



## Pupil premium strategy statement

1. Summary information					
<b>School</b>	All Saints CE Infant School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£31,680	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	83	<b>Number of pupils eligible for PP (disadvantaged pupils – DPs)</b>	20	<b>Date for next internal review of this strategy</b>	Jan 2018

2. Current attainment		
	<i>Disadvantaged Pupils (8)</i>	<i>Non Disadvantaged Pupils (19)</i>
Attainment in reading at the end of Key Stage 1	6/8 pupils achieved Expected + 0/8 pupils achieved Greater Depth 8/8 pupils made good progress from the end of the FS 3/8 pupils made very good progress from the end of the FS	24/28 pupils achieved Expected + 4/28 pupils achieved Greater Depth 28/28 pupils made good progress from the end of the FS 12/28 pupils made very good progress from the end of the FS
Attainment in writing at the end of Key Stage 1	5/8 pupils achieved Expected + 0/8 pupils achieved Greater Depth 8/8 pupils made good progress from the end of the FS 3/8 pupils made very good progress from the end of the FS	21/28 pupils achieved Expected + 3/28 pupils achieved Greater Depth 28/28 pupils made good progress from the end of the FS 12/28 pupils made very good progress from the end of the FS
Attainment in mathematics at the end of Key Stage 1	6/8 pupils achieved Expected + 0/8 pupils achieved Greater Depth 8/8 pupils made good progress from the end of the FS 3/8 pupils made very good progress from the end of the FS	22/28 pupils achieved Expected + 6/28 pupils achieved Greater Depth 28/28 pupils made good progress from the end of the FS 10/28 pupils made very good progress from the end of the FS

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Oral language skills in Reception and Year 1 remain lower for DPs than for other pupils. This slows reading and writing progress in subsequent years.	
<b>B.</b>	Social skills in Reception and Year 1 are less well developed for DPs than for other pupils. This delays the development of effective behaviour for learning.	
<b>C.</b>	DPs are making the same progress in all subjects as other pupils across Key Stage 1. This prevents the attainment gap from closing.	
<b>D.</b>	Higher attaining DPs can be hindered by a focus in the classroom on lower attaining DPs and those with identified SEND.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	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.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for DPs in the EYFS and Year 1.	DPs in the EYFS and Year 1 make rapid progress so that all DPs achieve the ELGs in CL at the end of the Foundation Stage and meet the standard in the Phonics Screening Test.
<b>B.</b>	Improve personal, social and emotional skills for DPs in the EYFS and Year 1.	DPs in the EYFS and Year 1 make rapid progress so that all DPs achieve the ELGs in PSED and 4 or 5 on the Leuven Scales for wellbeing and involvement.
<b>C.</b>	Raise attainment for lower attaining DPs and those identified as having SEND across Key Stage 1.	Across Key Stage 1, lower attaining DPs make accelerated progress in mathematics, reading and writing (measured in Years 1 and 2 by teacher assessments, the school's own tracking system and successful moderation practices established across the collaboration).
<b>D.</b>	Increase the number of DPs attaining at Greater Depth across Key Stage 1.	Across Key Stage 1, higher attaining DPs make accelerated progress in mathematics, reading and writing so that by the end of KS1, pupils achieve Greater Depth in at least one area (measured in Years 1 and 2 by teacher assessments, the school's own tracking system and successful moderation practices established across the collaboration).
<b>E.</b>	Increase attendance rates for DPs.	DPs' attendance is increased to 94%+.

