



Pupil premium strategy statement

1. Summary information					
School	All Saints CE Infant and Pre-School				
Academic Year	2019/20	Total PP budget	£31,680	Date of most recent PP Review	N/A
Total number of pupils	88	Number of pupils eligible for PP (disadvantaged pupils – DPs)	25	Date for next internal review of this strategy	Jan 2020

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"> 50.0% DPs (4/8 pupils) achieved EXS+ at the end of KS1. 25.0% DPs (2/8 pupils) achieved GDS at the end of KS1. 50.0% DPs (4/8 pupils) achieved a 2 in reading at the end of the Foundation Stage. 	<ul style="list-style-type: none"> 82.4% non DPs (14/17 pupils) achieved EXS+ at the end of KS1. 29.4% non DPs (5/17 pupils) achieved GDS in reading at the end of KS1. 83.3% all pupils (25/30 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"> 75.0% DPs (6/8 pupils) achieved EXS+ at the end of KS1. 12.5% DPs (1/8 pupils) achieved GDS at the end of KS1. 50.0% DPs (4/8 pupils) achieved a 2 in writing at the end of the Foundation Stage. 	<ul style="list-style-type: none"> 64.7% non DPs (11/17 pupils) achieved EXS+ at the end of KS1. 23.5% non DPs (4/17 pupils) achieved GDS at the end of KS1. 83.3% all pupils (25/30 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"> 62.5% DPs (5/8 pupils) achieved EXS+ at the end of KS1. 12.5% DPs (1/8 pupils) achieved GDS at the end of KS1. 50.0% DPs (4/8 pupils) achieved a 2 in numbers at the end of the Foundation Stage. 	<ul style="list-style-type: none"> 70.6% non DPs (12/17) pupils achieved EXS+ at the end of KS1. 17.6% non DPs (3/17 pupils) achieved GDS at the end of KS1. 83.3% all pupils (25/30 pupils) achieved a 2 in numbers at the end of the Foundation Stage.
Attainment in the Phonics Screening Check at the end of Year 1:	<ul style="list-style-type: none"> 63.6% DPs (7/11 pupils) achieved the standard in Year 1. 	<ul style="list-style-type: none"> 94.4% non DPs (17/18 pupils) achieved the standard in Year 1.

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.	Low levels of emotional well-being among DPs can hinder their ability to learn, either as a result of low resilience and confidence or poor behaviour.	
C.	Proportionally, more DPs than other pupils have SEND. This creates additional vulnerability factors for them.	
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.	Home learning environments do not always provide the resources and stimulation DPs need in order to be successful learners.	
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. DPs make good progress on the 'Talkboost' intervention.
B.	Levels of emotional well-being improve so that learning can take place.	Leuven Scale data shows that DPs have high levels of well-being at different times of the school day. DPs are able to use appropriate vocabulary to articulate their emotions.
C.	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.
D.	Attendance rates for DPs are increased and persistent absence is reduced.	The number of DPs who are persistently absent reduces to 10% or below. Overall DP attendance improves to 96% in line with the target for other pupils.
E.	Home/school relationships are strong and positive, which enhances home learning environments for DPs.	All teachers have positive relationships with parents and carers. Attendance at AfA structured conversations in 100%. All classrooms are equipped with lending libraries and the graduated approach is used to good effect.

5. Planned expenditure

Academic year

2019/20

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 to receive update training).</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.</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>	April 2020

<p>Levels of emotional well-being improve so that learning can take place.</p>	<p>Assessments of need carried out (Boxall Profile, ELSA assessments).</p> <p>Relevant pastoral interventions from a menu offered as appropriate (ELSA, lego therapy, play therapy, drawing and talking etc.).</p> <p>SBAP interventions accessed.</p> <p>Structured conversations for vulnerable pupils.</p> <p>Training of Inclusion Leader on Solihull Programme.</p> <p>Parental engagement strategy based on home learning.</p> <p>Introduction of PSHE programme.</p>	<p>Pupils cannot learn effectively if their levels of well-being are low. We want to offer more pastoral (social and emotional) programmes to support pupils to develop their confidence and ability to learn well.</p> <p>The Sutton Trust says that social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>We want to work in partnership with our parents and carers to ensure consistency of approach and the best outcomes for pupils.</p>	<p>The Inclusion Leader will monitor the assessment arrangements and quality of intervention programmes offered.</p> <p>Parental feedback will be collected.</p> <p>The SLT will monitor the quality and impact of the new PSHE curriculum, 'Talking Points'.</p>	<p>Inclusion Leader</p> <p>SLT</p> <p>Pastoral Leader</p>	<p>February 2020</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-terminally 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>Structured conversations for vulnerable pupils.</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. The structured conversation is an ideal context to build this relationship.</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>Year 1 Teacher</p>	<p>February 2020</p>

