

Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
|-------------------------------|---|---|---------|---|-------------|
| School | Hutton All Saints' C.of E. Primary School | | | | |
| Academic Year | 2017/18 | Total PP budget (based on Jan 2017 census eligibility 27chn) | £36,800 | Date of most recent PP Review | Autumn 2017 |
| Total number of pupils | 219 | Number of pupils eligible for PP (from Sept 2017) | 28 | Date for next internal review of this strategy | Summer 2018 |

| 2. Current attainment | |
|--|--|
| | <i>Pupils eligible for PP (27 chn)</i> |
| % making expected progress in Reading | 96% |
| % making expected progress in Writing | 100% |
| % making expected progress in Maths | 89% |

| Performance of disadvantaged pupils KS2 2017 (5 chn) | | | | | | | | |
|--|----------------|---------------|----------------|---------------|--------------|---------------|-------------|---------------|
| Year 6 results compared to all pupils nationally | | | | | | | | |
| | Reading School | National 2017 | Writing School | National 2017 | Maths School | National 2017 | EGPS School | National 2017 |
| Met the expected standard | 80% | 71% | 60% | 76% | 60% | 75% | 60% | 77% |
| Expected Progress + | 100% | | 100% | | 80% | | | |
| More than expected progress | 20% | | 20% | | 20% | | | |

| Performance of disadvantaged pupils KS1 2017 (2 chn) | | | | | | |
|--|----------------|----------|----------------|----------|--------------|----------|
| Year 2 results compared to all pupils nationally | | | | | | |
| | Reading School | National | Writing School | National | Maths School | National |
| Met the expected standard | 100% | 74% | 50% | 65% | 50% | 73% |
| Expected Progress + | 100% | | 100% | | 100% | |
| More than expected progress | 50% | | 0% | | 0% | |
| | | | | | | |

| Performance of disadvantaged pupils (all other year groups) | | | | | | | | |
|---|--------|--|------------|--|---------------|--------------------------------|---------------|--|
| Subject | Y1 ARE | Yr 1 Making expected progress | Year 3 ARE | Year 3 Making expected progress | Year 4 ARE | Year 4 Expected progress | Year 5 ARE | Year 5 Making Expected progress |
| Reading | 0 % | 100% | 57% | 100% | 75% | 100% | 25% | 100% |
| Writing | 0% | 100% | 57% | 100% | 25% | 100% | 25% | 100% |
| Maths | 0% | 100% | 43% | 86% | 75% | 75% | 25% | 75% |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | | |
|---|--|---|
| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | | |
| A. | Limited opportunities for enriched learning resulting in lack of experiences to use in their school work | |
| B. | Low social and emotional well- being (factors including bereavement, in care, traumatic events, family relationships, social care, special educational needs) affecting concentration, behaviour, involvement in school life and academic progress | |
| C. | Low aspirations including poor home learning environment and support | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| D. | Punctuality and attendance for a few children | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Disadvantaged pupils learning is rich and varied, including participation in extra-curricular activities | PP eligible pupils will take part in out of school clubs or play an instrument, they will improve skills through other curriculum areas, attend school trips and residential visits. |
| B. | Improved behaviour, participation and well- being so progress of PPG pupils continues to increase | Progress of PP eligible pupils across the school is consistently in line with or better than the national average by the end of KS2 Behaviour records show improved behaviour and more rewards for PP eligible children. |
| C. | Parents are supported to improve the home learning environment, engage more in school life and their children's education | Frequency of completed homework improves, parent attendance at school workshops, workshare, parent evenings and events. |
| D. | Increased attendance rates for pupils eligible for PP. | Attendance of all PPG pupils by the end of the year is above 90% PPG average attendance in line with school – 97% Persistent absentees reduces |

5. Planned expenditure

Academic year 2017/18

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--|---|--|--|-------------------|---|
| <p>PP pupils have additional teacher support available to ensure needs are met and they make good progress.</p> <p>Smaller learning environment enabling children to have further resources and differentiation.</p> | <p>Two group teachers(additional) for years 3 and 4, 5 and 6 for Maths and English so smaller classes and additional support.</p> <p>Inclusion Manager to support children and families</p> | <p>Lower set group will not exceed 16 children which evidence shows will have an impact on progress and attainment for children who are in that group.</p> <p>Other set groups will be smaller so work can be differentiated further and more targeted to need.</p> <p>More challenge for Higher ability due to set groups.</p> <p>Inclusion Manager can support families further, attend professionals meetings involving well-being issues</p> | <p>Termly attainment and progress data.</p> <p>Observations and work scrutiny.</p> | SLT | Termly |

Total budgeted cost £14,000

ii. Targeted support

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|------------------------|-------------------------------|--|--|-------------------|---|
|------------------------|-------------------------------|--|--|-------------------|---|

