



Pupil Premium Grant Expenditure Report to Governors 2014/15

All Saints Church of England Primary School Statement for the Pupil Premium

The 'Pupil Premium' is allocated to children from low-income families who are currently known to be eligible for FSM (Free School Meals) in both mainstream and non-mainstream settings and children who have been 'looked after' continuously for more than six months. From April 2012, the Pupil Premium was extended to include children who had been eligible for free school meals at any point in the last six years. A premium has also been introduced for children whose parents are currently serving in the Armed Forces.

Schools are held accountable for how they have used the additional funding to support pupils from low-income families. From September 2012, schools are required to publish online information about how they have used the Premium. This is to ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

At All Saints Primary School, the Pupil Premium is used to ensure that all pupils reach their potential, and at least the national expectations for literacy and numeracy levels, regardless of their social situation. It is also used to ensure that pupils make at least expected progress, and increasing numbers of pupils make above expected progress. At All Saints the impact of the pupil premium grant funding has seen this percentage significantly rise year on year for both Pupil Premium Pupils and pupils who do not receive Pupil Premium funding. This shows that whilst all pupils are making consistently improving progress, gaps between disadvantaged pupils and their peers are rapidly closing. This is also found when comparing results nationally.

This has been achieved through using the premium to pay for strategies and interventions to remove pupils' barriers to learning, and to close progress and attainment gaps between groups of pupils. At All Saints the premium is used to pay for skilled teaching assistants who are trained to deliver quality intervention programmes, to pay for additional teaching time to provide consistently small group teaching group for maths and literacy, booster and tuition sessions for children who are at risk of not meeting or exceeding national expectations.

The funds are also used to pay for Nurture Provision, such as our Family Link workers and Nurture unit and enrichment activities to prepare, engage and inspire pupils in their learning. To achieve this some of the pupil premium is also used to support specific resources for pupils and training for staff to continue to develop expertise and build capacity and sustainability into staffing resources.

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to extend the benefit of the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. However, priority always goes to children in receipt of FSM. This is monitored through our Nurture Panel which meets monthly to track intervention and impact of identified vulnerable pupils.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. This will be through whole school monitoring of data and assessments and in discussion with class teachers. Children who are deemed to be at risk of underachieving will be flagged up and interventions put in place as soon as possible. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time, but will over the course of the year be targeted.

Monitoring of impact of provision.

Head Teacher and members of the Nurture Panel monitor provision and review impact ½ termly to adapt interventions to suit our needs based on knowledge of the progress made by our pupil premium groups. This is reported to the Governors through the named PPG Governors and the Teaching and Learning and Finance committees termly.

2014-2015 Report to Governors.

Introduction

In 2013-14 the school undertook a Pupil Premium Review, and has embedded the rigor of this evaluation process into the leadership and management of PPG at All Saints. As a result, the review process was repeated in-house in 2014-15 and the outcomes of the review should be read to accompany this report.

During 2014-15, the school has been in a transitional period bringing in new systems to assess and track pupil performance. This is in line with the new National Curriculum (Sept 2014)

Where possible this report has utilised 2014-15 data using the new system (Target Tracker 'Steps and Bands') This is highlighted in yellow. If required, Appendix 1 is a leaflet to explain the new system.

However to enable continuity and ease comparison over time, the old national system using National Curriculum Levels has been also been used in this report, to enable contextual comparison. The use of the old 'levels' is indicative, as pupils have been taught with the new curriculum and the old and new systems are not an exact match. Where this is the case, it is noted in the accompanying commentary. Over time the old system will become obsolete as year on data with the new system becomes embedded and refined.

This report includes the following sections and commentary is given throughout.

Section 1 Evaluation: Impact on priorities

- i) A summary of the monies received for PPG and number of pupils eligible and claiming for 2014-15
- ii) Priorities identified for 2014-15 spend.
- iii) A summary of how money was spent to increase progress and attainment for 2014-15
- iv)
 - a) A summary of the progress against the whole school target for PPG pupils from Years 1-5
 - b) A summary of the % of PPG pupils from Year 1-5 making above expected progress during 2014-15
- v) Progress and Attainment of Groups
 - a) PPG performance in National Standards
 - b) PPG progress and attainment of groups (Yrs. 1-5) in Steps and bands and in old NC

A breakdown of data as pupil results to show impact of the spend. This looks at the average progress of PPG pupils and those not receiving PPG in each Year group, and the attainment of each of these groups for 2014-15

Section 2 Evaluation: Impact over time.

- i) A comparison of pupil progress from KS1 to end of Yr 5 for PPG and non PPG pupils, expected progress
- ii) A comparison of pupil progress from KS1 to end of Yr 5 for PPG and non PPG pupils, above expected progress
- iii) A projection of the pupils 'on track' to continue to make expected and above expected progress by the end of Year 6, and comparison of this to National Year 6 averages.) This data is provided for primary schools with Yr 6. (The Raise on Line Transition Matrices for 2014) As we do not have Yr 6 at present, this enables us to gauge trends in progress, taking into account 'on track' is an indicator of future performance (validated and benchmarked by HMI July 2014)

Section 3: Projection for Spend 2015-16.

- i) A summary of the monies received for PPG and number of pupils eligible and claiming for 2015-16
- ii) A summary of how money will be spent to increase progress and attainment for 2015-16

Section 1: Evaluation; Priorities.