					Total budgeted cost	£3,000 SALT support £2,500 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.	<p>Listening groups and the Talkboost intervention for small groups of children in Reception and KS1.</p> <p>Pastoral interventions to develop emotional literacy and spoken vocabulary.</p> <p>Structured conversations with parents/carers to support home learning.</p>	<p>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).</p> <p>AfA research shows structured conversations to be very effective in building home-school relationships and developing shared targets.</p>	<p>TAs will receive training prior to the delivery of any intervention.</p> <p>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.</p> <p>The SLT will collect data regularly.</p>	<p>Inclusion Leader</p> <p>SLT</p>	February 2020	
Levels of emotional well-being improve so that learning can take place.	<p>Assessments of need carried out (Boxall Profile, ELSA assessments).</p> <p>Relevant pastoral interventions from a menu offered as appropriate (ELSA, lego therapy, play therapy, drawing and talking etc.).</p> <p>SBAP interventions accessed.</p> <p>Structured conversations for vulnerable pupils.</p> <p>Music teaching from Aspire to enable pupils to learn to play an instrument and develop resilience and teamwork skills.</p>	<p>The Sutton Trust says that social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>We want to work in partnership with our parents and carers to ensure consistency of approach and the best outcomes for pupils.</p>	<p>Staff will receive training prior to the delivery of any programme.</p> <p>The Pastoral Leader 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.</p> <p>The SLT will collect data regularly.</p>	<p>Pastoral Leader</p> <p>SLT</p>	February 2020	

<p>DPs who are lower attaining/ have identified SEND make accelerated progress and most catch up with their peers.</p>	<p>The Talkboost intervention, Lexia, Switch On reading and additional phonics support for small groups and individuals in KS1.</p> <p>Structured conversations with parents/carers to support home learning.</p> <p>Home learning resources made available.</p> <p>Pre-teaching and/ or post teaching where required.</p> <p>Additional guided reading, writing and mathematics groups.</p>	<p>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). School data tells us that our pupils make accelerated progress on these interventions.</p> <p>AfA research shows structured conversations to be very effective in building home-school relationships and developing shared targets.</p>	<p>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.</p> <p>The SLT will collect data regularly.</p>	<p>Inclusion Leader</p> <p>SLT</p>	<p>February 2020</p>
Total budgeted cost					<p>£1,500 TTfT TA intervention time (Listening, Talkboost, Switch On): TM £6757 BC £6757 TG £8060 £1,000 Lexia £1,500 Inspire Music tuition</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?
<p>Attendance rates for DPs are increased and persistent absence is reduced.</p>	<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>	<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 the daily, weekly, half termly, termly and annual procedures for monitoring attendance.</p> <p>Information and data will be shared fortnightly with the SLT at team meetings.</p>	<p>Pastoral Leader</p>	<p>February 2020</p>

<p>Home/school relationships are strong and positive, which enhances home learning environments for DPs.</p>	<p>Structured conversations for targeted pupils.</p> <p>Home visits on entry to Pre-School and Reception and where required.</p> <p>Implementation of graduated approach for home learning agreed last year.</p> <p>Use of See-Saw by all teachers to build relationships with parents and carers.</p> <p>Home learning resources freely available.</p>	<p>Research shows that the engagement of parents in their children's learning is a key factor in their success. We want to work in partnership with our parents and carers to help them continue to develop the skills they need to support their children at home. Where there are financial constraints, we want to be able to provide resources that can be used at home.</p>	<p>SLT will monitor the impact of the work in each class.</p> <p>Parents and carers will be asked to provide feedback at regular intervals through the year.</p>	<p>SLT</p>	<p>February 2020</p>
Total budgeted cost					<p>£3,526 Pastoral Leader time</p>
Total cost of strategy					<p>£35,600</p>

