

Pupil premium strategy statement (primary)

1. Summary information					
School	Hutton All Saints' C.of E. Primary School				
Academic Year	2016/17	Total PP budget (based on Jan 2016 census eligibility)	£26, 240	Date of most recent PP Review	Spring 2017
Total number of pupils	219	Number of pupils eligible for PP (from sept 2016)	27	Date for next internal review of this strategy	Autumn 2017

2. Current attainment	
	<i>Pupils eligible for PP (19 chn)</i>
% making expected progress in Reading	84%
% making expected progress in Writing	74%
% making expected progress in Maths	84%

Performance of disadvantaged pupils KS2 2016								
Year 6 results compared to all pupils nationally								
	Reading School	National	Writing School	National	Maths School	National	EGPS School	National
Met the expected standard	75%	66%	50%	74%	75%	70%	75%	72%
Expected Progress +	75%		75%		75%			
More than expected progress	25%		0%		25%			

Performance of disadvantaged pupils KS1 2016						
Year 2 results compared to all pupils nationally						
	Reading School	National	Writing School	National	Maths School	National
Met the expected standard	100%	74%	50%	65%	50%	73%
Expected Progress +	100%		100%		100%	
More than expected progress	100%		0%		0%	

Performance of disadvantaged pupils (all other year groups)								
Subject	Y1 ARE	Yr 1 Making expected progress	Year 3 ARE	Year 3 Making expected progress	Year 4 ARE	Year 4 Expected progress	Year 5 ARE	Year 5 Making Expected progress
Reading	100 %	100%	66%	100%	0%	33%	80	100%
Writing	100%	100%	33%	66%	0 %	33%	60	80%
Maths	100%	100%	66%	66%	0 %	66%	60	60%

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.	Limited opportunities for enriched learning resulting in lack of experiences to use in their school work	
B.	Low social and emotional well- being (factors including bereavement, in care, traumatic events, family relationships, social care, special educational needs) affecting concentration, behaviour, involvement in school life and academic progress	
C.	Low aspirations including poor home learning environment and support	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Punctuality and attendance for a few children	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Disadvantaged pupils learning is rich and varied, including participation in extra-curricular activities	PP eligible pupils will take part in out of school clubs or play an instrument, they will improve skills through other curriculum areas, attend school trips and residential visits.
B.	Improved behaviour, participation and well- being so progress of PPG pupils continues to increase	Progress of PP eligible pupils across the school is consistently in line with or better than the national average by the end of KS2 Behaviour records show improved behaviour and more rewards for PP eligible children.
C.	Parents are supported to improve the home learning environment, engage more in school life and their children’s education	Frequency of completed homework improves, parent attendance at school workshops, workshare, parent evenings and events.
D.	Increased attendance rates for pupils eligible for PP.	Attendance of all PPG pupils by the end of the year is above 90% PPG average attendance in line with school – 97% Persistent absentees reduces

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?
PP pupils have additional adult support available to ensure needs are met PP eligible pupils' ARE percentage increases	Group teachers (additional) for years 3 /4 and 5/6 for Maths and English so smaller classes and additional support. Further LSA time to support interventions.	Lower set group will not exceed 16 children which evidence shows will have an impact on progress and attainment for children who are in that group. Other set groups will be smaller so work can be differentiated further and more targeted to need. More challenge for Higher ability due to set groups.	Termly attainment and progress data. Observations and work scrutiny.	SLT	Termly
Total budgeted cost					£4,240
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?
Enable PP eligible children who are below ARE to make accelerated progress.	Tutoring 1:1 or small group for core Maths and English Numicon Intervention Programme to assess and address gaps in mathematical understanding. Project Code X-reading and phonics support	Tutoring 1 hour a week allows further assessment and teaching to improve progress. It also supports children with confidence in their abilities and allows them to show their true capabilities in a different learning environment. The Numicon Intervention programme fully assesses gaps in Maths understanding and addresses through a teaching programme – 3 x half hour sessions a week. Code X improves reading and phonics skills. Last year, the children supported by this intervention made an average of 26 months progress in their reading age in one year. 3 x ½ hour sessions weekly.	Termly monitoring of progress Teachers and tutors work together to address gaps Maths co-ordinator to co-ordinate LSA training for Numicon Intervention. Follow up meetings to ensure progress and consistency. LSA time given for Code x plus planning and preparation time.	INCO, Maths Co-ordinator	Termly

