



## PUPIL PREMIUM STRATEGY STATEMENT | 2017 - 2018

1. Summary information					
School	All Saints, Hesketh with Beconsall CE School				
Academic Year	2017/18	Total PP budget	£39,380	Date of most recent PP Review	11.11.17
Total number of pupils	210	Number of pupils eligible for PP	26	Date for next internal review of this strategy	28.03.18

2. Current attainment		
	Pupils eligible for PP   School <i>3 children</i>	All Pupils   National
<b>KS1 (Year 2)</b>		
% achieving expected level in reading	67%	76%
% achieving expected level in writing	67%	68%
% achieving expected level in maths	67%	75%
% working at greater depth in reading	33%	25%
% working at greater depth in writing	33%	16%
% working at greater depth in maths	33%	21%
<b>KS2 (Year 6)</b>		
% achieving 100+ in reading	63%	71%
% achieving 100+ in writing	88%	76%
% achieving 100+ in mathematics	75%	75%
% achieving 100+ in GPS	88%	77%

KS2 (Year 6) continued ...		
% achieving 110+ in reading	38%	25%
% achieving greater depth in writing	13%	18%
% achieving 110+ in mathematics	13%	23%
% achieving 110+ in GPS	25%	31%
Progress between KS1 and KS2 in reading	+1.53	0
Progress between KS1 and KS2 in writing	+2.38	0
Progress between KS1 and KS2 in mathematics	+0.98	0
Whole School 2016 - 2017		
% achieving expected level in reading	78%	71% (Based on 2017 KS2 SATs)
% achieving expected level in writing	74%	76% (Based on 2017 KS2 SATs)
% achieving expected level in maths	74%	75% (Based on 2017 KS2 SATs)
% making expected annual progress in reading	93%	School average – 93%
% making expected annual progress in writing	93%	School average – 94%
% making expected annual progress in mathematics	89%	School average – 90%

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers

A.	Key skills in reading for middle ability children eligible for PP (throughout the school) hold back accelerated progress needed to reach the expected standard and greater depth.
B.	Staff report a high proportion of pupils eligible for PP need to develop resilience in learning and a more positive attitude towards 'challenge' and 'manipulatives' to combat issues such as concentration skills, low self-esteem, social and emotional competencies as well as organisational skills.
C.	CPD requirements to enable TAs to deliver mathematics interventions across Key Stage 1 and 2 which extend and deepen learning for more able children eligible for PP.

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	A proportion of pupils eligible for PP require multi-agency support to meet their complex social and emotional needs at home. Therefore associated issues impact on learning.
E.	Home learning (eg. regular reading)

4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
A.	A higher proportion of middle ability children achieve age related expectations and greater depth in reading and the attainment and progress gap is narrowed	<ul style="list-style-type: none"> <li>Data reflects a narrowing of the attainment and progress gap between PP and Non PP middle ability group in reading in all key stages.</li> <li>Reading Journal scrutiny in all classes show age appropriate and greater depth reading responses for a wide range of text types (in the vast majority of journals).</li> </ul>
B.	Targeted children show an increased resilience in learning. This impacts on children making increased progress in Reading, Writing and Maths.	<ul style="list-style-type: none"> <li>Work scrutiny and observation shows that pupils are developing skills that reflect increased resilience in learning.</li> <li>Data confirms all targeted pupils have made expected progress and a high proportion of pupils have made better than accelerated progress in RWM.</li> <li>Evidence of manipulatives being selected and effectively used by the majority children, especially AMA, in all observed maths lessons.</li> </ul>
C.	Only fully trained TAs involved in delivering high quality maths interventions in KS1 and KS2. TAs use skilful questioning to assess, diagnose as well as deepen and extend learning. IDL and Big Maths effectively used in the Spring and Summer terms as quality interventions.	<ul style="list-style-type: none"> <li>100% of children who receive PPG make sufficient annual progress in maths</li> <li>The % of children making more than sufficient progress is in line with the rest of the school</li> <li>The % of children who receive PPG working at greater depth in maths throughout the school is significantly higher than the national average 2018.</li> </ul>
D.	Address social and emotional issues through the use of outside agencies (TAF meetings) and school counsellor as well as carrying out twice weekly social stories sessions.	<ul style="list-style-type: none"> <li>Pupils better able and equipped with skills to change their behaviours / responses to situations</li> <li>As a result, targeted children engage more with their learning</li> <li>Data reflects a narrowing of the attainment and progress gap</li> </ul>