1.i) A summary of the monies received for PPG and number of pupils eligible and claiming for 2014-15

Number of pupils and pupil premium grant (PPG) received 2014-15	
Total number of pupils on roll	184
Total number of pupils eligible for PPG	69 (37.5%)
Amount of PPG received per pupil	£1,300
Total amount of PPG received	£91,000

1.ii) Identified priorities to impact on pupil progress and attainment for pupils eligible for Pupil Premium.

These priorities arose from the 2013-4 Pupil Premium Review:

- Embed Quality First Teaching through specific CPD.
- Increased QTS support for pupils, especially in maths and literacy. This will be done by lowering adult child ratio across the school to maintain continuity of primary provision for pupils, ever linking and strengthening learning capacity and not opting for a string of interventions based on class work.
- Specialist literacy provision through Reading Rescue at KS1. There remains a focus on removing barriers to learning, particularly through nurturing support alongside highly targeted teaching and learning.
- Social and nurture intervention and support (including improved attendance and punctuality) and specific targeted support for learning needs
- Development of extra-curricular activities and increased range of learning opportunities within the curriculum.
- This was targeted in the whole school improvement plan as

91% of Pupils in receipt of PPG to make above expected progress across the year Reading, Writing and Mathematics.

This target was expressed using the new system, and therefore would be looking for pupils making in excess of '6 steps' progress

1.iii) A summary of how money was spent to increase progress and attainment for 2014-15, and subsequent impact

Area of development	Cost	Action	Impact (TT Steps and bands)
Raise attainment of PP group in Literacy and Maths	£27,500	2 x QTS for 4 mornings Y3 and 3 mornings Y4/5 each week to reduce class sizes in KS2	% PP children making expected progress: R 94%, W 87%, M 85% % PP children making above expected progress: R 55%, W 55%, M 49%
Raise attainment in KS1 reading	£4,750	Reading Rescue teacher	55% of PP children making more than expected progress in reading. Higher percentage of children passing the phonics screen.
Acceleration Support for literacy in KS1	£3,550	Specialist literacy support in Year 2	55% of PP children in reading and 45% of PP children in writing made above expected progress.
Raise profile of reading and develop a better reading culture within the school	£500	Reading challenge, including new book resources, incentives and prizes.	94% of PP children made expected progress in reading and 55% made above expected progress
Support children with Behavioural and Emotional Needs	£13,795	Additional Learning Mentors - Skilled LSA to support anger management.	Support of these children has increased the self-esteem and attainment of these children as well as providing other pupil premium children with a calmer and more productive learning environment

			leading to the results shown in the data above.
Support children with Behavioural and Emotional Needs	£6,528.60	2 Family Link Workers to enhance communication between home and school to increase attendance	A rise in attendance of 1% over the whole school (bringing the whole school attendance up to 96% , above national expectation) and a reduction of persistent absenteeism. PPG increased 1.3% from 94.6 (2013-14) to 95.9 (2015-16)
Support children with Behavioural and Emotional Needs	£4,524	'Bright and Early' provision to increase punctuality, provide early morning nurture and learning support	Reduction of lateness increasing readiness for learning. This had the largest impact on reading as these children, who would miss out on a large percentage of guided reading sessions due to lateness, had increased attendance in guided reading sessions leading to 70% making expected or greater progress.
Walking bus to ensure children are able to attend school punctually everyday	£2,230	Increase children's learning opportunities by removing lateness as a barrier especially in reading as this is impacted most.	Incidence of lateness has continued to decrease and data shows continued increases in progress across the school for reading year on year as well as all other subjects. 100% of PP children that used the walking bus made expected or above progress in Reading and Writing and 67% in Mathematics.
1:1 Counselling support for 18 children throughout the year	£7,800	Extend nurture provision to enhance children's wellbeing to boost resilience for learning. This in turn will give teachers the opportunity to use support staff for other interventions and therefore impact upon the progress of other students.	% of those pupils making expected or above progress: Reading 83% Writing 72% Maths 72%
Enhance lunchtime nurture and behaviour support	£4,400	Deploy specialist LSA to support behaviour at lunchtimes enabling children to be ready to learn promptly in afternoon sessions and develop children's social skills through increased interaction with others.	Increased support continues to lower behavioural issues at lunchtime. This impacts on pupil achievement through increased readiness for learning in afternoon sessions. 82% of these children made above or expected progress in Reading, 64% in Writing and 64% in Maths.
Support behavioural and emotional wellbeing	£198	Funding for school uniform	Contributes to lowering of behaviour incidents through inclusive dress. 91% of these children made above or expected progress in Reading, 83% in Writing and 67% in Maths.
Enriched and experiential learning to develop self esteem	£6,045	Alternative curriculum provision focusing on problem solving, communication skills, team work and emotional literacy through forest school provision across the school.	Children's resilience to challenges continues to improve and behavioural issues continue to decrease through the children's developed emotional intelligence. This has led to R – 94%, W – 87%, M – 85% of PP children making expected or above progress.
Widen children's opportunities to participate in a range of activities to give a boarder range of experiences and raise self-esteem	£9,189	Contribution to funding for extracurricular activity (after school clubs, educational visits, music lessons	Children's participation in a range of activities and learning experiences has continued to increase pupil self-esteem and resilience to tasks.
Total spend	£91,009		

Commentary:

*The impact evidence above shows where progress has been made for PPG pupil outcomes. **There has been significant impact for reading.** There is more work to do in writing and in maths. This is further explored by identifying progress and outcomes across the school and for discrete groups within PPG (eg PPG & SEN)*

There has been impact in smaller class groups for literacy and maths, especially as quality first teaching has improved. This has also enabled teachers to work more closely with parents when needed. Double and triple disadvantaged pupils also need the continuity of class based teaching and opportunity to apply literacy and maths skills in the wider curriculum.

