



# Pupil premium strategy

1. Summary information					
<b>School</b>	All Saints C of E (VA) Primary School, Datchworth				
<b>Academic Year</b>	2018/19	<b>Total PP budget (indicative)</b>	£14,520	<b>Date of most recent PP Review</b>	Sep 2018
<b>Total number of pupils</b>	172	<b>Number of pupils eligible for PP</b>	11	<b>Date for next internal review of this strategy</b>	Aug 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>National average for non-disadvantaged pupils</i>
<b>% achieving in reading, writing and maths* (*2017 figures)</b>	Low numbers mean data is suppressed to preserve anonymity.	61% national average (67% non PP nat. ave.)
<b>Progress score in reading</b>	+ 1.52	+0.33 national average score (no national average score available for non PP in reading)
<b>Progress score in writing</b>	+ 6.24	+0.17 national average score (no national average score available for non PP in writing)
<b>Progress score in maths</b>	+ 2.28	+0.28 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 is shown in Year 1 Phonics scores and slows reading progress in subsequent years.
<b>B.</b>	Although the large majority of pupils eligible for PP are making good progress, some of them are not yet reading at their age-related expectation.
<b>C.</b>	Some pupils eligible for PP, although making progress in their writing, are below age-related expectation and often significantly behind their peers.

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Some pupils' emotional needs and mental wellbeing affect their learning and their ability to progress at the same rate as their peers.

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. Phonological awareness supported and secure for pupils eligible for PP at LKS2.	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 Writing 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 writing. Measured by teacher assessments and successful moderation practices.
<b>D.</b>	Pupils eligible for PP will receive support to address anxieties, emotional need and mental health issues to support their wellbeing and better promote effective learning.	Pupils and families of children eligible for PP will be able to articulate/ observe improvements in pupils' self-esteem and application to 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?
A. Improved knowledge of phonics in Reception class & across KS1.  B. Higher rates of progress in reading across KS1 & KS2.	Purchase new resources and reading books, which target an identified gap for readers.	Class teachers have identified a need for further resources to support wider reading and to broaden the reading experience of developing readers. Both pupils eligible for PP and others will benefit from this provision.	Gather feedback from staff on the new resources and books. Monitor use of purchases. Track reading progress of pupils accessing the new resources.	English Subject Lead	Jul 2019
C. Improved rate of progress in Writing.	Regularly weekly extended writing task. Extended editing session using purple polishing pen editing strategy, editing partners/peer assessment. Embedding of phonics, spelling & Grammar learning into writing.	Research-based projects in to regular extended writing opportunities have evidenced an improvement in the standard of pupils' writing and the rate of their progress.	Monitor progress of cohorts in writing, in particular focus groups and pupils eligible for PP.	English Subject Lead	Jul 2019
<b>Total budgeted cost</b>					£4,500

### 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?
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<p>A. Improved knowledge of phonics in Reception class &amp; across KS1.</p> <p>B. Higher rates of progress in reading across KS1 &amp; KS2.</p>	<p>Fund dedicated SENCo time to work with staff and pupils, and to provide/cascade CPD for staff.</p> <p>CPD for TAs to provide targeted group support in class.</p>	<p>Several 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 FFT Wave 3 intervention as well as Phonics Letters &amp; Sounds training.</p>	<p>HfL-organised training events. 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.</p>	<p>SENCo TAs</p>	<p>Nov 2018/Jan/Apr 2019</p>
<p>A. Improved knowledge of phonics in Reception class &amp; across KS1.</p> <p>B. Higher rates of progress in reading across KS1 &amp; KS2.</p>	<p>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.</p>	<p>Some of the pupils need targeted support to catch up in their phonological knowledge. Focused small group intervention has been evaluated &amp; 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.</p>	<p>Baseline assessment of pupils' phonological knowledge and review progress at end of intervention. TAs' FB to teachers &amp; data tracking in Pupil Progress Meetings. Pupil tracking and Salford Reading test results.</p>	<p>Class teachers TAs  Head</p>	<p>Nov 2018/Jan/Apr 2019</p>
<b>Total budgeted cost</b>					<p>£13,750</p>
<p><b>iii. Other approaches</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>
<p>D. Improved mental wellbeing of pupils</p>	<p>School Family Worker support/intervention  (Half day per week)</p>	<p>Improved self-esteem and mental health have been proven to have a positive effect on pupils' view of themselves and as an effective learner.</p>	<p>Referral process in place which outlines desired outcomes and monitoring of feedback from SFW's support/interventions.</p>	<p>Karen Clynes SFW</p>	<p>Termly</p>
<p>Equal access and inclusion for all in enrichment opportunities</p>	<p>Offer of extra-curricular opportunities to enrich pupils' learning. Support to individuals during unstructured times.</p>	<p>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.</p>	<p>Effective administration and financial monitoring. Clear communication and rationale to support staff allocated to individuals or groups of pupils</p>	<p>Admin FSS</p>	<p>Jul 2019</p>
<b>Total budgeted cost</b>					<p>£4,700</p>