## 5. Planned expenditure

Academic year	2017 - 2018
---------------	-------------

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 – ACADEMIC OUTCOMES

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?
A: A higher proportion of middle ability children achieve age related expectations and greater depth in	High quality marking and feedback making excellent use of AfL	<ul style="list-style-type: none"> <li>EEF research shows that highly effective marking and feedback can support up to 8 months additional progress for pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Work Scrutiny.</li> <li>Pupil Attitude Questionnaires (PAQ).</li> <li>Observation/Learning Walks.</li> </ul>	LB (English Lead)	December 2017 February 2018 May 2018
					<b>£300</b>

reading - the attainment and progress gap is narrowed	Twice weekly small group and 1:1 reading support in all classes	<ul style="list-style-type: none"> <li>• EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support.</li> <li>• The school feels that this allows for direct learning and can help to identify and fill gaps in learning and supports assessment for learning strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Support provision mapped during Pupil Progress Meetings.</li> <li>• Learning Walk focus by subject leaders to monitor and fed back to SLT.</li> <li>• Data analysis.</li> </ul>	Key Stage Leaders	December 2017 February 2018 May 2018
	<b>£12020</b>				
	Reading Recovery or ECaR used in KS1 as an early intervention strategy.	<p>In the DfE publication 'Literacy and numeracy catch -up strategies - November 2012', it states:</p> <ul style="list-style-type: none"> <li>• Paired reading and Reading Recovery have been found to make a difference for low attainers (Smith and Ellis, 2005; Brooks, 2002);</li> <li>• An evaluation of the Every Child a Reader (ECaR) initiative (Tanner et al.,2011) reports finding strong evidence of the impact of the ECaR programme and Reading Recovery in relation to its central aim of improving pupils' reading at Key Stage 1. ECaR was found to have had an overall positive impact on school level reading and writing attainment</li> </ul>	<ul style="list-style-type: none"> <li>• Support provision mapped during Pupil Progress Meetings.</li> <li>• Learning Walk focus by subject leaders to monitor and fed back to SLT.</li> <li>• Data analysis.</li> </ul>	LB (English Lead)	February 2018 May 2018
	<b>£1500</b>				
New KS1 and 2 physical Reading Scheme and library of whole class texts	<ul style="list-style-type: none"> <li>• In school data (parental questionnaires, monitoring and data analysis) reflects attainment in Reading at KS1 and KS2 needs to improve, therefore we want to ensure that resources support those eligible for PP, are progressive and engage pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring shows targeted pupils are reading regularly and if not actions are taken in school to ensure that this is the case.</li> <li>• Data analysis.</li> </ul>	LB (English Lead)	January 2018 May 2018	
<b>£3200</b>					
Improve reading comprehension teaching and develop children's in depth answers	<ul style="list-style-type: none"> <li>• EEF research shows that by directly teaching comprehension strategies, pupils can make up to five months additional progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Training implemented for staff and is monitored through observation/ learning walks</li> <li>• Impact monitored by data analysis</li> </ul>	LB (English Lead)		
<b>£1500</b>					

	Weekly teacher reading focus groups with a focus on in-depth answers.	<ul style="list-style-type: none"> <li>The school believes that if we provide high quality study support to targeted pupils it will have an impact on their outcomes.</li> <li>EEF shows phonics intervention can support an additional 4 months progress.</li> </ul>	<ul style="list-style-type: none"> <li>Support provision mapped during Pupil Progress Meetings.</li> <li>Learning Walk focus by subject leaders to monitor and fed back to SLT.</li> <li>HT classroom observations.</li> </ul>	TC	December 2017 February 2018 May 2018  <b>£4000</b>
	3 x weekly 1:1 reading with trained TA / OA for children who receive PPG	<p>DfE publication 'Research evidence on reading for pleasure - Education standards research team' states:</p> <ul style="list-style-type: none"> <li>'Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006)</li> <li>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).'</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring shows targeted pupils are reading 3 x weekly with OA / TA and if not actions are taken in school to ensure that this is the case.</li> <li>Data analysis.</li> </ul>	LB (English Lead)	December 2017 February 2018 May 2018  <b>£1000</b>
	Reading training for parents so they can support and encourage their child to read for pleasure at home.	<p>DfE publication 'Research evidence on reading for pleasure - Education standards research team' states:</p> <ul style="list-style-type: none"> <li>Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).</li> <li>Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).</li> </ul>	<ul style="list-style-type: none"> <li>Training undertaken</li> <li>Summary of training on website</li> <li>Take feedback on quality of training</li> </ul>	LB (English Lead)	December 2017 February 2018 May 2018  <b>£300</b>

