



Pupil Premium Grant Expenditure Report to Governors 2015/16

All Saints Church of England Primary School Statement for the Pupil Premium, including Early Years Pupil Premium in All Saints Pre-school.

Introduction

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.

Due to this success we mirror the policy and allocation of Pupil Premium to EY Pupil Premium awarded to pupils attending our Pre-school.

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.

For 2015-16, this report, and monitoring arrangements also includes outcomes from Early years Pupil Premium Funding awarded to disadvantaged children in All Saints Pre-school.

2015-2016 Report to Governors, report contents

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- i) Over view of spend and impact

Section 1: Evaluation; Priorities.

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

Number of pupils and pupil premium grant (PPG) received 2015-16 (Oct 14 Census)	
Total number of pupils on roll	197
Total number of pupils eligible for PPG	94
Amount of PPG received per pupil	£1,320.
,Total amount of PPG received	£124,000.

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

These priorities arose from the 2014-15 Pupil Premium Review:

Interventions and support:

- **Additional Learning Mentor Support for pupils with Behavioural and Emotional Needs, (Nurture Unit)**
Skilled LSA briefed to specifically support anger management strategies of pupils with challenging behaviour needs which act as a barrier to learning
Specific funding to support 2x Girls' groups to build self-esteem and confidence in learning, Especially More able girls in Year 4 and 5
Contribution to funding for 2x Family Link Workers, specifically facilitating 'Bright and Early' early morning nurture and learning support
Homework club support
- ★ **Support and development of self-esteem through alternative curriculum provision:**
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.
KS1 Summer born boys :Small group support to help build physical and core strength and Gross Motor Skills
- ★ **Tuition for keys skills in Mathematics, Reading and Writing:**
Bespoke sessions for pupils through tuition provision, and additional resources to assess and screen gaps.
- ★ **Acceleration support for Literacy:**
Specialist Literacy support for focus pupils in Year 2, including phonics in Year 1, Year 2 and Year 3.
Additional writing/grammar acceleration support in KS2
- ★ **Study group acceleration for G&T pupils (led by QTS)**
- ★ **Funding for additional nurturing lunch time support:**
- ★ **1:1 Counselling support for 21 children throughout the year.**
- ★ **Contribution to Educational Psychologist Service SLA Agreement**

Resources, experiences and CPD to build capacity

- ★ *QTS +training to develop meta-cognition and learning powers through Shirley Clarke/Formative Assessment and Olevi Improving Teacher Programme*
- ★ **Enriched experiential learning opportunities:**
Programme of varied creative learning opportunities to engage, motivate and inspire Learning, language development and participation.
- ★ **Training for Behaviour support strategies**
Team teach training, Consultation and support for specific pupils, backfill and training costs
- ★ *Specific diagnostic testing for SEN literacy needs for 3 pupils*
- ★ *Leicestershire Specialist teaching Service Highlight assessment*
- ★ *Walking bus to ensure children are able to attend school punctually everyday*
- ★ *Contribution to Wrap-around-care provision*
- ★ *Contribution to funding for extracurricular activity (after school clubs, educational visits)*
- ★ *Contribution to funding for swimming and music lessons and residential*
- ★ *Additional Reading Books to support phonic development*
Purchase of ipads to support PPG pupils in
Contribution to additional playground fixed equipment
Contribution to developing reading resources and library support
School Uniform and milk funding for PPG pupils
- ★ *Specific ELSA training to support ASD pupils*
- ★ *Specific TA training to focus and support mentoring learning in basic skills*

- ★ *Contribution to tracking and mastery materials to enhance impact of PPG funding on outcomes
Additional QTF training to develop inspirational strategies to raise engagement and self-esteem of PPG pupils.*

90% of Pupils in receipt of PPG to make 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 2015-16, and subsequent impact