6. Review of expenditure				
Previous Academic Year		2017/18		
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
B. Higher rates of progress in reading across KS1 & KS2.	Purchase new resources and reading books, which target an identified gap for emergent readers.	Further resources have been confirmed as having really supported emergent readers by both class teachers and Teaching Assistants. This has also broadened their range of reading. Both pupils eligible for PP and others have benefited from these additional resources. Across KS1 and KS2, 92% of pupils eligible for PP have made at least expected progress or better: 100% expected progress and 50% good progress at KS1; and 83% expected progress and 50% good progress at KS2.	Feedback from staff on the impact of the new resources and reading books has been wholly positive. The tracking of pupils having accessed the new resources demonstrates this approach has been good value for money and consideration for updating and complementing further reading books/schemes should be considered.	£800
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.	Provision for dedicated SENCo time to support pupils eligible for PPG with SEN, and to provide/cascade CPD for staff. CPD for TAs to provide targeted group support in class.  Mathematical learning sequences.	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. Impact: Good – Pupils with SEN and receiving PPG/PP+ made good/strong progress in 10/12 areas in 2017/18.  SENCo and several support staff have received training on Spotlight on Phonics & Spelling, Write Away Together and FFT Wave 3 interventions. This has resulted in improved group phonics work across Rec and KS1 and feedback from staff describing an increase in confidence and understanding in delivering interventions.  Improved mathematics teaching and results following the delivery of step-by-step sequences and a consistent whole school approach.	This worked best where sharing/cooperation with the class teacher was most effective. Some intervention was led by the class teacher, some by the Teaching Assistant and some by the SENCo and thus the impact is a combined effort. We plan to continue to fund SENCo time and must ensure that there is a discrete time allocation to working with pupils with SEND and also for those in receipt of PPG as well. CPD has had the best impact when staff implement interventions shortly after having received the training.  Mathematical learning sequences have proven extremely effective, especially in classes where they have been able to implement fully the sequences consistently across the year. The main benefit has been observing how pupils tackle word and logic problems as this is something which children are exposed to throughout each sequence. There has been a notable improvement in end-of-year assessments in classes where this has been the case.	£8,300
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

<p>A. Improved knowledge of phonics in Reception class &amp; across KS1.</p> <p>B. Higher rates of progress in reading across KS1 &amp; KS2.</p>	<p>TA 1:1 and small group provision of targeted intervention for children in Reception and KS1.</p> <p>TA 1:1 and small group targeted intervention for reading skills.</p>	<p>Pupils needing targeted support to catch up in their phonological knowledge received focused small group intervention which improved their baseline phonics check scores markedly in all cases.</p> <p>Pupils have successfully responded to intensive 1:1 reading catch up programmes which have shown improvements in the child's reading age when re-tested.</p>	<p>Early baseline assessment of pupils' phonological knowledge is key to demonstrating the extent of the impact and progress as a result of targeted intervention.</p> <p>Intervention has been most effective when adults have received specific phonics training and this is maintained and refreshed periodically.</p> <p>Additional catch-up sessions in the afternoon have proven successful to close the gap for those pupils who experience barriers in their phonics learning.</p>	<p>£8,750</p>
<p>C. Improved rate of progress in Mathematics.</p>	<p>TA small group intervention for maths skills</p>	<p>Support given to pupils using a range of concrete resources has proved successful. Children are growing in confidence using manipulatives and are able to explain how they will confront a mathematical problem using concrete and visual support.</p> <p>Tracking has shown some improvements for target pupils who have been struggling to make similar progress to their peers.</p>	<p>Training sessions led by HfL for mathematical learning sequences provided teachers with useful planning which had a significant impact on the delivery of mathematics and the subsequent achievement of pupils. However, the resourcing of these new sequences was a massive issue and impacted heavily on teachers' workload.</p> <p>Staff's feedback on the benefits of the CPD sessions was wholly positive and was observed being quickly introduced in class in everyday practice in mathematics.</p>	
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>
<p>D. Increased attendance rates and punctuality</p>	<p>TA employed to run early morning support sessions for pupils eligible for PP and identified pupils.</p>	<p>This had a huge impact for an individual; lates were reduced from 5-7 lates per half term to 0 during the half term of early morning intervention and this consequently increased the amount of learning time in school and a noticeable improvement in readiness to learn was observed by teaching staff.</p>	<p>This works most effectively when the relationship between the adult and child are positive and established. Where this approach works for the child, family and staff members, it will certainly be considered again in the future to encourage punctuality and a readiness for learning.</p>	<p>£500</p>
<p>Equal access and inclusion for all in enrichment opportunities</p>	<p>Offer of music tuition and extra-curricular opportunities to enrich pupils' learning.</p>	<p>Improved self-esteem and improved involvement/interaction with peers was observed when able to participate in opportunities equally with their peers.</p> <p>Feedback from pupils on how much they have enjoyed and benefited from inclusion in activities has been extremely positive.</p>	<p>Communication between class teachers regarding opportunities/activities offered, Headteacher, school secretary, finance admin and FSS is critical to effective administration and financial monitoring.</p>	<p>£1,050</p>