C: Only fully trained TAs involved in delivering high quality maths interventions in KS1 and KS2. TAs use skilful questioning to assess, diagnose as well as deepen and extend learning. IDL and Big Maths effectively used in the Spring and Summer terms as quality interventions.	Weekly small group and 1:1 maths support led by TAs in all classes as well as IDL and Big Maths being used as quality interventions.	DfE publication 'Research evidence on reading for pleasure - Education standards research team' states: <ul style="list-style-type: none"> <li>Interventions can be more effective if introduced at an early stage: this can help to reduce 'mathematics anxiety' (Dowker, 2004, 2009);</li> <li>Low attainers in mathematics benefit from detailed assessment of their learning needs, and interventions work best when they are targeted on an individual child's weakness (Dowker, 2004);</li> </ul>	<ul style="list-style-type: none"> <li>Support provision mapped during Pupil Progress Meetings.</li> <li>Learning Walk focus by subject leaders to monitor and fed back to SLT.</li> <li>HT classroom observations.</li> </ul>	TC	December 2017 February 2018 May 2018	<b>£7000</b>
	High quality marking and feedback making excellent use of AfL	<ul style="list-style-type: none"> <li>EEF research shows that highly effective marking and feedback can support up to 8 months additional progress for pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Work Scrutiny.</li> <li>Pupil Attitude Questionnaires (PAQ).</li> <li>Observation/Learning Walks.</li> </ul>	CW (maths lead)	December 2017 February 2018 May 2018	<b>£300</b>
	CPD for TAs on how to use questioning to assess and deepen learning in maths.  CPD for TAs on how to use the interventions,	<ul style="list-style-type: none"> <li>The Learning Institute research states: 'The kinds of questions that adults ask in the classroom determine how far discussions will go in deepening and furthering children's learning and understanding.' (Shirley Clarke, 2008);</li> </ul>	<ul style="list-style-type: none"> <li>Register of CPD for TAs</li> <li>TA reviews of CPD</li> </ul>	TC	January 2018	<b>£600</b>
<b>Total budgeted cost</b>						<b>£31720</b>

ii. Targeted support – REMOVAL OF SPECIFIC BARRIERS TO LEARNING					
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?
D: Address social and emotional issues through the use of outside agencies (TAF meetings) and school counsellor as well as carrying out twice weekly social stories sessions.	Twice weekly social stories classes	<ul style="list-style-type: none"> <li>EEF Toolkit suggests that the impact of collaborative approaches is positive. Approaches which promote talk and interaction between learners tend to result in the best gains.</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Pupil interviews</li> </ul>	JG	February 2018 May 2018
					<b>£ 1500</b>
	Employ a counsellor to work on a 1:1 with targeted children weekly – providing a mentoring and counselling role.	<ul style="list-style-type: none"> <li>EEF toolkit and further research (Elaine Hannen, educational psychologist) suggests that on average, Social and Emotional Learning (SEL) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). Interventions which target SEL seek to improve attainment by improving the social and emotional dimensions of learning.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly progress updates between counsellor and HT</li> </ul>	JG	
					<b>£ 1200</b>
	All staff to receive Growth Mindset training, draw up action plan; disseminate information to staff through staff meetings; oversee implementation and monitor impact of project.	<ul style="list-style-type: none"> <li>EEF toolkit suggests evidence that by promoting a growth mindset, children's academic performance is enhanced. Children are given lots of opportunities to develop their meta-cognition and self-regulation through reflection, evaluating and talking about their learning so that they know their strengths; what they need to improve and have the strategies and resilience to do so.</li> </ul>	<ul style="list-style-type: none"> <li>CPD undertaken</li> <li>Evaluations completed</li> <li>Action plan created</li> <li>Actions monitored</li> </ul>	TC	January 2018 April 2018 July 2018
					<b>£ 600</b>