Other outcomes such as attendance and levels of well-being and involvement have also increased for PPG pupils. Impact of emotional well-being and social communication skills alongside work to support attachment and resilience has support doubly disadvantaged and vulnerable pupils.

1 iv) Progress against whole school target: (91% make above expected progress)

Percentage of PPG pupils making above expected progress in comparison to non-PPG peers, for the Year 2014-15,

a) In steps and bands

Above Expected Progress: Performance of disadvantaged pupils and their peers (Non-disadvantaged) *(pupils eligible for free school meals or in local authority care for at least six months -PPG)		
% of pupils making above expected progress 2014-15 7 steps	6 Steps (expected)	7 Steps (above expectation)
Reading: % of PPG	94.4	56.9
Reading: % of Non-PPG	88.9	51.9
Writing: % of PPG	87.5	54.2
Writing: % of Non-PPG	84	46.9
Maths: % of PPG	86.1	51.4
Maths: % of Non-PPG	84	42

b) In National Curriculum levels: This gives a view of trends over time

Above Expected Progress: Performance of disadvantaged pupils and their peers (Non-disadvantaged) *(pupils eligible for free school meals or in local authority care for at least six months -PPG)				
% of pupils making above expected progress 2014-15 (KS1: 5pts Yr1, 6 pts Yr2 and KS2 4pts in each Yr. 3,4 &5)	2013	2014	2015	3 Yr. trend
Reading: % of PPG making above expected progress	89%	89%	91%	+3%
Reading: % of Non-PPG making above expected progress	78%	83%	87%	+9%
Writing: % of PPG making above expected progress	88%	90%	90%	+2%
Writing: % of Non-PPG making above expected progress	73%	75%	86%	+13%
Maths: % of PPG making above expected progress	86%	88.5%	91%	+5%
Maths: % of Non-PPG making above expected progress	77%	81%	83%	+6%

Commentary

- Targets for 2014-15 were ambitious in the context of the new curriculum which is pitched higher and has more content. However PPG pupils are performing better than non-PPG pupils in both data sets. This creates a negative gap, and is the outcome of PPG impact over time, as can be seen by the cohort breakdown of attainment and progress below. The gaps represent 2-4 pupils in most cases. This data also identifies which groups within PPG are making best progress and where gaps are closing over time.
- The data above also shows that Non PPG pupils are making faster progress than PPG. However within the PPG groups there are sub-groups whose progress is not as strong. Also within the Non PPG group there is a core of pupils who have similar needs to PPG pupils but parents have not claimed PPG. This group has been received similar support over the past two as PPG pupils and this has impacted on their progress overtime.

1.v) Progress and Attainment of groups (PPG as 'disadvantaged' pupils (Raise on line 2015)

a) Attainment against National Standards

Standard	All Saints PPG		National PPG	Non PPG All Saints	Non PPG National
EYFS 'Good level of Development' <i>For EYFS this is expressed as the 'FSM' (free school Meal group) because PPG has not yet properly taken effect in data sets. The FSM group will become PPG pupils.</i>	78% FSM make a Good level of development		45% FSM make a good level of development	55% FSM make a good level of development	64% FSM make a good level of development
Year 1 Phonic Standard %	83%		63%	70%	80%
Year National Tests (SATs): APS	All saints	PPG	National	All Saints Non PPG	National Non PPG
Old levels	16.6	16.5	15.2	17.6	17.1
% at Level 2b	15.3	14.1	14.1	16	15.8
Reading					
Writing	16.4	15	15.1	17.2	16.9
Maths					

Commentary:

PPG pupils are closing gaps compare to National PPG data; **outperform their peers**; however the significant gaps remain with Non PPG nationally to ensure our PPG pupils are making at least outstanding progress.

b) Progress and Attainment of Pupil Premium Group against Non –Pupil Premium and then by sub group (eg PPG and SEN) showing impact on double disadvantage.