Area of development	Cost	Action	Impact
Support children with Behavioural and Emotional Needs	£30,750	Additional Learning Mentors - Skilled LSAs provide behavioural and nurture support in Class Darwin, and in KS1 and 2 classes.	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 in this report.
Support children with Behavioural and Emotional Needs	£12,000	2 Family Link Workers to enhance communication between home and school to increase attendance	Whole school attendance maintained at 96.2% which is above the expected (95%)
Support children with Behavioural and Emotional Needs	£5,950	'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. The increased attendance of these children in guided reading sessions has led to an average point progress of 4.6.
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.
1:1 Counselling support for 20 children throughout the year	£16,480	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.	This has led to an average points progress of: Reading – 4.98 Writing – 4.4 Maths – 4.46
Enhance lunchtime nurture and behaviour support	£4,920	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.
Raise attainment in KS1 reading	£4,750	Reading Rescue teacher	Over 75% of children in KS1 reached ARE in reading and over 40% of children in KS1 are mastering in their band.
Support behavioural and emotional wellbeing	£1,240	Funding for school uniform	Contributes to lowering of behaviour incidents through inclusive dress. This has helped to contribute towards the progress outlined in this report.
Raise profile of reading and develop a better reading culture within the school	£1750	Reading challenge, including new book resources, incentives and prizes.	The reading challenge has continued to provide impetus for children's reading in the school and has helped children to read a more varied and wider range of texts. This has helped to contribute to an average point progress of 4.98 in reading for PPG children
Support behavioural and emotional wellbeing	£2,513	Training for support staff to support behavioural needs.	Training of staff to provide behavioural support has helped all children to make progress through being in a safe and secure environment. This has led to an average points progress of:

			Reading – 4.98 Writing – 4.4 Maths – 4.46 for PPG children.
Support behavioural and emotional wellbeing	£7000	Employ trained LSA's to help support children in dealing with anger management issues.	Behavioural support has helped all children to make progress through being in a safe and secure environment. This has led to an average points progress of: Reading – 4.98 Writing – 4.4 Maths – 4.46 for PPG children.
Continue to improve Quality First Teaching	£4,500	Provide staff with CPD opportunities	Quality of teaching and learning continues to improve in the school with Ofsted rating it as typically good. This has also contributed to average points progress of: Reading – 4.98 Writing – 4.4 Maths – 4.46 for PPG children.
Support behavioural and emotional wellbeing	£11,700	Use of Educational Psychologist.	The use of an educational psychologist will help to determine where children need additional help and support. The visits of the Ed. Psych. have taken place over the course of the year and the benefits and recommendations will continue to have impact on pupils progress over their time at school.
Support behavioural and emotional wellbeing	£2,800	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 also contributed to average points progress of: Reading – 4.98 Writing – 4.4 Maths – 4.46
Support and develop wider curriculum	£1,587	Contribution to swimming lessons for all KS2 PPG children so that all will be able to swim 25m by the end of year 6.	Currently, there are 25% of the Key Stage 2 children who can swim 25m – this number should increase as the school retains year 6 children next academic year.
Support and develop wider curriculum	£1,750	Ensure that all children in Key Stage 2 have the opportunity to learn to play an instrument.	All children in KS2 take part in weekly music lessons to play an instrument (year 4 and 5 djembe drums and year 3 ukulele)
Support and develop wider curriculum	£1,920	Contribution towards class set of iPads.	Use of iPads has allowed pupils to engage in learning in a range of contexts and has especially helped some boys engage in writing tasks.
Support and develop wider curriculum and support emotional well being	£2,010	Provide PPG children with the opportunity to go on educational visits.	Children's participation in a range of activities and learning experiences has continued to increase pupil self-esteem and resilience to tasks.
Widen children's opportunities to participate in a range of activities to give a boarder range of experiences and raise self-esteem	£1,170	Contribution to funding for extracurricular activities	Children's participation in a range of activities and learning experiences has continued to increase pupil self-esteem and resilience to tasks.
Continue to improve Quality First Teaching	£480	Use of tracking materials to help assess children and find the gaps in their learning.	These materials have ensured that teacher's assessments of children are much more secure and cross school moderation continues to become more in line. This has also helped to show where mastery has been taking place in children's learning.
Provide pupils with additional learning resources	3,500	Provide laptops to support pupils' learning	Use of Laptops raises status engagment in learning and quality of access for some PPg/SEN pupils
Support behaviour for learning, and emotional well	3,000	Contribution to subsidised summer play scheme.	Focused and play and academic based paly sheme reduced slippage of PPG pupils by65%

being			
Total spend	£124000		

Commentary:

The above breakdown of the pupil premium spend shows the impact made on PPG children's learning. Progress data is much lower this year than last year. However, it is important to take into account the increased security in teacher assessment and the increased levels of mastery that is taking place within children's learning. These factors mean that progress, in terms of number of steps is less, but the amount of progress shown in books is much higher.

