

Pupil Premium Strategy Statement: All Souls' Primary School



Summary Information					
School	All Souls' School				
Academic Year	2018-2019	Total PP Budget	£88,800.00	Date of most recent PP Review	March 2018
Total Number of Pupils	295	Number of Pupils eligible for PP	70	Date of next internal review of this strategy	August 2019

What is Pupil Premium?

In 2011/2012 the Government launched the Pupil Premium funding allocation to schools.

The Pupil Premium is funding in addition to the schools budget and is based on the number of pupils eligible for free school meals (FSM) and all children who have been eligible for FSM within the last six years, Children in Care (CIC) and for those children whose parents are currently in the Armed Forces.

The goal is that we are *“consistently improving the outcomes, especially for disadvantaged pupils.”* (Ofsted)

The DfE have stated that schools have the freedom to decide how to use this funding as they see fit based upon their knowledge of individual pupils needs and that all pupils are taught to a good standard.

“Schools, headteachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils.”

Source: DfE website

The Senior Leadership Team, Governors, Pupil Premium champion and all members of the teaching staff monitor the attainment and progress of children very carefully. ALL children's progress is discussed at termly pupil progress meetings and where additional support is deemed necessary; Pupil Premium funding is frequently used to increase the opportunities that we are able to offer.

Funding is predominantly targeted at the improvement in attainment and progress in English and Maths as well as pupil well-being, but All Souls' Primary School recognises the need to provide a varied and stimulating curriculum which we do through our wider curriculum and enrichment activities.

Our teachers are accountable for pupils' attainment, progress and outcomes. (Teacher Standards).

We have embedded a robust monitoring system based on termly tracking, classroom based monitoring and pupil progress meetings to ensure that all pupils achieve at least expected progress. Pupils identified as not making expected progress are rapidly identified and strategies put in place to address under performance.

We have high expectations of our teachers and provide them with a good programme of professional development opportunities to constantly improve their practice.

Where it is identified that a class/group is achieving well then a percentage of children are identified as a focus group for above expected progress, with an emphasis on Pupil Premium. The school has focused on developing teachers' skills in assessment and methods of teaching that effectively meet the needs of groups and individuals for next step learning.

Index of Multiple Deprivation

The Index of Multiple Deprivation (IMD) combines a number of indicators, chosen to cover a range of economic, social and housing issues, into a single deprivation score for each small area in England. This allows each area to be ranked relative to one another according to their area of Deprivation. The Local Authority can use Pupils' postcodes to rank the 456 Kent primary Schools in terms of IMD. All Souls Church of England Primary School is ranked 146 Out of 454 schools (May 2018) with 1 being the most deprived.

Our school development plan aims to ensure that:

- The percentage of children that reach ARE in Reading, Writing and Maths combined is in line with or exceeds the national average.
- Groups/Pupils at risk of under achievement are identified quickly and addressed through initiatives such as Achievement for All (AFA) in order to close the gap
- 100% of groups/pupils at risk of underachievement make at least expected progress and an increasing percentage make above expected progress.

Current Attainment		
Attainment for: 2017-2018	Pupils eligible for PP	National Average
% achieving expected standard or above at reading, writing and maths	25%	64%
% achieving expected standard or above at reading	62.5%	75%
% achieving expected standard or above at writing	87.5%	78%
% achieving expected standard or above at maths	25%	76%
Early Years reception and disadvantaged attainment		
% Good Level of Development	50%	71.5%
% Exceeding or Expected Reading Goals	62.5%	73.3%
% Exceeding or Expected Writing Goals	62.5%	73.3%
Exceeding or Expected Maths Goals		
Current Attainment (Baseline Data) for Year 6 Pupils		
% achieving expected standard or above in reading, writing and maths	41%	65%
%achieving expected standard or above in reading	52%	73%
%achieving expected standard or above in writing	86%	78%
%achieving expected standard or above in maths	55%	79%

Barriers to future attainment (For pupils eligible for PP including most-able disadvantaged)	
In-School Barriers	
A.	Communication and Language skills and Early Literacy in reception are lower in pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.
B.	Literacy and Numeracy Skills of PP children in Year 2
C.	Children with poor SEMH. This slows progress and attainment in all subject areas.
D.	Mobility – High Number of children, especially with additional SEN needs moving in year to the school
E.	SEND – High percentage of SEN/D who are pupil premium eligible.
External Barriers	
F.	Children have limited home experiences and resources, or have financial restraints leading to non-participation.
G.	Attendance rates for pupils eligible for PP are low (below 96%). This reduces their school hours and causes them to fall behind on average.
H.	Poor parental engagement and high level of Early Help Referrals.
I.	Low Levels of aspirations and resilience amongst children and parents.

Outcomes		
	Desired outcomes and how will they be measured	Success Criteria
A.	Improved communication and language skills and early Literacy Skills for PP pupils, leading to faster reading and writing progress in subsequent year, diminishing the difference at a faster rate.	Pupils eligible for PP make rapid progress by the end of reception so that most make age related expectations in communication and language, reading and writing.
B.	Diminish the difference in attainment and PP Children in Literacy and Numeracy	78% or more pupils will be at ARE Expectations in Reading, Writing and Maths
C.	Improved SEMH of PP children, allowing them to access the curriculum and increase progress and attainment in all subject areas.	Children with improved SEMH, allowing them to make progress in line with their peers. Input from STLS and training sessions will improve staff knowledge and application strategies. Staff will record behaviour concerns on the Edukey Site and these will be tracked and analysed through the year.