In TT Steps and bands Attainment as APS (Av Point Score) & Progress in Points Progress (PPTs)								
Year			Reading		Writing		Mathematics	
	Group	Number	APS	PPTs	APS	PPTs	APS	PPTs
1	PPG	9	41.6	7.9	40.7	7.1	40.7	6.7
	Non PPG	23	41.1	8.1	40.4	7.1	40.4	7.5
	PPG & FSM	6	41.5	8.3	40.5	8.2	40.8	8
	PPG & SEN	2	38.5	10.5	37.5	8	38	6.5
	PPG & MA		43	7.3	1	42	0	0
	PPG & SB	6	41.5	8.3	40.5	8.2	40.8	8
	PPG & Boys	5	41	8.6	40	7	40	6.4
	PPG & Girls	4	42.3	7	41.5	7.3	41.5	7
2	PPG	11	46.4	6.5	45.1	5.8	45.6	5.9
	Non PPG	20	47.6	6.8	46.5	6.3	47.2	6
	PPG & FSM	8	45.9	6.4	44.6	5.9	45.5	6
	PPG & SEN	5	43.6	7	42.2	5.6	43.2	6.2
	PPG & MA		49	6	50	6	49	6
	PPG & SB		47.4	7.4	50	6.5	47	6
	PPG & Boys	5	44.2	7	43	6	43.8	6.4
	PPG & Girls	6	48.2	6	46.8	5.7	47.2	5.5
3	PPG	16	52.3	6.5	51.5	6.1	51.1	5.8
	Non PPG	15	52.2	6.4	50.9	6.4	54	6.4
	PPG & FSM	9	51.6	6.2	50.2	5.4	50	5.6
	PPG & SEN	6	50.7	6.3	48.5	5	48.3	5.2
	PPG & MA		52.1	6.6	0		51.1	5.8
	PPG & SB		51.6	6.7	50.3	6.5	50	5.8
	PPG & Boys	5	52	6	51	5.4	50.6	5.8
	PPG & Girls	11	52.5	6.7	51.7	6.5	51.3	5.8
4	PPG	18	58.3	7.4	56.6	7.1	57.8	7.8
	Non PPG	13	60.6	8.2	58.8	7.7	59.2	8.2
	PPG & FSM	10	59.8	8.2	58.1	7.3	58.6	7.7
	PPG & SEN	7	54.7	6.9	52.7	6.3	56.4	7.4
	PPG & MA		66	7	64	7	65.5	7.5
	PPG & SB	17	55.6	6.7	55.1	7.3	55.5	6.7
	PPG & Boys	11	57.7	7.3	56.2	6.6	58.6	7.5
	PPG & Girls	7	59.3	7.6	57.3	7.7	56.4	8.3
5	PPG	15	66.7	7.1	64.9	7.1	63.4	7.1
	Non PPG	13	63.2	6.8	61.6	6.6	61.7	6.8
	PPG & FSM	7	63.3	7.4	61.4	7.7	58.9	6.9
	PPG & SEN	4	59.5	7.5	56.3	7	55.8	7
	PPG & MA		71.1	5.8	71.5	6	72	6
	PPG & SB		62.8	6.9	63.5	7.5	60.8	6.5
	PPG & Boys	8	64.6	6.9	62.4	6.8	61.5	7.1
	PPG & Girls	7	69	7.4	67.9	7.4	65.6	7

Steps & Bands 'Ready Reckoner' for new 'APS' (Average points score)						
1	B	B+	W	W+	S	S+
	37	38	39	40	41	42

2	B	B+	W	W+	S	S+
	43	44	45	46	47	48

3	B	B+	W	W+	S	S+
	49	50	51	52	53	54

4	B	B+	S	S+	S	S+
	55	56	57	58	59	60

5	B	B+	S	S+	S	S+
	61	62	63	64	65	66

Progress and Attainment PPG and sub groups In National Curriculum levels

APS= Average Point Score, PPts+ Points Progress, ARE+ Age related Expectation as a Point score.

Expected Progress (average): Yr 1 =4.5pts, Yr 2=5.5pts, KS2 3.5pts MA; More able, SEN: Special Educational Needs, SB: Summer Born,

Year			Reading		Writing		Mathematics	
	Group	Number	APS	PPts	APS	PPts	APS	PPts
1 ARE 11 points (1a)	PPG	9	10.6	6.8	10.1	6.6	10.6	6.6
	Non PPG	23	10.2	6.6	9.8	6.7	9.9	6.7
	PPG & FSM	7	9.8	7	9.2	7	10.4	7.3
	PPG & SEN	2	6	4.4	6	4.4	9	6
	PPG & MA		13	7.2	11	8.5		
	PPG & SB	1	11	7.3	11	6.2	9	6.3
	PPG & Boys	5	9.8	6.8	9.4	6.3	10.2	6.6
2 ARE 15 Points (2b)	PPG	11	15.9	6	14.1	4.7	15	5.1
	Non PPG	20	17.1	6	16.2	6.3	16.8	6.2
	PPG & FSM	8	15.25	5.5	13.75	4.5	14.75	5.3
	PPG & SEN	5	13.4	6.4	11.4	4	13	4.8
	PPG & MA		20	7	19	6	19	6
	PPG & SB	2	17	8	14	5	14	5
	PPG & Boys	5	14.2	6.8	12.2	4.4	13.8	5.2
3 ARE 18 Points (3c)	PPG	16	19.6	3.8	19.3	4.1	19.4	3.1
	Non PPG	15	20.4	4	19	4.3	19.2	3.1
	PPG & FSM	9	18.7	3.1	18.3	3.6	18.3	2.2
	PPG & SEN	7	17.3	3	17	3.3	17	2.3
	PPG & MA		23	4				
	PPG & SB	7	19	3.8	18.7	4.3	19	3.8
	PPG&Boys	5	19.4	3.2	19	3.6	18.6	2.4
4 ARE 21 points (3b)	PPG	18	22.5	4.1	21.7	4.2	22.3	4.1
	Non PPG	13	23	3.8	22.8	4.2	23	4.4
	PPG & FSM	11	23.7	4	22.4	4.4	22.6	4
	PPG & SEN	2	18	4	19.8	6	21.8	4
	PPG & MA		25	4			25	4
	PPG & SB	3	22.3	4.3	21	4.7	21.3	4.3
	PPG&Boys	8	22.1	4.1	21.5	4.2	22.6	4
5 ARE 24 points (4c)	PPG	15	26.5	4.3	25.5	4.1	25.0	3.9
	Non PPG	13	25.3	4.3	24.1	4	25.0	5.1
	PPG & FSM	7	24.4	4	23.5	4.3	22.7	3.7
	PPG & SEN	4	23	4.5	21	4	20.5	2.5
	PPG & MA		30	5	31	6	31	6
	PPG & SB	3	23.7	4	23	4	22.3	2.7
	PPG&B oys	8	25.3	4	24	3.8	23.5	3
PPG & Girls	7	27.9	4.6	27.3	4.6	26.7	4.9	