	Provide Art Therapy - 10 sessions. Develop 'Emotional & Little Leaders Programme' to ensure identified pupils develop coping strategies and manage well each day.	<ul style="list-style-type: none"> <li>• EEF toolkit and further research (Elaine Hannen, educational psychologist) suggests that on average, Social and Emotional Learning (SEL) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). Interventions which target SEL seek to improve attainment by improving the social and emotional dimensions of learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring and observation of art sessions</li> <li>• Programme structure scrutinised</li> <li>• Pupil interviews</li> <li>• Scrapbooks</li> </ul>	TC	
					<b>£300</b>
<b>Total budgeted cost</b>					<b>£3600</b>
<b>iii. Other approaches – DEVELOPING RESILIENCE AND SOCIAL &amp; EMOTIONAL SKILLS THROUGH MUSIC AND SPORT</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>
B: Targeted children show an increased resilience in learning. This impacts on children making increased progress in Reading, Writing and Maths.	For all children who receive PPG to be given the chance to learn a musical instrument without charge.	<ul style="list-style-type: none"> <li>• The school believes that learning to play an instrument develops social skills and builds confidence and self-esteem as does the performance element of this strategy which will translate into confidence in learning.</li> <li>• Ofsted's guide 'The Pupil Premium' (Jan 2013) identified: The full range of educational experiences in their top ten of 'Gap Busters' identifying the levers for improvement so that all pupils have full access to broad educational experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual letters to be sent to all children eligible at the start of 2018.</li> <li>• Registers will be collected to ensure targeted pupils attend.</li> <li>• PAQ analysis and results.</li> </ul>	AS	Ongoing and then March 2018
					<b>£2760</b>

	For all KS2 children who receive PPG to receive skill coaching and outdoor and adventure pursuits activities without charge.  Extra PE sessions for children who are not working at ARE	<ul style="list-style-type: none"> <li>Ofsted's guide 'The Pupil Premium' (Jan 2013) identified: The full range of educational experiences in their top ten of 'Gap Busters' identifying the levers for improvement so that all pupils have full access to broad educational experiences.</li> <li>KS2 children participate in an outdoor and adventurous activities at a local centre as well as a residential; EEF research shows that participation in such activities has a positive impact on pupil progress.</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of registers and activities to ensure targeted pupils can access all opportunities.</li> </ul>	SW	Ongoing and then July 2018
					<b>£1000</b>
	Half termly classes in all key stages to build resilience by focussing on: a child's competence, their tolerance to mistakes, and their ability to set goals	<ul style="list-style-type: none"> <li>In 'The science of resilience: how to teach students to persevere' Neurologist and teacher Judy Willis states that 'Studies show that resilience has a positive influence on academic performance of undergraduates, as well as their social and emotional wellbeing.'</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of planning</li> <li>Work scrutiny</li> <li>Observation</li> </ul>	TC	March 2018
					<b>£300</b>
<b>Total budgeted cost</b>					<b>£4060</b>
<b>TOTAL COST FOR THE YEAR</b>					<b>£39,380</b>

6. Review of expenditure			
<b>Previous Academic Year</b>		<b>2016 – 2017   £36,380</b>	
<b>i. Quality of teaching for all</b>			
Desired outcome	Chosen action / approach	Impact	Lessons learned
All TAs involved in delivering high quality maths interventions in KS1 and KS2. TAs use skilful questioning to assess, diagnose as well as deepen and extend learning.	<ul style="list-style-type: none"> <li>Weekly small group and 1:1 maths support led by TAs in all classes.</li> </ul>	<ul style="list-style-type: none"> <li>100% of TA maths intervention observed in 16/17 was good. As a result, the % of children reaching the expected standard in KS1, KS2 and the whole school was in line with the national average. However, because the interventions focussed on low and middle ability children and was pitched at the expected standard, not enough children reached greater depth.</li> </ul>	Research proven maths interventions needed which don't limit learning. TAs need to be trained to enable children to reach greater depth in maths. Better use of manipulatives needed and greater focus on reasoning for middle and high ability children.