Total budgeted cost					£15,000
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?
PP eligible children have support for behaviour / social emotional needs to ensure they can fully participate in school life	<p>LSA supports specific pupils Speech and language support for specific pupils Lego therapy – to develop social understanding Extended services counselling support INCO provides regular family support time</p> <p>PP eligible children have roles of responsibility</p> <p>Implementation of zones of regulation</p>	<p>The majority of PP eligible and LAC pupils have specific needs in these areas. Improved social and emotional skills and well-being greatly impacts learning.</p> <p>Zones of regulation aid children to show their emotions and provide them with strategies to de-escalate/ prevent anxiety and undesirable behaviour.</p>	<p>Regular monitoring from teachers Rewards and achievements continually monitored by all staff. All staff aware of PP eligible pupils and contribute to learning journals which show improvement in all areas.</p>	INCO	Termly
PP eligible children participate in extra curricula activities – residential trips, day trips, swimming, clubs providing a rich and varied curriculum	<p>Fund half of residential trips/day trips/outing fees</p> <p>Year 3- St Marks (2 days), Year 4- PGL (4 days) Year 5 – PGL- (4 days) and Year 6 – France- (5 days)</p> <p>Ensure PP eligible children attend clubs</p>	<p>PPG pupils should have a wide range of learning opportunities which extend beyond the core curriculum and support progress.</p> <p>Our Residential trips focus on improving life skills such as team building, independence, budgeting, organisation, perseverance, tolerance , healthy lifestyles and enjoyment. It is vital all pupils have the opportunity to participate to aid school work and improve self-esteem and emotional well-being.</p>	<p>Monitoring of club allocation and participation.</p> <p>Encourage eligible children to participate in after school activities.</p> <p>Support parents with individual payment plans.</p>		Termly
Total budgeted cost					£7,000

Allocation:2016/17

Overview

Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

How much is it?

From April 2015 it was £1320 per eligible pupil. From April 2014 it was £1300. From April 2013 the amount was £900.

Eligibility

- Pupils in Year Groups R to 6 recorded as Ever 6 FSM (“Ever 6 FSM” means those pupils recorded on the School Census who were recorded as known to be eligible for Free School Meals (FSM) on any of the termly censuses in the preceding six years).
- Children who are looked after (CLA).
- Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order.

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils eligible for PPG 2014/15	28
Total number of pupils eligible for PPG 2015/16	23
Total number of pupils eligible for PPG 2016/17	18
Amount of PPG received 2014	£36,400
Amount of PPG received 2015	£30,360
Amount PPG received 2016-17	£26, 340

Performance of disadvantaged pupils KS2 2016								
Year 6 results compared to all pupils nationally								
	Reading School	National	Writing School	National	Maths School	National	EGPS School	National
Met the expected standard	75%	66%	50%	74%	75%	70%	75%	72%
Expected Progress +	75%		75%		75%			
More than expected progress	25%		0%		25%			

Performance of disadvantaged pupils KS1 2016						
Year 2 results compared to all pupils nationally						
	Reading School	National	Writing School	National	Maths School	National
Met the expected standard	100%	74%	50%	65%	50%	73%
Expected Progress +	100%		100%		100%	
More than expected progress	100%		0%		0%	

Performance of disadvantaged pupils KS2 2015								
Year 6 results compared to all pupils nationally								
	Reading School	Nat 2015	Writing School	Nat 2015	Maths School	Nat 2015	School EGPS	Nat 2015 EGPS
Level 4 +	100	89	80	87	80	87	80	90
Level 5 +	60	48	20	36	20	41	20	67
Level 6 +	0	0	0	3	20	7	0	7
2 levels + progress	100	96	100	96	100	90		
3 levels + progress	60	44	20	38	40	36		
APS Progress	15.6		13.2		15.6			

**Performance of disadvantaged pupils KS1 2015
Year 2 results compared to all pupils nationally**

	Reading School	Nat 2015	Writing School	Nat 2015	Maths School	Nat 2015
Level 2c+	33.3%	91	0	86	66.6%	93
Level 2b+	33.3%	86	0	72	66.6%	84
Level 3	0	31	0	16	0	26
Expected progress from EYFS results	100%		100%		100%	

Area of spending for 2016 17

The funding received from pupil premium has been allocated in the following ways:

- Extra teacher hours to continue to facilitate smaller support groups for Maths and English every morning and intervention groups some afternoons.
- Extra Teacher Assistant hours in the classes.
- 1:1 time with LSA for reading/phonics
- Funding for Brentwood Extended Services to provide emotional well-being when needed
- Supporting school trip payments, including day trips, residential trips and swimming.
- Extra resources- Numicon intervention groups- LSA time
- Brentwood Extended Services to provide therapy session 1:1 once a week
- Tutoring

Nature of support

- *School trips are very important for a child's spiritual, social, moral and cultural development. Our trips include a one night stay in year 3, a weekend away in years 4 and 5 and a week away to France in year 6. All of these trips teach the children lifelong skills, enable them to bond with their peers and learn in a different environment.*
- *Extra Teaching Assistant hours in classes have enabled us to increase targeted support for phonics, reading and writing. We have also implemented Project X reading scheme and extra TA hours has allowed this to happen more frequently.*
- *LSA training by a professional from Brentwood Extended Services to deliver a support group to encourage positive behaviour, strategies for managing social situations which they may find difficult and increasing self-esteem.*
- *Swimming is a lifelong and very important skill and all children should be included in lessons.*
- *Individual children are monitored and resources bought as and when needed. Often items bought are to ensure well-being.*
- *Numicon intervention scheme will be implemented for children with gaps in their Maths knowledge and skills. Lsa's will deliver intervention groups daily to address gaps in learning and support progress.*
- *Tutoring- 1:1/small group sessions weekly with a teacher to improve confidence and skills in a certain area.*

Impact of last year's spending.

School Trips

The use of Pupil premium to fund part of school trips fees addresses inequalities, allowing all children to go on our residential trips, which the children look forward to every year. We have seen the positive impact these trips have on every child's personal and social development and this then has a great impact on their learning.

'Schools have a duty to promote well-being of their pupils (2006 Education Act). Ensuring personal and social development of pupils encourages communication skills, self-respect, confidence and enthusiasm for learning which will also promote attainment and achievement.'

After returning from the PGL trip last year, where the children take part in a lot of physical, sporting activities, one of our pupils said 'I was so glad I was able to go on this trip. I was quite scared to do some of the activities at first, but then my teacher and friends encouraged me to have a go and I was really proud of myself. It was so much fun.'

The children who were able to go on the year 6 trip to France due to pupil premium funding said, 'It was the highlight of year 6' and 'A memory I will never forget.'

Smaller teaching groups and TA Support

The majority of this funding was used to facilitate smaller 'support groups' for Maths and English every morning delivered by qualified and experienced teachers. These groups do not exceed 16 pupils and very often have additional Teaching Assistants present to impact directly on learning and teaching. KS 2 results from last year show the impact on learning with 75% of PPG children making expected progress.

Project X phonics and reading scheme.

This daily intervention group has improved progress in phonics and reading greatly for those children who receive it in lower juniors, narrowing the gap if they are below the year group expectations. The average for 2015-16 improvement reading age was 26.5 months, over a period of 9 months.

Numicon resource

Supported all children with practical apparatus to use to solve mathematical problems and improve the concept of number. It was used in tutoring and materials purchased for home use. During tests children used drawings of numicon to support their working out and frequently used the aid during class sessions.

Tutoring

Provided 1:1 sessions with teachers to improve confidence in a subject the children found difficult and in many cases improved their scores in the end of year assessments. The year 6 pupil who received tutoring in Maths reached the expected standard making more than expected progress.

Previous performance of disadvantaged pupils

(pupils eligible for free school meals or in local authority care for at least six months)

Across all years	2013	2014
% of pupils who made expected progress in Reading	94% (40% - more than expected progress)	95% (40% - more than expected progress)
% of pupils who made expected progress in Writing	97% (12% made more than expected)	95% (20% more than expected progress)
% of pupils who made expected progress in Maths	80% (40% - more than expected)	95% (30% more than expected progress)
% of year 6 pupils who made expected progress from end KS1-	Reading- 100% Writing-100%	Reading 100% Writing 100%

<i>end KS 2</i>	Maths-100% All children achieving level 4+ in both English and Mathematics.	Maths 100% More than expected Reading 60% Writing 40% Maths 40% 80% of children achieved level 4+ in both English and Maths
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