Review of Strategy: 2018-19

Quality of teaching for all:
Total cost: £5,500

Chosen strategy	Estimated impact	Lessons learned
Every Child A Talker (ECAT) – interaction strategies, including 'Let's Interact' training for staff.	Two members of staff completed 'Let's Interact' training led in-house by a speech and language therapist.	Further CPD on vocabulary development is needed. Refresher CPD on ECAT strategies for all staff is needed.
Improved quality first teaching – layering of objectives, differentiation, AfL strategies.	Planning fed into independent learning leading to better pupil outcomes. Clear structure to learning was evident. 3 overarching topics worked well so that relevant links were made. Quality visits and visitors enhanced learning. Booktalk fed into all subject areas.	Staff need further CPD on the use of challenges (differentiation) and the use of enhancements based on the children's interests.
Provision for disadvantaged 2 year olds.	Tracking for Success data shows that disadvantaged 2 year olds make twice the expected rate of progress and are more likely to catch up with their peers at this stage.	This needs to continue and a flexible approach to provision is required. Home visits are very important in fostering good home/school relationships from the outset. High expectations of the youngest children are possible and necessary. Scripted language supports behaviour management very well.
Personalised target setting for DPs.	End of year data shows good, accelerated progress for many DPs.	More parental engagement needs to be secured to improve attainment further.
New ILPs for SEND.	More detailed plans are now in place. Targets are SMART and staff believe the plans provide for more continuity for pupils, especially at transition points.	More parental engagement needs to be secured. More opportunities for the pupils' voices to be heard must be provided so that their views are taken into account.
Parental engagement strategy (home learning).	Parents/carers are being offered more support that is targeted to the specific needs of their child. The feedback from parents/carers on See-Saw about the strategy is very positive. Transition meetings were very positive. There is a more seamless transition from Pre-School to school and from school to Woodland View. 100% parents/carers attended the Talking Time for Talk meetings.	Active listening is a key element of the parental engagement strategy. All parents/carers have an entitlement to the universal offer. This needs to be developed further. Reading meetings helped parents/carers to better understand how they could help their children at home. Parents/carers need more opportunities to come into school on a regular basis.

Targeted support: Total cost: £19,514		
Chosen strategy	Estimated impact	Lessons learned
Listening groups	All pupils made progress, although groups did not run consistently through the year.	This needs to continue with consistency for maximum impact.
Talkboost	Most pupils made accelerated progress. The few that did not were persistently absent and missed too many sessions.	This needs to continue. Further bespoke work to support the attendance of individual pupils has been planned.
Lexia	Most pupils made good progress on Lexia.	This needs careful management so that pupils are working at the correct levels.
Switch On Reading	All DPs made good or better progress and most achieved ARE.	Switch On has more impact for pupils who receive the intervention in the autumn term.
Additional phonics support	7/11 DPs achieved the standard in the phonics screening check. Most of these would not have done so without additional support.	This needs to continue with a tighter focus on timescales and impact.
ELSA	SBAP staff led a nursery rhyme intervention. Of the 9 pupils who accessed it, 8 made progress. SBAP staff also led lego therapy which impacted positively on the social skills of a group of Year 1 pupils.	There is a need for more pastoral support for pupils, focusing especially on anxiety and its management. There is a need for more work on feelings vocabulary. Specific therapies need to be accessed from the SBAP more consistently.
Structured conversations	100% parents/carers attended the conversations.	These need to continue with some update training on the specific skills that staff need to use.
Child-initiated learning	Engagement and wellbeing noticeably improved for 90% pupils. Outdoor learning in Y1 was very successful in securing greater engagement of vulnerable pupils.	This needs to continue with a greater focus on learning intentions and expectations.
Other approaches: Total cost: £12,090		
Chosen strategy	Estimated impact	Lessons learned
Attendance strategy	Attendance remains a concern with DPs attending less well than other pupils. There has been some improvement in the attendance of DPs who were previously consistently absent since the strategy has been implemented.	One to one feedback to parents/carers is more effective than collective. Positive feedback to parents/carers is more effective in raising attendance than negative. More work needs to be done to engage pupils – ‘selling it in the classroom’.
Total expenditure:		£37,104
Total funds available:		£31,680
Difference:		£5,424