To accelerate GPS attainment for PPG children	<ul style="list-style-type: none"> <li>Extra teaching hours to improve GPS standards and basic skills for specific individuals and groups.</li> </ul>	<ul style="list-style-type: none"> <li>% of children reached expected standard in GPS in KS2 in 2017 - 11% higher than the national average.</li> </ul>	Targeted, specialist teaching is working. Continue approach.
A higher proportion of low ability children achieve age related expectations in reading	<ul style="list-style-type: none"> <li>Quality first teaching, structured intervention, additional high quality feedback.</li> </ul>	<ul style="list-style-type: none"> <li>The proportion of low ability children reaching the expected standard by the end of KS1 and KS2 in line with national averages.</li> </ul>	Targeted, specialist teaching is working but more focus is needed on moving middle ability children to greater depth. Continue approach.
<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact</b>	<b>Lessons learned</b>
Remove specific barriers to learning	<ul style="list-style-type: none"> <li>Provided specialist 1:1 counselling for PPG children according to their needs.</li> <li>Implemented relevant strategies suggested by expert practitioners / counsellors into class.</li> <li>Provided bespoke social stories sessions routinely and as a rapid response of necessary</li> </ul>	<ul style="list-style-type: none"> <li>Children's self-esteem issues are being reduced allowing them to celebrate progress.</li> <li>Children are discussing their fears with the counsellor and are better equipped to access learning. As a result, lesson time is not interrupted with specific individual social and emotional difficulties</li> <li>There has been an increase in children disadvantaged responding to situations in line with their age and expectation.</li> </ul>	There needs to be more effective Identification of specific barriers to learning so that interventions can be more sharply focused to break down said barriers – specifically CLA.
<b>iii. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>
For all KS2 children who receive PPG to receive skill coaching and outdoor and adventure pursuits activities without charge	<ul style="list-style-type: none"> <li>New forms of effective communication developed to share information about sports clubs / opportunities.</li> <li>Conversations have taken place with families who would like their children to take part but need help with funding. Financial support has been provided for these families.</li> </ul>	<ul style="list-style-type: none"> <li>There has been an overall increase in % of children taking part in adventure pursuits and sports clubs.</li> <li>This is having a positive impact on their skill development and fitness levels.</li> <li>PPG children enjoyed visit to Sweden where they learned about orienteering.</li> <li>Gold Award achieved for commitment to health, fitness and competitive sport.</li> </ul>	Targeted sports and fitness intervention needed for PPG children who are not working at expected standard in PE.

<p>Children have the opportunity to learn a musical instrument during KS2</p>	<ul style="list-style-type: none"> <li>• Provide free weekly guitar and violin lessons for children who receive PPG.</li> </ul>	<ul style="list-style-type: none"> <li>• Children in KS2 have become more proficient at playing musical instruments. This has been evident in their whole school concerts and performances.</li> <li>• There has been an increased uptake for music lessons.</li> </ul>	<p>Better communication needed to signpost families to the range of support on offer (more clarity and better timed).</p> <p>At the start of the year, letter needs to be sent out to all families who receive PPG to share with them the free support they are being offered by school.</p>
---	---	---	--

## 7. Additional detail

- As a result of effective intervention, the academic gap between children in All Saints who receive PPG and those who don't is closing rapidly and in some cases is closed.
- In KS1 and KS2 (2017) there was no significant difference between the attainment in R, W and M of children who receive PPG and those who don't. This is also true for phonics
- 100% of trained staff (Teachers, Teaching Assistants and Specialist Teachers) involved in delivering personalised intervention programmes. There has been an improvement in basic skills as a result of intervention.
- At All Saints, 12% of children are entitled to PPG compared to a national average of 24%. However, this smaller grant has been put to good use and has enabled all children disadvantaged to attain and achieve generally in line with their peers.
- *Overall 2017* attainment and progress for all children who receive PPG in school in R, W and M was in line with their peers. The gap has been closed.