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|--|--|---|---|-------------------------------------|--|
| <p>Enable PP eligible children who are below ARE to make accelerated progress.</p> | <p>Fund teacher tutoring 1:1 or small group for core Maths and English</p> <p>Further LSA time to support interventions.</p> <p>Numicon Intervention Programme to assess and address gaps in mathematical understanding.</p> <p>Additional phonics intervention</p> <p>Project Code X Intervention (Reading)</p> <p>Talkabout – social skills intervention</p> <p>Comprehension group reading intervention</p> | <p>Tutoring 1 hour a week allows further assessment and teaching to improve progress. It also supports children with confidence in their abilities and allows them to show their true capabilities in a different learning environment.</p> <p>The Numicon Intervention programme fully assesses gaps in Maths understanding and addresses through a teaching programme – 3 x half hour sessions a week.</p> <p>Children provided with Code X intervention have historically made significant progress with their reading (reading age often increasing by 2 years).</p> <p>Talkabout – raising self –esteem to improve confidence, resilience and friendship issues.</p> <p>Reading group - to improve comprehension skills in order to understand different texts and access KS3 curriculum when they leave us.</p> | <p>Termly monitoring of progress</p> <p>Teachers and tutors work together to address gaps</p> <p>Maths co-ordinator to co-ordinate LSA training for Numicon Intervention.</p> <p>Follow up meetings to ensure progress and consistency.</p> | <p>INCO, Maths Co-ordinator</p> | <p>Termly</p> |
| Total budgeted cost | | | | | <p>£5,000 tutoring</p> <p>Interventions £9,800</p> |
| iii. Other approaches | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |

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|--|--|--|---|-------------|--|
| <p>PP eligible children have support for behaviour / social emotional needs to ensure they can fully participate in school life</p> | <p>LSA supports specific pupils Speech and language support for specific pupils Lego therapy – to develop social understanding</p> <p>KIDS INSPIRE Support co-ordinated by INCO</p> <p>PP eligible children have roles of responsibility</p> <p>Zones of regulation-embedded and developed</p> | <p>The majority of PP eligible and LAC pupils have specific needs in these areas. Improved social and emotional skills and well-being greatly impacts learning.</p> <p>Zones of regulation aid children to show their emotions and provide them with strategies to de-escalate/ prevent anxiety and undesirable behaviour.</p> <p>Lego Therapy has previously increased confidence, self-esteem, speech and language and children's ability to work with others.</p> | <p>Regular monitoring from teachers Rewards and achievements continually monitored by all staff. All staff aware of PP eligible pupils and where appropriate contribute to learning journals which show improvement in all areas.</p> <p>Zones of regulation training from Specialist teachers and updated.</p> | <p>INCO</p> | <p>Termly</p> |
| <p>PP eligible children participate in extra curricula activities – residential trips, day trips, swimming, clubs providing a rich and varied curriculum</p> | <p>Fund half of residential trip fees Year 3- St Marks (2 days), Year 4- PGL (4 days) Year 5 – PGL- (4 days) and Year 6 – France- (5 days)</p> <p>Ensure PP eligible children attend clubs</p> | <p>PPG pupils should have a wide range of learning opportunities which extend beyond the core curriculum and support progress.</p> <p>Our residential trips focus on improving life skills such as team building, independence, budgeting, organisation, perseverance, tolerance, healthy lifestyles and enjoyment. It is vital all pupils have the opportunity to participate to aid school work and improve self-esteem and emotional well-being.</p> | <p>Monitoring of club allocation and participation. Fund some sports clubs.</p> <p>Encourage eligible children to participate in activities.</p> | <p>SMT</p> | <p>Termly</p> |
| <p>Total budgeted cost</p> | | | | | <p>£4,000- LSA intervention £3,000 – trips clubs, individual support £1000- Kids Inspire</p> |

| 6. Review of expenditure | | | | |
|---|--|---|---|---------|
| Previous Academic Year 2016/17 | | £26,240 (overspent) | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| PP pupils have additional adult support available to ensure needs are met and make good progress. | Additional adult support in groups and class sessions Scaffolding support | 100% Yr 6 children provided with smaller group teaching made expected + progress. Yr 3 and 4 – Reading 100% expected + progress, Writing 100% expected + progress. Maths -82% expected + progress. Increased teacher and LSA time also improved confidence, resilience, access to more resources and prepared them more for transition. Staff training completed on scaffolding support and feedback to pupils which promotes independence and challenge | Group teachers impact learning and allows all children to be taught in a more supportive environment. Lower group no more than 16 children for Maths and English. Maths tests scores showed good progress but 2 children did not meet the expected standard and therefore not the expected progress from previous key stage data. Interventions planned next year to improve ARE/progress for these two pupils. Continue with scaffolding and develop further New staff training | £22,211 |