D.	To provide positive and successful transition between schools to ensure that the learning environment and strategies used meet their needs immediately as they start.	All previous schools to be contacted prior to pupil starting. Teachers will meet with new parents in the first couple of weeks to discuss pupils.
E.	Improved progress for all children with SEND who are also eligible for pupil premium.	All children with SEND who are eligible for pupil premium make rapid progress and a greater proportion of these children meet age related expectations.
F.	Pupils eligible for PP will have similar attainment to non PP children nationally in reading, writing and maths. Accelerated rates of progress across KS1 And KS2 for all pupils eligible for pupil premium including high attaining pupils eligible for pupil premium.	Pupils eligible for PP will have similar attainment to non PP children nationally in reading, which will then impact positively in writing and maths, therefore diminishing the difference by the end of KS2 Measured in Year 1,2,3,4,5 and 6 by teacher assessment, in school moderation, hub moderation.
G.	Pupils eligible for PP will have the same participation rates as all pupils for activities provided in school. Improved attendance rates for pupils eligible for PP	Reduce the number of persistent absentees, and bring PP attendance % in line with ALL pupils.
H.	Improved parental engagement and as a result the amount of support that children receive at home and the participation in school events increases	Parents will have increased participation within their child' learning journey. Children will receive increased support at home. There will be an increase in the number of PP children participating in clubs.
I.	An increased level of aspiration as a result of engagement of parents in structured conversations. Resilience develops in both parents and children by giving strategies to support sustained effort when tackling learning and challenges in school.	Parents will be more empowered leading to pupils having increased aspiration, leading to improved progress and attainment. To implement the education philosophy of growth mindset through the school, with particular focus on PP children.

Planned Expenditure					
i) Quality of teaching for all					
ii) Targeted Support 2081-2019					
Desired	Chosen	What is the evidence and	How will you ensure that it is	Staff	Review

Outcome	action/approach	rationale for this choice?	implemented well?	Lead	
A	<p>All Pupils to be screened using Speech and Language Link Programmes, in order to develop any specific speech and language needs.</p> <p>Maintain the outdoor and indoor environments so that they promote language skills and writing opportunities.</p>	<p>The children start school with low literacy skills, individualised phonic and reading sessions</p> <p>Research suggests that outdoor learning promotes language skills and writing</p>	<p>Opportunity for Speech and Language Specialist, and class teams to attend relevant training.</p> <p>Linked to staff appraisal.</p> <p>Class Provision Maps</p>	SLT	
B	A4A Growth Mindset	<p>Long Term change, impact of A4A on engaging vulnerable families.</p> <p>Tracking data of pupils who have made good progress with targeted strategies/interventions in place.</p>	A4A Structured Timetable/ Meeting and Reviews		
C.	Class behaviour	Positive learning an behaviour	Monitoring effectiveness of strategies	SLT	

	<p>and reward systems to be used to reinforce positive behaviour</p> <p>Staff to facilitate appropriate activities during “free” time</p> <p>Quiet Club</p> <p>Money used to support enrichments of children’s learning e.g. School Trips.</p> <p>Providing uniform, kit</p>	<p>leads to increased well-being, progress and attainment</p> <p>Staff enable a more structured break and lunch to reduce any incidents.</p>	<p>through documentation and lesson observations</p> <p>Ensure community is aware of the behaviour policy. Monitor.</p> <p>Club registers are monitored to ensure that PP children attending where appropriate</p>	FLO	
D	<p>SLT and Office Staff to formulate an entrance process for new starters</p>	<p>All staff aware of the needs of new starters and children will be quickly targeted with effective support so that their learning does not dip during transition. Staff will build a relationship with the new parents at an early stage of transition</p>	<p>Staff to feedback and evaluate the effectiveness of the new system.</p>	<p>SLT Office Staff Phase Leaders</p>	
E	<p>Funding to be</p>	<p>Funding will support low income</p>	<p>Review trips and how their successes</p>	<p>SLT</p>	

	allocated to subsidise trips in the school year.	families to ensure that their children can take part in enrichment activities.	engage the children in class.	Phase Leaders	
F	Incentives to gain higher percentages of attendance Certificates and awards	Children with good attendance will be recognised. Those with lower attendances will be given incentives to increase this.	Improved attendance.	SLT FLO	
G	Open afternoons AFA Parent Pupil/Workshops Coffee Afternoons	An increased level of events to support parental engagement will endeavour to break down barriers they may have towards schools	Parental Feedback A4A Review	SLT FLO	
H & I	AFA Pupil Mentor	Structured conversation/Coaching tools strive to develop resilience within children and parents Parents will know how they can make a difference to their child's learning and be better equipped to support them more effectively at home.	Parent Feedback A4A Review	SLT FLO	