean data is suppressed to preserve anonymity.	0.0 national average score (no national average score available for non PP in maths)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Phonological awareness of pupils eligible for PP is less developed than for other pupils. This slows reading progress in subsequent years.
<b>B.</b>	Some pupils eligible for PP are not reading yet at their age-related expectation.
<b>C.</b>	Some pupils eligible for PP are not making progress in Mathematics at the same rate as their peers.

<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Attendance rate for pupils eligible for PP is slightly lower than for others; some individuals are regularly late. This reduces their school hours and causes them to fall behind.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved knowledge of phonics (Letters & Sounds) for pupils eligible for PP in Reception class and across Key Stage 1.	Pupils eligible for PP in Reception class and across KS1 make rapid progress so that they meet age-related expectations and are judged to be working at the expected level in their phonics check by the end of KS1.

<b>B.</b>	Higher rates of progress in reading across KS1 and KS2 for pupils eligible for PP.	Pupils eligible for PP make as much progress as 'other' pupils in cohort, across Key Stage 1 and 2 in reading. Measured by Salford Reading test, teacher assessments and successful moderation practices established across HfL moderation and Welwyn Church Schools cluster sessions.
<b>C.</b>	Improved rate of progress in Mathematics for pupils eligible for PP.	Pupils eligible for PP make as much progress as 'other' pupils in cohort, across Key Stage 1 and 2 in maths. Measured by teacher assessments and successful moderation practices and in Big Maths assessments.
<b>D.</b>	Increased attendance rates and reduced numbers of lates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves to 96%+ in line with 'other' pupils. Number of lates recorded reduces for identified pupils.

## 5. Planned expenditure

**Academic year**

**2016/17**

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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
B. Higher rates of progress in reading across KS1 & KS2.	Purchase new resources and reading books, which target an identified gap for emergent readers.	Class teachers have identified a need for further resources to support emergent readers in order to broaden their range of reading. Both pupils eligible for PP and others will benefit from this provision.	Gather feedback from staff on the new resources and reading books. Monitor use of purchases. Track reading progress of pupils accessing the new resources.	SENCo	Jun 2017
A. Improved knowledge of phonics in Reception class & across KS1. B. Higher rates of progress in reading across KS1 & KS2. C. Improved rate of progress in Mathematics.	Fund dedicated SENCo time to work with staff and pupils, and to provide/cascade CPD for staff. CPD for TAs to provide targeted group support in class.  Focus group maths intervention.	Some pupils who are eligible for PP are also on the school's SEN register and have a range of needs. Identifying the most effective intervention and training staff to focus their support has been shown to diminish the difference in school's pupil tracking data. FFT research-based projects have shown progress for pupils following intervention programmes such as Hi-Five, FFT Wave 3 intervention as well as Phonics Letters & Sounds training.	Involvement of Thorley Hill SpLD Base to support implementation of strategies. Provide training and CPD opportunities which have been shown to have an impact on pupils' progress. Pupil tracking of pupils following specific interventions. Monitor progress of focus groups for maths intervention.	SENCo TAs  Maths Lead	Jun 2017
<b>Total budgeted cost</b>					£7,000

### ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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A. Improved knowledge of phonics in Reception class & across KS1. B. Higher rates of progress in reading across KS1 & KS2.	TA 1:1 and small group provision of targeted intervention for children in Reception and KS1. TA 1:1 and small group targeted intervention for reading skills.	Some of the pupils need targeted support to catch up in their phonological knowledge. Focused small group intervention has been evaluated & shown to be effective previously. Pupils have successfully responded to intensive 1:1 reading catch up programmes which have shown improvements in the child's reading age previously within school.	Baseline assessment of pupils' phonological knowledge and review progress at end of intervention. TAs' FB to teachers & data tracking in Pupil Progress Meetings. Pupil tracking and Salford Reading test results.	Class teachers TAs  Head	Jan 2017
C. Improved rate of progress in Mathematics.	TA small group intervention for maths skills	Support given to pupils using a range of concrete resources such as Numicon has been proven by research-based projects to impact pupil progress.	Pupil Progress Meeting focus. Monitoring of progress for groups including pupils eligible for PP.	Class teachers TAs	Jan 2017
<b>Total budgeted cost</b>					£13,500
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D. Increased attendance rates and punctuality	TA employed to run early morning support sessions for pupils eligible for PP and identified pupils.	We can only improve attainment for children if they are attending school and are on time. NFER briefing for school leaders identifies addressing attendance as a key step.	TA briefed about the rationale of these sessions and areas for improvement for pupils on which to focus.	TA	Feb 2017
Equal access and inclusion for all in enrichment opportunities	Offer of music tuition and extra-curricular opportunities to enrich pupils' learning.	Improved self-esteem and having opportunities comparable to their peers have been proven to have a positive effect on pupils' view of themselves as an effective learner and on their life chances.	Effective administration and financial monitoring.	Admin FSS	Jul 2017
<b>Total budgeted cost</b>					£1,500

6. Review of expenditure				
Previous Academic Year		2015/16		
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
Support pupils with SEN, including time spent with PPG and PP+ who require intervention.	Provision for dedicated SENCo time to support pupils eligible for PP with SEN.	Children eligible for PPG who required SEN intervention benefited from involvement from the SENCo or from the support given to class teachers and TAs. The SENCo's work with groups of pupils with SEN impacted on pupils not eligible for PPG as well. Success criteria: Partly met. Impact: Medium	Demands on the SENCo meant that dedicated time to work with specific individuals was sometimes less regular than planned for. Some intervention was less consistent and thus impact could only be partly measured. We plan to continue to fund SENCo time but clear timetabling is required.	Funding of SENCo time £4,200
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
Increase progress for children eligible for PPG towards their next steps learning targets & in their attainment levels.	TA training and support for specific interventions.	A significant proportion of children eligible for PPG have made expected or better progress. Several children in receipt of PPG are achieving ARE. Success criteria: Met, on the whole. Impact: High	Research-based interventions delivered by trained, competent individuals, with a clear view of what is hoped to be achieved, is effective. Resources will be earmarked to continue provision in this area.	Funding of hours for TAs £13,700
iii. 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)	Cost
Broaden provision for some children eligible for FSM and enrich curriculum.  To enable full inclusion for pupils eligible for PPG & develop pupils' self-esteem and self-perception.	Music tuition & extra-curricular opportunities  Funding educational visits	Pupils eligible for PPG engaged in activities they would not have had the opportunity to otherwise, ensuring a broad and balanced curriculum and equal access to 'other' pupils.  Pupils eligible for PPG were able to participate in events and educational visits/extra-curricular activities which would have otherwise been unavailable to them. Success criteria: Met. Impact: High impact on inclusion and self-esteem	This is an important area to offer funding in order to consider the 'whole child' and their all-round development, as well as their emotional wellbeing. Increasingly tight budgets will put extra pressures on being able to maintain this funding. The school is, however, clear on the impact and benefit for the pupil in this important area of their learning and development and intends to continue with this approach if at all possible.	Additional opportunities £1,050