The school continues to provide high quality emotional and behavioural support for all pupil which leads to a safe environment in which all pupils are able to make good levels of progress (as shown by the progress in books) and also continues to strive for the best possible Quality First Teaching and uses some of the Pupil Premium fund to finance CPD for staff members, benefitting all pupils.

The school also provides a wide range of extra-curricular activities which helps to increase the wellbeing and self-esteem of pupils entitled to the Pupil Premium.

1 iv) Progress against whole school target.

Percentage of PPG pupils making above expected progress in comparison to non-PPG peers,

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)				
	2014-15		2015-16	
Pupil Group and subject	6 Steps (expected)	7 Steps (above expectation)	6 Steps (expected)	7 Steps (above expectation)
Reading: % of PPG	41.9	21.0	44.4	22.2
Reading: % of Non-PPG	42.9	26.9	35	22.5
Writing: % of PPG	37.1	11.3	37.4	12.5
Writing: % of Non-PPG	47.9	19.3	37.5	13.3
Maths: % of PPG	45.2	11.3	45.8	13.9
Maths: % of Non-PPG	48.7	27.7	40.8	23.3

Commentary

Progress targets were set at an ambitious rates for this academic year. These rates have been affected by the mastery curriculum which has meant rates of progress have differed for groups of pupils dependent upon where in a band individual pupils are achieving/attaining. However, the above data shows that non-PPG pupils have made more consistent progress over the year. Writing is the area that has seen the biggest difference in progress. The school has already acknowledged this and has put into place plans to address language acquisition and vocabulary development to address this problem.

The school has also acknowledged that continued moderation is important to ensure that mastery looks the same across the school and to ensure that children are still moving on appropriately.

However, the gap between PPG and non PPG is narrow in Reading and writing at above expected progress. PPG pupils are making more consistent progress in Reading and writing and maths, and in writing there is little gap between PPG and Non PPG pupils, although progress rate are low for both groups.

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	7	41.1	5.0	40.6	4.7	40.7	4.4
	Non PPG	33	40.3	6.4	39.6	5.4	40.2	5.6
	PPG & FSM	5	41.2	4.8	40.6	4.6	40.8	4.4
	PPG & SEN							
	PPG & SB	3	41.0	5.7	40.3	5.0	40.7	5.0
	PPG & Boys	3	40.0	5.0	40.0	5.0	39.7	4.3
	PPG & Girls	4	42.0	5.0	41.0	4.5	41.5	4.5
2	PPG	11	46.6	5.2	44.5	4.5	46.1	5.5
	Non PPG	23	46.7	5.5	45.9	5.9	46.1	5.7
	PPG & FSM	6	47.2	5.5	45.0	4.8	46.5	5.5
	PPG & SEN							
	PPG & SB	3	46.7	5.0	45.0	5.0	45.3	5.0
	PPG & Boys	6	46.0	5.0	43.2	3.7	45.7	5.5
	PPG & Girls	5	47.4	5.4	46.2	5.4	46.6	5.4
3	PPG	10	51.7	4.4	50.8	4.6	51.0	4.7
	Non PPG	19	52.4	4.8	51.3	5.0	52.1	4.9
	PPG & FSM	7	51.3	4.3	50.6	4.7	50.6	4.4
	PPG & SEN							
	PPG & SB	2	52.0	5.0	51.0	4.5	51.0	5.0
	PPG & Boys	5	50.6	4.4	49.6	4.2	49.8	4.6
	PPG & Girls	5	52.8	4.4	52.0	5.0	52.2	4.8
4	PPG	15	58.2	6.1	56.0	4.9	56.0	5.3
	Non PPG	19	59.6	7.4	57.5	6.7	57.7	6.8
	PPG & FSM	9	56.7	5.3	53.8	4.1	54.1	4.4
	PPG & SEN							
	PPG & SB	8	57.9	5.9	55.1	4.5	54.9	4.5
	PPG & Boys	5	57.8	5.8	56.2	5.2	56.2	6.0
	PPG & Girls	10	58.4	6.2	55.9	4.8	55.9	5.9
5	PPG	19	63.2	5.1	60.8	4.8	62.3	4.8
	Non PPG	22	65.5	4.9	64.5	5.8	65.7	6.2
	PPG & FSM	12	63.7	4.8	61.6	4.8	62.7	4.6
	PPG & SEN							
	PPG & SB	6	62.2	5.2	60.0	5.3	60.7	5.5
	PPG & Boys	12	62.8	5.3	60.4	4.8	62.8	4.6
	PPG & Girls	7	63.9	4.7	61.6	5.0	61.6	5.3