National Average by proxy (To compare Yr 5 Pupils' data nationally)

Commentary

Both data sets show how impact on PPG outcomes is made over time, and how double and triple disadvantage impacts on pupil outcomes. **This shows through out the data in FSM/SEN & PPG and also Boys.** There is a core of under achievement in Y2 and this relates directly to 3 pupils (FSM/SEN/Boys) where support and social need is well documented. Transition into Y3 with the new curriculum has been challenging, and support will be needed in 2015-16 as the new Yr 3 transfer fully to the new NC. **FSM/SEN and More able pupils, especially in Y3 and particularly in maths is a priority for improvement.** This relates to the complexities of the new curriculum

but also to **EP/SEND issues at County level**, there is an audit trail to support this. **More able pupils perform better** in NC levels due to curriculum and assessment design, and more work will be needed to embed mastery at higher levels as the new curriculum embeds. Progress and attainment in writing needs further support as **Talk for Writing** embeds in and will benefit from further language development work to support **oracy and grammar, as well embedding spelling**.

Section 2 Evaluation: Impact over time.

2i) A comparison of pupil progress from KS1 to end of Yr 5 for PPG and non PPG pupils, expected progress (measured by 9 points progress – Old National Curriculum levels from end of Yr 2 to end of Yr 5)

Expected Progress: Performance of disadvantaged pupils and their peers (Non-disadvantaged)				
*(pupils eligible for free school meals or in local authority care for at least six months -PPG)				
% of pupils making expected progress (9pts) Yr 2-Yr5	2013	2014	2015	3 Yr trend
Reading: % of PPG making 9pts	96%	94%	100%	+4%
Number of pupils not making enough progress	1	1	0	1 less
Reading: % of Non-PPG making 9pts	90%	93%	100%	+10%
Number of pupils not making enough progress	4	1	0	4 fewer
Writing: % of PPG making 9pts	96%	83%	92%	-4%
Number of pupils not making enough progress	1	3	1	Remains at 1
Writing: % of Non-PPG making 9pts	92%	75%	93%	+1%
Number of pupils not making enough progress	4	3	1	3 fewer
Maths: % of PPG making 9pts	96%	75%	85%	-11%
Number of pupils not making enough progress	1	5	2	1 more
Maths: % of Non-PPG making 9pts	95%	81%	85%	+10%
Number of pupils not making enough progress	3	4	2	1 fewer

2ii) A comparison of pupil progress from KS1 to end of Yr 5 for PPG and non PPG pupils, above expected progress (measured by 10 points progress – Old National Curriculum levels from end of Yr 2 to end of Yr 5)

Above Expected Progress: Performance of disadvantaged pupils and their peers (Non-disadvantaged)				
*(pupils eligible for free school meals or in local authority care for at least six months -PPG)				
% of pupils making expected above expected progress (10pts or more) Yr 2-Yr5	2013	2014	2015	3 Yr trend
Reading: % of PPG making 10 pts or more	89%	94%	100%	+11%
Number of pupils not making above expected progress	3	1	0	3 fewer
Reading: % of Non-PPG making 10 pts or more	75%	93%	100%	+25%
Number of pupils not making above expected progress	5	1	0	5 fewer
Writing: % of PPG making 10 pts or more	88%	83%	93%	+5%
Number of pupils not making above expected progress	3	3	1	2 fewer
Writing: % of Non-PPG making 10 pts or more	81%	75%	79%	-2%
Number of pupils not making above expected progress	4	3	3	1 fewer
Maths: % of PPG making 10 pts or more	93%	75%	85%	-8%
Number of pupils not making above expected progress	2	5	2	Remains at 2
Maths: % of Non-PPG making 10pts or more	90%	81%	65%	-25%
Number of pupils not making above expected progress	5	4	5	Remains at 5

Commentary

- *Numbers of pupils have been given because fluctuating proportions of pupils skew year on year results and small cohorts can be represented as a percentage does not always give a view of impact (1 pupil can represent 2% in one year in one characteristic group, or 7% in another) This explains some of the anomalies in the maths data*
 - *Performance in 2014-15 has to take into account migration from one curriculum to another, therefore higher pitch and demand can reflect of lessened progress when comparisons are made using the old 'levels'. This is particularly evident in mathematics. Time will be needed to ensure 'gaps' presented by the new curriculum are addressed.*
 - *There is clear evidence that PPG pupils perform as well, if not better than Non PPG. There is no national Y5 data to make comparison. Over their time in school, from very low starting points disadvantaged pupils make exceptional progress over time to attainment narrow gaps, so by the time they leave us, they are increasingly well equipped to meet the challenges of the next stage of education.*
 - *There is clear evidence that PPG funding has impacted on progress for reading alongside whole school strategies*
 - *This is identified further when comparing proportions of above expected progress (10 points or more) This shows that progress is polarised between those progressing and those stuck.. This is because the majority of pupils who made 9pts continued to make 10.*
 - *For 2 pupils, where progress has not been made, pupils are clearly identified and there is archived evidence as to why progress is slow. This relates to social factors and social, emotional and cognitive needs of individual pupils. For these pupils there is clear evidence where PPG resources have impacted on pupil outcomes which directly supports and sustains academic progress within the context of complex individual cases. These pupils are all within the 'double disadvantaged' group of having PPG and other complex social or emotional needs.*
-
- *Future priorities will need to ensure that PPG pupils are targeted to develop resilience and self-regulation in learning in order to meet the needs of a more demanding curriculum and retain focus on learning within compounding and complex needs and issues. Additional priorities will need to include further provision for a homework club and extended care to enable pupils to address learning needs in school as required, procurement of ipads to support and enhance pupils' learning as well as continued support for parents, especially in maths*
-
- *Pupils who will go on to make expected or above expected progress in Year 6 is analysed in the chart below. This is indicative data. It shows that although the overwhelming majority of pupils are on track to make expected progress across KS2 (including Y6 in High school). For reading the data indicates that this will be above national proportions of pupils making above expected progress in reading.*
 - *Writing is projected meet thresholds for expected progress, and fall in line with national data for proportions for progress that is above expectations. There are some issues for Non PPG pupils to*
 - *The transition matrices also indicate that more pupils could be on track to be making above expected progress in maths. This requires further investigation and development through mastery as the new curriculum embeds, and may be an issue related to the pitch and content of the new maths curriculum and pupils becoming familiar with new methods and processes. This indicates again that development of maths provision for pupils and staff is a priority, to embed reasoning, mastering the number system and swiftly using number facts and calculation methods.*