## 5. Planned expenditure

Academic year

2017/18

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?
<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>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 SEAL/Circle time strategy has been chosen because techniques have been proven to be effective in improving PSED skills.</p> <p>Firm Foundations/Achieving Early have been chosen because they have a proven track record of accelerating progress and raising attainment.</p>	<p>INSET days to deliver training.</p> <p>Peer observation and use of video to embed learning.</p> <p>Implementation of AfA monitored by our Achievement Coach.</p>	<p>Executive Head</p> <p>Head of School</p> <p>Inclusion Leader</p> <p>Pastoral Leader</p>	<p>April 2018</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 Challenge 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>The Early Excellence programme has been chosen because evaluations show improved outcomes and faster rates of progress for pupils. If levels of engagement are high, pupils are likely to be learning more effectively.</p>	<p>Commitment to 5 days' training over the year with the Early Excellence team and a coach.</p> <p>Regular monitoring by the Executive head and Head of School.</p>	<p>Executive Head</p> <p>Head of School</p> <p>Inclusion Leader</p>	<p>April 2018</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>Lower attaining DPs and those DPs identified as having SEND are making less progress than other similar pupils across Key Stage 1 in all subjects. We want to ensure that DPs can achieve age related expectations and more.</p> <p>We want higher attaining DPs to receive more consistent teaching and to ensure staff have high aspirations for these pupils.</p> <p>We want to train all teachers in effective practices to provide stretch and encouragement for all these pupils.</p>	<p>Coaching techniques to further embed learning.</p> <p>Regular monitoring by Inclusion Leader.</p>	<p>Head of School</p> <p>Inclusion Leader</p>	<p>December 2017</p> <p>March 2018</p>
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<b>Total budgeted cost</b>					£7700
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**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>
<p>A. Improved oral language skills in the EYFS and Year 1.</p> <p>B. 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>These interventions provide targeted support for children to catch up. Both programmes have been independently evaluated and have been shown to be effective over time.</p>	<p>Train staff to deliver Talkboost – SALT team support.</p> <p>Organise LSA timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Monitor delivery of the interventions to ensure effectiveness.</p> <p>Continue to work with the Achievement Coach (10 visits per year).</p>	<p>Foundation Stage teachers</p> <p>Year 1 teachers</p>	<p>June 2017</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>Structured conversations with parents/carers to improve home learning for target pupils.</p> <p>Additional guided reading, writing and mathematics groups each week.</p> <p>Switch On Reading and Writing intervention on a 1-1 basis.</p> <p>Lexia intervention on a 1-1 basis.</p> <p>ELSA groups to be implemented to nurture pupil well-being.</p>	<p>We want to provide extra support to accelerate attainment. Switch On and Lexia have been highly evaluated in the Greg Brooks 'What works well' publications, and the techniques have been shown to be effective in the EEF Toolkit.</p> <p>We also want to develop pupil voice further so that pupils can evaluate their own learning.</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p> <p>Impact overseen by Inclusion Team and pre and post data collected.</p> <p>CPD for LSAs supporting the sessions.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p> <p>Parent/carers views on their child's progress to be sought through the structured conversations.</p> <p>ELSA programme to be followed.</p>	<p>Head of School</p> <p>Inclusion Leader</p>	<p>December 2017</p> <p>March 2018</p>
<b>Total budgeted cost</b>					£16229
<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>
<p>E. Increased attendance rates.</p>	<p>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.</p>	<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>	<p>Implement daily, weekly, half termly, termly and annual procedures for monitoring attendance.</p> <p>Information and data to be shared fortnightly with SLT at team meetings.</p>	<p>Pastoral Leader</p>	<p>June 2018</p>
<b>Total budgeted cost</b>					£6762

<b>Previous Academic Year: 2016/17</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria?</b> Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
A. Improved oral language skills in Reception.	Staff training on Every Child a Talker (ECAT) – high quality interaction skills. Led by Nottinghamshire SALT team and school ECAT lead.	Trained members (SLT) of staff provided in-house training to all members of staff during staff meetings. Learning to Talk Talking to Learn training attended by all relevant staff. GLD data well above national average.	High quality adult interaction doubles the rate of progress.
B. Improved PSED skills in Reception.	Involvement in the AfA 'Achieving Early' programme focussing on the speech and language development of young children.	Early years data shows that children are making twice the expected rate of progress in CL and PSED.	AfA helps staff to 'shine a light' on the needs of disadvantaged pupils so that intervention is more rapid.
C. Improved progress for lower attaining pupils and those identified as having SEND.	CPD on provision mapping for lower attaining pupils and those identified as having SEND, and higher attaining pupils.  CPD using NASEN Gateway materials to support pupils with SEND, including higher attainers.	Pupils identified as having SEND made outstanding progress, although attainment remains below national averages. This requires more focused work next year.	
D. Higher attainment for more able DPs across Key Stage 1.	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.	DPs attained well in 2017, but only one attained at Greater Depth. This remains a focus for next year.	
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria?</b> Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)

<p>A. Improved oral language skills in Reception. B. Improved PSED skills in Reception.</p> <p>C. Improved progress for lower attaining pupils and those identified as having SEND.</p>	<p>Listening groups and Talk Boost intervention for small groups of children in Reception.</p> <p>Target 'Achieving Early' group – with a focus on removing barriers to learning for children in the group.</p> <p>Structured conversations with parents/carers to support home Improved Quality First Teaching that effectively includes all pupils.</p> <p>Structured conversations with parents/carers to improve home learning for target pupils.</p> <p>Additional guided reading, writing and mathematics groups each week.</p> <p>Switch On Reading and Writing intervention on a 1-1 basis.</p> <p>Lexia intervention on a 1-1 basis.</p>	<p>All DPs achieved above national averages in CL.</p> <p>100% attendance by parents/carers at structured conversations. Shared targets in place.</p> <p>Extra sessions provided for identified children resulted in children achieving either in line or above national expectations.</p> <p>DPs made accelerated progress in reading and writing as a result of the interventions.</p>	<p>Whilst children achieved well above National expectations in 'Listening and Attention' and 'Understanding'. 'Speaking' achievement was in line with National exceptions. Talk Boost has been purchased and specialist training is planned for the next academic year.</p> <p>As a result of the successful outcomes, school will continue to use this approach and monitor DP attainment and engagement from parents and carers in the AfA program.</p> <p>Will continue with extra guided sessions for identified children and monitor closely. Disseminate good practice across the collaboration.</p> <p>Regular, structured 1-1 reading programmes are successful in accelerating the progress of pupils with literacy difficulties. More staff need to be trained in Switch On.</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>E. Increased attendance rates.</p>	<p>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.</p>	<p>Attendance overall remains above the national average but a small number of DPs remain persistent absentees. This will be a focus for 2017/18.</p>	<p>New LA policies and procedures will be adopted.</p>
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