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+	w	w+	S	S+
	55	56	57	58	59	60

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

Commentary

This data shows that Pupil Premium children in years 1, 2 and 3 are generally attaining at a higher level than that of the non-Pupil Premium. However, it also shows that that PPG children in years 4 and have more gaps in their knowledge than that of their non-Pupil Premium peers. It also highlights the vulnerability of those children with double disadvantages, especially in the older years in the school. It is these children who have the largest gaps and lowest levels of resilience that need to be the focus of the school in the next academic year.

The data also shows that writing is the area that needs most attention in all year groups for PPG children and that Maths should also be a focus for PPG children especially boys, summer born and those still in receipt of FSM (double and triple disadvantage).

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, making above expected progress

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 (12pts or more) Yr 3-Yr5	2013	2014	2015	3 Yr trend	★2016 13 steps+ over 2 years Y4 –Y5
Reading: % of PPG making 12 steps or more	89%	94%	100%	+11%	52.2%
<i>Number of pupils not making above expected progress</i>	3	1	0	3 fewer	8 (5 SEN)
Reading: % of Non-PPG making 12 steps or more	75%	93%	100%	+25%	33.3%
<i>Number of pupils not making above expected progress</i>	5	1	0	5 fewer	4 (1 SEN)
Writing: % of PPG making 12 steps or more	88%	83%	93%	+5%	31.6%
<i>Number of pupils not making above expected progress</i>	3	3	1	2 fewer	12 (8 SEN)
Writing: % of Non-PPG making 12 steps or more	81%	75%	79%	-2%	38.1%
<i>Number of pupils not making above expected progress</i>	4	3	3	1 fewer	3 (1 SEN)
Maths: % of PPG making 12 steps or more	93%	75%	85%	-8%	53%
<i>Number of pupils not making above expected progress</i>	2	5	2	Remains at 2	6 (5 SEN)
Maths: % of Non-PPG making 12 steps or more	90%	81%	65%	-25%	42.9%
<i>Number of pupils not making above expected progress</i>	5	4	5	Remains at 5	2 (0 SEN)

★ *New curriculum: Pitched higher, gaps in knowledge over time, both issues impacting on SEN pupils more intensely. Also 'mastery measure' masks pupils making progress, as mastery keeps pupils within band, as they work at 'greater depth'.*

2ii) Working towards greater depth

Proportions of Y5 pupils on track to be working at greater depth from their different prior attainment. Pupil Premium and Non Pupil premium pupils.						
KS1 SATs Level	Reading % Greater depth PPG	Reading % Greater depth Non PPG	Writing % Greater depth PPG	Writing % Greater depth Non PPG	Maths % Greater depth PPG	Maths% Greater depth Non PPG
P levels	0	0	0	0	0	0
Level 1	0	0	0	0	0	0
Level 2c	0	0	0	0	0	0
Level 2b	28.6%	33.3%	0	0	0	0
Level 2a	50%	33.3%	50%	50%	50%	75%
Level 3c	100%	100%	100%	100%	100%	0

Section 3: Projection.