2iii) A projection of the pupils 'on track' to continue to make expected and above expected progress by the end of Year 6, and comparison of this to National Year 6 averages. Presented as 'old' National Curriculum Levels.

This data is provided for primary schools with Yr 6. (The Raise on Line Transition Matrices for 2015) As we do not have Yr 6 at present, this enables us to gauge trends in progress, taking into account 'on track' is an indicator of future performance (validated and benchmarked by HMI July 2014)

Note: small cohorts can skew percentage results

Subject: Reading								
	School % On track			National % on track	School % On track for above expected progress at end of Yr 6			National % actual end of Y6
KS1 Level	All	PPG	Not PPG		All	PPG	Not PPG	
No prior	100%	100%	100%		50%	100%	0%	
W	100%	100%	0 pupils	65%	100%	100%	0 pupils	32%
1	100%	100%	100%	84%	67%	100%	75%	62%
2c	86%	0 pupils	100%	84%	100%	0 pupils	100%	18%
2b	93%	100%	100%	95%	60%	57%	50%	33%
2a	100%	100%	100%	99%	100%	100%	60%	61%
3	100%	100%	100%	89%	25%	25%	0%	1%
4				7%				

Subject: Writing								
	School % On track			National % on track	School % On track for above expected progress at end of Yr 6			National % actual end of Y6
KS1 Level	All	PPG	Not PPG		All	PPG	Not PPG	
No prior	100%	100%	100%		50%	100%	0%	
W	100%	100%	0 Pupils	70%	50%	100%	0 pupils	43%
1	100%	0 pupils	100%	94%	50%	0 pupils	50%	57%
2c	100%	100%	100%	90%	0%	0 pupils	0%	10%
2b	100%	100%	100%	98%	30%	38%	0%	32%
2a	100%	0 pupils	100%	99%	75%	0 pupils	75%	67%
3	100%	100%	100%	92%	25%	0 pupils	0%	13%
4				77%				

Subject: Maths								
	School % On track			National % on track	School % On track for above expected progress at end of Yr 6			National % actual end of Y6
KS1 Level	All	PPG	Not PPG		All	PPG	Not PPG	
No prior	100%	100%	100%		50%	100%	0%	
W	100%	100%	100%	55%	100%	100%	0 Pupils	23%
1	100%	100%	100%	81%	33%	0%	50%	43%
2c	100%	100%	100%	76%	0%	0%	0%	8%
2b	100%	100%	100%	93%	20%	17%	20%	25%
2a	100%	100%	100%	99%	50%	25%	100%	58%
3	100%	100%	100%	90%	17%	25%	50%	34%
4								

Section 3: Projection.

3.i) A summary of the monies projected for PPG and number of pupils eligible and claiming for 2015-16

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	182
Total number of pupils eligible for PPG	83 (45.6%)
Amount of PPG received per pupil	£1300
Total amount of PPG received	£109,866.00

3.ii) A summary of projected spend to increase progress and attainment for 2015-16

(Continues over)