| ii. Targeted support | | | | |
|---|---|---|--|--------------------|
| Desired outcome | Chosen action/approach | Estimated impact: | Lessons learned | Cost |
| Enable PP eligible children who are below ARE to make accelerated progress. | <p>Fund teacher tutoring 1:1 or small group for core Maths and English</p> <p>Numicon Intervention Programme to assess and address gaps in mathematical understanding.</p> <p>Code X intervention Phonics Intervention Handwriting Intervention</p> | <p>100% of children who received tutoring made accelerated progress in the subject in which they were tutored.</p> <p>Short intense intervention to address gaps/misunderstanding of key concepts- particularly place value. Those children who received the intervention increased test scores but mainly became more confident with simple number skills.</p> | <p>Tutoring has a very positive impact particularly in year 6- not just academically but also supporting the children to get ready for secondary school.</p> <p>Assessment of each child's gaps takes a long time and intervention started later than expected. New assessments to be completed in the first week of the new year so interventions can start quickly. Each trained LSA to complete two groups in a year.</p> | Tutoring £3,135 |
| iii. Other approaches | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: | Lessons learned | Cost |

| | | | | |
|--|--|---|--|---------------|
| <p>PP eligible children have support for behaviour / social emotional needs to ensure they can fully participate in school life</p> <p>PP eligible children participate in extra curricula activities – residential trips, day trips, swimming, clubs providing a rich and varied curriculum</p> | <p>LSA supports specific pupils Lego therapy – to develop social understanding</p> <p>Extended services counselling support INCO provides regular family support time</p> <p>PP eligible children have roles of responsibility</p> <p>Implementation of zones of regulation</p> <p>Fund half of residential trip fees Year 3- St Marks (2 days), Year 4- PGL (4 days) Year 5 – PGL- (4 days) and Year 6 – France- (5 days)</p> <p>Ensure PP eligible children attend clubs</p> | <p>Lego therapy had a great impact on co-operation and listening and speaking skills.</p> <p>Counselling was provided throughout the years for those in need and provided strong emotional and wellbeing support. Behaviour also improved as a result.</p> <p>Implementation of zones allowed more children to regulate their emotions and use strategies to improve their behaviour. This had a very positive impact for some children.</p> <p>74% of children eligible went on a residential trip. They thoroughly enjoyed themselves and learned many new skills. Governor monitoring shows this and when children were questioned 100% said they had a fantastic time and would go again.</p> <p>Monitoring and encouraging clubs ensured 94% of eligible children attended a club during the year. The majority of the children attended more than one club giving them a wide range of enjoyable experiences.</p> | <p>Lego Therapy to continue with more LSA's. One trained LSA to train others at the beginning of the Autumn term.</p> <p>Counselling had a dramatic impact on pupil well-being and particularly supported those children who were going through traumatic home life experiences, were looked after or on need plans. Brentwood Extended Services will no longer be in existence due to lack of funding and participation from secondary schools. The school is part of the Brentwood Collaborative Partnership and the Brentwood Primary Heads of this Partnership will look into a new company to provide Therapy, counselling and family support in order for this to continue next year.</p> <p>Zones working well and allowing children to express emotions and therefore regulate their behaviour more effectively.</p> <p>Residential trips were a huge success and Governors interviewed children after their experience to discuss their thoughts. All of the children expressed a really fun and positive experience and could also articulate what was expected of them and the independence and resilience they had shown. Year 6's in particular said how they felt more prepared for secondary school and it was an experience of a lifetime! To continue next year.</p> <p>The school provided a wide variety of clubs and monitoring of participation ensured this increased for PPG eligible children. To continue to support children and families next year to participate in more clubs and events.</p> | <p>£2,900</p> |
|--|--|---|--|---------------|

7. Additional detail

Additional interventions such as Move it! – physical intervention were initiated and planned for a particular group following need. The school council improved social skills and confidence for children. Outside funding and events was sourced to support pupils during the school holidays enabling children to go on a 4 day residential.

Attendance of PPG eligible children for 2016/17 = 95.46% (increased from Autumn term = 94.64%)

Attendance for whole school 2016/17 = 96.6%

Continue to monitor attendance next year so further in line with whole school percentage.

Allocation:2015/16/17

Overview

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

How much is it?

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

Eligibility

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

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

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

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

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

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

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

Area of spending for 2016 17

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

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

Nature of support

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

Impact of last year's spending.

School Trips

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

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

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

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

Smaller teaching groups and TA Support

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

Project X phonics and reading scheme.

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

Numicon resource

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

Tutoring

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

Previous performance of disadvantaged pupils

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

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

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