

Pupil premium strategy statement

1. Summary information					
School	Hutton All Saints' C.of E. Primary School				
Academic Year	2018/19	Total PP budget (based on Jan 2018 census eligibility chn)	£40,680	Date of most recent PP Review	Autumn 2018
Total number of pupils	228	Number of pupils eligible for PP (from Sept 2018)	28	Date for next internal review of this strategy	Autumn 2019

2. Current attainment of PPG children in the school*	
(since previous statutory assessment)	<i>*22 pupils eligible for PP (excludes those with no previous statutory assessment data)</i>
% making expected progress in Reading	95%
% making expected progress in Writing	95%
% making expected progress in Maths	82%

Performance of disadvantaged pupils KS2 2018 (4 chn) Year 6 results compared to all pupils nationally								
	Reading School	National 2018	Writing School	National 2018	Maths School	National 2018	EGPS School	National 2018
Met the expected standard	50%	75%	50%	78%	50%	76%	50%	78%
Expected Progress +	100%		100%		100%			
More than expected progress	25%		25%		25%			

Performance of disadvantaged pupils KS1 2018 (2 chn) Year 2 results compared to all pupils nationally						
	Reading School	National 2018	Writing School	National 2018	Maths School	National 2018
Met the expected standard	0%	75%	0%	70%	0%	76%
Expected Progress +	100%		100%		100%	
More than expected progress	0%		0%		0%	

Performance of disadvantaged pupils (all other year groups) – July 2018								
Subject	Y1 ARE (4 chn)	Yr 1 Making expected progress	Year 3 ARE (4 chn)	Year 3 Making expected progress	Year 4 ARE (8 chn)	Year 4 Expected progress*	Year 5 ARE (4 chn)	Year 5 Making Expected progress*
Reading	50%	100%	75%	100%	63%	100%	75%	67%
Writing	25%	75%	75%	100%	75%	100%	50%	100%
Maths	75%	75%	50%	100%	63%	80%	75%	67%

* Progress based on number of children who we have previous statutory data for – year4 = 5 children; year 5 = 3 children

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
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 (issues which also require action outside school, such as low attendance rates)		
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 reduced

5. Planned expenditure					
Academic year 2018/19					
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>Group teacher (additional) for years 3 and 4 for Maths and English so smaller classes and additional support. Additional teacher in year 6 for 3 mornings a week, to enable smaller classes and opportunities for additional support.</p> <p>Inclusion Manager to support children and families</p>	<p>Year 3 and 4 group will not exceed 16 children, which evidence shows will have an impact on progress and attainment for children who are in that group. Other set groups will be smaller so work can be differentiated further and more targeted to need.</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					£5,000
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?

<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>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 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>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 and Inclusion manager to co-ordinate Numicon Intervention.</p>	<p>INCO, Maths Co-ordinator</p>	<p>Termly</p>
Total budgeted cost					<p>£5,000 tutoring Interventions £4,000</p>
<p>iii. Other approaches</p>					

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 eligible children have support for behaviour / social emotional needs to ensure they can fully participate in school life</p>	<p>LSAs support 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 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 updated at INSET day. KS1 lead to continue to focus on teaching Zones as part of EYFS curriculum.</p>	<p>INCO KS1 lead</p>	<p>Termly</p>
<p>PP eligible children participate in extracurricular 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. 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. New inclusive sports club (boccia/kurling) set up with support from Panathlon charity – focussing on pupils with SEND, low self-esteem, poor engagement etc. Fund some sports clubs.</p> <p>Encourage eligible children to participate in activities.</p>	<p>SMT</p>	<p>Termly</p>
Total budgeted cost				<p>£4,000- LSA intervention £2,680 – trips & clubs</p>	

6. Review of expenditure				
Previous Academic Year 2017/18		£37,817		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Evaluation (and whether you will continue with this approach)	Cost

<p>PP pupils have additional adult support available to ensure needs are met and make good progress.</p>	<p>Additional adult support in groups and class sessions</p> <p>Scaffolding support</p>	<p>80% Yr 6 children provided with smaller group teaching made expected + progress in reading (30% made more than expected progress).</p> <p>90% Yr 6 children provided with smaller group teaching made expected + progress in writing.</p> <p>100% Yr 6 pupils provided with smaller group teaching made expected + progress in maths (21% made more than expected progress).</p> <p>87% Yr 3/4 children provided with smaller group teaching made expected + progress in reading (7% made more than expected progress).</p> <p>100% Yr 3/4 children provided with smaller group teaching made expected + progress in writing (13% made more than expected progress).</p> <p>93% Yr 3/4 pupils provided with smaller group teaching made expected + progress in maths (13% made more than expected progress).</p> <p>Increased teacher and LSA time also improved confidence, resilience, access to more resources and prepared them more for transition.</p> <p>Staff training refreshed for scaffolding support and feedback to pupils which promotes independence and challenge. LSAs attended training as part of BCP.</p>	<p>Group teachers impact learning and allow all children to be taught in a more supportive environment. Lower group no more than 16 children for Maths and English.</p> <p>Children in year 3 and 4 Acorn group who did not make expected progress identified and additional support/intervention planned for coming year. Additional intervention also planned for those who did not pass Phonic Screening check at year 1 and 2.</p> <p>Continue with scaffolding and develop further new staff training.</p>	<p>£31, 817</p>
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ii. Targeted support

Desired outcome	Chosen action/approach	Impact:	Evaluation	Cost
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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>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 expected progress or better in the subject in which they were tutored (30% made accelerated progress).</p> <p>Short intense intervention to address gaps/misunderstanding of key concepts - particularly place value. Those children who received the intervention mainly became more confident with basic number skills. 100% made at least expected progress (13% exceeded expected progress).</p> <p>Average increase in reading age over period of Code X intervention was 14 months.</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 as early as possible in the new year so interventions can start quickly. Each trained LSA to complete two groups in a year.</p> <p>Some pupils are not ready for Code X intervention in year 3 or 4 – consider also having a group in year 5 when appropriate.</p>	<p>Tutoring £5,000</p>
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Impact:</p>	<p>Evaluation</p>	<p>Cost</p>

<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 extracurricular activities – residential trips, day trips, swimming, clubs providing a rich and varied curriculum</p>	<p>LSAs support specific pupils through Lego therapy – to develop social understanding</p> <p>School pays into Kids Inspire through Brentwood Collaborative Partnership</p> <p>PP eligible children have roles of responsibility</p> <p>Continued use 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>One pupil referred for Art therapy – impact to be measured at end of sessions. Further referrals have been made and are awaiting initial assessment.</p> <p>More children able to regulate their emotions and use strategies to improve their behaviour. This had a very positive impact for some children. New staff trained.</p> <p>Pupils thoroughly enjoyed themselves on residential; trips and learned many new skills. Governor monitoring shows this and when children were questioned they said they had a fantastic time and would go again.</p> <p>Monitoring and encouraging clubs ensured most 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>The school is part of the Brentwood Collaborative Partnership and the Brentwood Primary Heads of this Partnership have decided to work with Kids Inspire to replace previous Brentwood Extended Services.</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>£1,000</p>
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