Priorities of PPG spending 2015/16 (From 2014-15 Pupil Premium Review)
Whole school target: 90% of PPG pupils meet challenge pathways (6 steps + mastery, 7 steps or 8 steps)
<p>Strategic Focus for PPG spend: Continued support for emotional and behavioural needs to secure conditions for learning across KS1 and KS2, including resilience, self-regulation and in house support for extended study and enquiry Additional funding to enable teacher discussion and input with hard to reach parents (structured conversations) Continued development of quality first teaching Additional resources to augment maths teaching, including staff and TA training. Additional support to sustain reading across the school, including development of reading for pleasure. Additional CPD to support writing across the school, and especially in KS2. Funding to secure additional ipads, and further materials for screening and assessment of gaps</p> <p><u>Specific focus for sub-groups:</u> (FSM in a focus within all these actions and will be tracked and monitored in the PIP*)</p> <p>KS1 Physical literacy and additional outdoor provision (especially Yr2 boys, PPG and SEN) KS2 Tuition and booster groups in maths and literacy for pupils at L2c at KS1 (especially PPG and Summer born) to close gaps.</p> <p>KS2 Specific assessment of needs from Specialist Teaching Service and Education Psychologist service. (PPG and SEN) Yr2-Yr5 More able pupils targeted 'master classes'. (PPG and More able), and develop 'taster' experiences for aspirational carers. Individually identified need of 1:2 mentored support to support wellbeing, emotional and physical readiness for learning. (PPG/SEN/FSM)</p> <p>Specific training for PPG/SEN staff to develop expertise in supporting ASD diagnosis <i>*PIP: Priority Improvement Plan: termly structured action planning.</i></p>
<p>Summary of proposed actions:</p> <p>Interventions and support:</p> <ul style="list-style-type: none"> • Additional Learning Mentor Support for pupils with Behavioural and Emotional Needs, (Nurture Unit) £19,750.00 <i>Skilled LSA briefed to specifically support anger management strategies of pupils with challenging behaviour needs which act as a barrier to learning</i> £5,000.00 <i>Specific funding to support 2x Girls' groups to build self-esteem and confidence in learning, Especially More able girls in Year 4 and 5</i> £1,000.00 <i>Contribution to funding for 2x Family Link Workers, specifically facilitating 'Bright and Early' early morning nurture and learning support</i> £6,000.00 <i>Homework club support</i> £1,500.00 <i>Contribution to groceries to feed Nurture unit pupils</i> £2,500 • Support and development of self-esteem through alternative curriculum provision: £6000.00 <i>Enriching and experiential learning designed to enhance self-esteem, problem solving and communication skills, team work and emotional literacy through Forest School specialist provision across the school.</i> £2,800 <i>KS1 Summer born boys :Small group support to help build physical and core strength and Gross Motor Skills</i> £2,800

• Tuition for keys skills in Mathematics, Reading and Writing:	£4,570.00
<i>Bespoke sessions for pupils through tuition provision, and additional resources to assess and screen gaps.</i>	
• Acceleration/gaps fill support for Literacy and Maths.	£3,550.00
<i>Specialist Literacy support for focus pupils in Year 2, including phonics in Year 1, Year 2 and Year 3.</i>	
<i>Additional writing/grammar acceleration support in KS2</i>	
<i>Additional training and maths progression materials/Maths mastery materials</i>	
• Study group acceleration for G&T pupils (led by QTS)	£3150.00
• Funding for additional nurturing lunch time support:	£4,290.00
• 1:1 Counselling support for 21 children throughout the year.	£3,000.00
• Contribution to Educational Psychologist Service SLA Agreement	£2,500

Resources, experiences and CPD to build capacity

• <i>QTS +training to develop meta-cognition and learning powers through Shirley Clarke/Formative Assessment and Olevi Improving Teacher Programme</i>	£2,500.00
• Enriched experiential learning opportunities:	£3,520.00
<i>Programme of varied creative learning opportunities to engage, motivate and inspire Learning, language development and participation.</i>	
• Training for Behaviour support strategies	£2,530.00
<i>Team teach training, Consultation and support for specific pupils, backfill and training costs</i>	
• <i>Specific diagnostic testing for SEN literacy needs for 3 pupils</i>	£1450.00
<i>Leicestershire Specialist teaching Service Highlight assessment</i>	
• <i>Walking bus to ensure children are able to attend school punctually everyday</i>	£2,500
• <i>Contribution to Wrap-around-care provision</i>	£2,500
• <i>Contribution to funding for extracurricular activity (after school clubs, educational visits)</i>	£2,000
<i>Contribution to funding for swimming and music lessons and residential</i>	
<i>Additional Reading Books to support phonic development</i>	
<i>Contribution to library book stock, especially to raise boys' interest in reading</i>	
<i>Purchase of ipads to support PPG pupils in</i>	
<i>Contribution to additional playground fixed equipment</i>	
<i>Contribution to developing reading resources and library support</i>	
<i>School Uniform and milk funding for PPG pupils</i>	
• <i>Specific ELSA training to support ASD pupils</i>	£560
• <i>Specific TA training to focus and support mentoring learning in basic skills</i>	£1,050
• <i>Contribution to tracking and mastery materials to enhance impact of PPG funding on outcomes</i>	£750
• <i>Additional QTF training to develop inspirational strategies to raise engagement and self-esteem of PPG pupils.</i>	
• <i>Including contribution to Class watch materials</i>	£2,000

Total expenditure	£109,935.00
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Appendix 1 Leaflet to explain new Data tracking system.

WHAT IS NEW?

WHAT ARE THE CHANGES?

A BRIEF SUMMARY

(FOR FURTHER INFORMATION PLEASE READ THE WHOLE LEAFLET)

The National Curriculum has changed . It has more content , and is pitched higher.

It now gives Age Related Expectations for each year group. The Government want all schools to develop their own tracking methods to record attainment and progress using the new Age Related Expectations.

The old 'levels' will no longer be used. Bands will replace levels to reference attainment. The bands relate to each year group.

Here are the new 'bands' we will be working with. Each band is roughly 3 terms of learning. This is further denoted steps: **B/W/S** if a child is **B**eginning that band, is **W**orking within or **S**ecure, ready to move on to the next band.

A '+' will indicate when a child is well within that that step

Yr	Autumn	Spring	End of year/ summer
1	1B	1W	1S
2	2B	2W	2S
3	3B	3W	3S
4	4B	4W	4S
5	5B	5W	5S

A new attainment level will be written (eg) 2W+

Not all children will start at B for the beginning of the year, it will depend on individual children and their needs.

Each child still have their own starting point as they progress through the school.

The new 'B' does not link to the old 1B/2B/3B etc etc.

All growing, all learning, altogether.

Frequently Asked Questions

Why is the system changing? It is part of the new revised National Curriculum. The Government wants a simpler system for parents to understand and for each school to develop their own.

