

Pupil premium strategy statement

1. Summary information					
School	All Saints RC Primary School				
Academic Year	2016/17	Total PP budget	£11,207	Date of most recent PP Review	March 2016
Total number of pupils	76	Number of pupils eligible for PP	7	Date for next internal review of this strategy	March 2017

2. Current attainment	
	<i>Pupils eligible for PP (your school)</i>
% achieving in reading, writing and maths	42.9%
% making progress in reading	85.7%
% making progress in writing	71.4%
% making progress in maths	71.4%

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.	Weak communication and language skills hinder reading and writing
B.	Lack of focus, concentration and poor memory skills.
C.	Poor spelling
D.	Weak mental maths skills hinder progress in Maths at all levels
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Lack of home support and poor home learning environments

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve communication and language skills particularly written language	Pupils make rapid progress in both reading and writing so that all PP pupils meet age related expectations by the end of their key stage.
B.	Improve concentration and memory skills in order that pupils are able to focus on learning in class	Pupils are able to focus in lessons in order to become more independent with tasks
C.	Improve mental maths skills	Pupils are able to recall maths facts quickly and accurately and maths attainment is at or above ARE.

D.	Improve inclusivity and participation in school events	Pupils take part in all enrichment activities that require a financial cost.
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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					
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?
C. Improve spelling A. Improve communication and language skills particularly written language	Introduce whole school spelling programme 'ReadWriteInc. Spelling', along with training for teachers and TA's. £300 Literacy Lead attends Talk4Writing CPD £250	This scheme has been evaluated independently and is a fun and engaging scheme of spelling for pupils in Y2 upwards. It will give a consistent approach to the learning of spelling patterns. A more structured approach to writing can support pupils with lower levels of communication and language skills including widening the breadth of language and vocabulary.	Daily timetabled spelling lessons across KS2. Individual pupils can be supported and monitored and additional small group or 1:1 support given where required. Monitoring of teaching and learning of all pupils and internal CPD given to all teachers.	MD MD	February 2017 (reviewed and positive impact being shown in better spelling results and improved writing. Review again in July 2017)
Improve mental maths skills	Focus on mental maths using NYCC SMIRFs				
Total budgeted cost					£550
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?
Improve communication and language skills particularly written language Improve spelling	1:1 Toe by Toe support to improve reading fluency where required 4x £15 1:1 Accelerated/ Accelerate to support sentence formation and structure and spelling. £60 Paired reading Reading books for 1:1 reading for more able £20	Some pupils need targeted support to catch up with reading skills in UKS2. These programs have been independently evaluated and shown to be effective. They have also been used successfully with school previously. Research and previous use has shown improved progress for pupils using this method of intensive reading support Books and reading sessions for able reader	Timetabled sessions with relevant pupils 3x per week. Baseline assessments undertaken and updated after 6 weeks to assess impact. Regular sessions planned in KS2 classes 10 mins per day 1:1 challenge	MD KW KW	Spring term 2017

Improve concentration and memory skills in order that pupils are able to focus on learning in class	Memory based games to support focus and concentration in a way that engages pupils	Pupils that are able to focus on a task will produce better quality and a greater quantity of work during lessons. Games can support this in an engaging way for those that need it.	Twice weekly timetabled sessions for those pupils that require it.	KW	May 2017
Total budgeted cost					£140
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?
All	Additional TA Support to run interventions	To enable targeted support to particular pupils in specific areas of reading and writing on a 1:1 basis. £6910	Timetables organised to ensure specific time is allowed for planning, preparation, delivery and feedback to class teachers.	RM	July 2017
Support for punctuality and attendance	Subsidised places at breakfast / after school club	To ensure attendance and punctuality of certain pupils	Monitor attendance and punctuality of identified pupils. £600	KGA	July 2017
Support for school trips, events and activities	Financial support for trips and events to ensure inclusivity and participation.	Pupils that feel included and are able to take part in school enrichment activities are better able to focus and use these activities to build self-esteem. The activities themselves provide curriculum enrichment and learning opportunities.	By supporting trips financially through the school office. <ul style="list-style-type: none"> - Class trips £150 - Residential £287 - School events £100 	KGA	July 2017
	Termly Pupil Conferences	Use of regular extended parent conferences with parents and pupils has been shown to enhance engagement and progress.	Conferences timetabled and staff released to ensure effective preparation and quality of meetings. Supply £1000	KW	
Total budgeted cost					£9,047

6. Review of expenditure				
Previous Academic Year		Funding Allocation 2015-16 £10,400		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact:	Lessons learned (and whether you will continue with this approach)	Cost
All PP pupils are supported to make expected progress or better	20 hours/ week allocated to KS2 classes to support language development and full engagement in the curriculum	Most PP pupils made expected progress and attendance and engagement was good throughout the year. Several other vulnerable pupils also benefitted from the additional staffing.	The majority of PP pupils are in KS2 again this year. Staffing has been reviewed and TA support will remain at the same level.	£9550
ii. Targeted support				
Desired outcome	Chosen action/approach	Impact:	Lessons learned (and whether you will continue with this approach)	Cost
Subsidised activities	Financial support to ensure engagement and participation in activities with a cost e.g. swimming, residential, music lessons. Before and after school care	All PP pupils took part in subsidised activities over the school year funded by school. This enabled them to take part in curriculum enrichments and boosted engagement and self esteem	This provision will continue and complements the use of the sports premium to subsidise extra-curricular costs and activities.	£850
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