3.i) A summary of the monies projected for PPG and number of pupils eligible and claiming for 2016-17

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	186
Total number of pupils eligible for PPG	83
Amount of PPG received per pupil	£1,320
Total amount of PPG received	£109,560

3.ii) A summary of projected spend to increase progress and attainment for 2016-17

(Continues over)

Priorities of PPG spending 2016/17 (From 2015-16 Pupil Premium Review)
Whole school target: 90% of PGG 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. KS2 Specific assessment of needs from Specialist Teaching Service and Education Psychologist service. (PPG and SEN) Contribution to development of ASD Hub for PPG ASD pupils Contribution to Dyslexia specialist for PPG Dyslexic pupils Yr2-Yr5/6 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) Additional support for Y6 PPG pupils – QTS booster groups, revision and support materials and homework club.</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><u>Interventions and support:</u></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> £5,000.00 <i>Homework club support</i> £1,500.00 ★ Support and development of self-esteem through alternative curriculum provision: £4000.00 <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: <i>Bespoke sessions for pupils through tuition provision, and additional resources to assess and screen gaps. Revision guides and materials for Y6</i>	£2,570.00
★ Acceleration support for Literacy: <i>Specialist Literacy support for focus pupils in Year 2, including phonics in Year 1, Year 2 and Year 3. Additional writing/grammar acceleration support in KS2</i>	£1,550.00
★ <i>Contribution to Y6 QTS provision</i>	<i>£2,500</i>
★ Study group acceleration for Y6 pupils (led by QTS)	£3150.00
★ Funding for additional nurturing lunch time support:	£4,290.00
★ 1:1 Counselling support for 35 children throughout the year.	£6000.00
★ Contribution to Educational Psychologist Service SLA Agreement	11500
<u>Resources, experiences and CPD to build capacity</u>	
★ <i>QTS +training to develop meta-cognition and learning powers through Shirley Clarke/Formative Assessment</i>	£2,025.00
★ Enriched experiential learning opportunities: <i>Programme of varied creative learning opportunities to engage, motivate and inspire Learning, language development and participation. Contribution to ASD specialist provision, including ASD TA</i>	£3,520.00 £3,500.00
★ Training for Behaviour support strategies <i>Team teach training, Consultation and support for specific pupils, backfill and training costs</i>	£2,530.00
★ <i>Specific diagnostic testing for SEN literacy needs for 3 pupils Leicestershire Specialist teaching Service Highlight assessment</i>	£950.00
★ <i>Walking bus to ensure children are able to attend school punctually everyday</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>	£2,500
<i>Additional Reading Books to support phonic development</i>	£3,000
<i>Purchase of ipads to support PPG pupils in Y6</i>	<i>£4,000</i>
<i>Contribution to additional playground fixed equipment</i>	£2,500
<i>Contribution to developing reading resources and library support</i>	£1,000
<i>School Uniform and milk funding for PPG pupils</i>	£2,765
★ <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>	£1,000
Total expenditure	£117035

Section 4 Pre-school Early Years Pupil Premium spend

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

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils eligible for PPG	4
Amount of EYPPG received per pupil	3x £120.00 1x £ 48.00
Total amount of EYPPG received	£408.00

Area of development	Cost	Action	Impact
Support children with Behavioural and Emotional Needs	£130	Additional staffing Skilled LSAs provide behavioural and nurture support in Pre-school (contribution to costs). 6 sessions at £21.00	The child has become more settled, and has made progress within band. She has also become more sociable Our relationship with parents has improved because we work together with supporting Leicestershire Families.
Support Early Literacy, especially diagnostic book talk	£75	Books for taking home (Story sacks) for all four children	Support work with parents is raising awareness and engagement with early literacy
Support Early Language development	£65	Resources for social communication to help with turn taking and building self-esteem	Social skills have developed alongside confidence and speech and language
Support nurturing needs, supplying food and clothing	£50	Clothes and underwear supplied For two children Additional food for breakfast and snacks for all four children	Although clothing has not returned, child catered for on days of intense need – warm, not hungry and clean.
Provision development and experiential learning development	£50	Contribution to costs For all four children	Improved wellbeing supporting improved conditions for learning.

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.