Will children still have SATs? Yes, SATs this year will be the same as previous years. This year the Year 2 curriculum stays the same because children will be assessed on this. So Year 2 children are also being tracked in the old level this year. Next Year the SATs will alter. This is the same for Yr 6 pupils at High School and in other primaries.

What can I do to help my child? There is so much parents can help with, reading is very important along with time tables, spellings and practicing numberbonds. Also completing homework as well talking about what they are learning at school. Our website has links to supporting website and the BBC website where there are lots of fun games to support primary learning. Your class teacher will also give you some specific pointers to help your child at home.

What do teachers use to gauge children's progress? Children's independent work is the biggest indicator of what they can do and how they do it. Teachers use this on a daily basis to know and check pupil understanding and progress. Special pieces of work to inform assessment is set up throughout the year. This is done along side Reading and Spelling age tests, the Phonic screen in Yr 1, Year end tests in KS2 and the EYFS Profile .

How is the progress between each step worked out? At All saints we use the Symphony Assessment System to benchmark progress. This has been developed by Leicestershire schools and is used nationally.

How do all schools know that their judgements about progress and attainment match up with each other? At All Saints we work across the school and with other local schools to agree and 'moderate' attainment levels. All school also have external moderation from the Local Authority.

What happens when my child goes to high school? High schools too will have their own systems and will work with the primaries to ensure that the systems work together, so there is continuity for children's progress.

All growing, all learning, altogether.

ALL SAINTS C OF E
PRIMARY SCHOOL



All Saints Church of England Primary School

A Parents' guide to.... How we assess PROGRESS & ATTAINMENT

*From September 2014 how
schools assess children's
progress and attainment is
changing.*

*The New Curriculum requires that
schools no longer use the 'Level' system*

*Read here to find out how All Saints
assess and track pupil's learning to en-
sure your child makes good progress
throughout their time with us.*



All growing, all learning, altogether.

What is staying the same?

Children in the EYFS continue to be tracked on the Development Matters bands of the Early years Foundation Stage Curriculum. By the end of their Foundation Year in school it is expected that they reach the 'Early Learning Goals'.

At the beginning of the year a 'baseline' assessment is made of everything they can do so teachers know what they need to learn next. This is shared at the first parents' evening of the year.

Children are tracked through their reading, writing and maths development by what they write down, through careful observation of what they can do, how they interact with others and how they explain what they know.

A learning Journey is kept of their development—which we will share with you through out the year, parents can contribute to this to include what children can do and are interested in at home.

At the end of the EYFS year the EYFS Profile completes the picture of everything they have learnt, and are able to do. This is reported to parents in July, so parents know if their child is at the age related expectation, is emerging into this or exceeding above. Most importantly it shows how much progress has been made from the baseline, and so teachers in Year 1 are ready to teach them their next steps in the National Curriculum.

Not all children will start on 'B' in the Autumn term.

Not to be confused with the old 1B/2B/3B/4B etc

What is new?

The changes are for children in Years 1-5, they are taught the National Curriculum. The National Curriculum has changed and with it the way all schools track attainment and progress.

Previously, if you have had a child in school, teachers will have given you a level to represent your child's attainment. For example '3C' The number gave the level and the letter denoted steps within that level. So 3C would be a child just entering Level 3, and 3A a child who was secure in the level and ready to move on to level 4.

Because of the way old curriculum worked the numbers did not automatically represent the year group a child

Progress within bands:

As children develop through each Band, we track their progress very carefully. Each Band is broken into 3 steps which roughly represents a term's progress. Over the year the steps are called: 'beginning,' (B) 'within' (W) and 'secure' (S)*

Year	Autumn	Spring	Summer
1	1 B	1 W	1 S
2	2 B	2 W	2 S
3	3 B	3 W	3 S
4	4 B	4 W	4 S
5	5 B	5 W	5 S

* All Saints uses 'Target Tracker' to track data. This is a tool that thousands of schools use. Nationally. The B/W/S system is devised and supported by Target Tracker.

The new National Curriculum has been written to give Age related expectations (ARE) for the end of each year. As children travel from Year 1 to Year 5 in our school, they will be tracked against the Age Related Expectations. At All Saints these are numbered bands.

✓ The bands give the level of attainment

So Year 1 is band 1, and so on until Year 5 is band 5 and Year 6 is band 6.

Because all children are individual and develop at different rates and have differing needs, they will work in the band which is appropriate to them to make sure that learning makes sense. Extra help or challenge is given to make sure they are learning at the right level.

Teachers can further break down each step into two in order to tightly track children's progress and ensure they are constantly moving forwards and building on their previous learning. The extra steps are denoted with a '+'

✓ 2W+ shows a child is working well within Band 2

This gives a total of 6 steps for a year. Where ever children begin their learning in September we expect them to make 6 steps progress So if they start at 2W+ in Year 3, we generally will expect them to be at least 3W+ at the end of Year 3. Over time accelerated progress of more than 6 steps will close gaps.

Some pupils become very secure in a band and they begin 'Master' that stage of learning. This is recorded as 3S+. They continue to master this level as they start to explore concepts of the next band.

CHALLENGE 2014-15

This is a transitional year, when children will be moving from the old to the New National Curriculum. The New Curriculum is pitched higher and has more content. Not all children will start at 'B' for their band, but we have high expectations of our children to meet this challenge as they progress onto the new curriculum. We also expect that this will be demonstrated in the steps progress they make this year as new curriculum content is consolidated and becomes embedded.