

# 1. Pupil Premium Strategy Statement for All Saints' C of E Academy, Thurlestone

At All Saints' C of E Academy Thurlestone we do whatever it takes to ensure that our children achieve their very best. We are relentless in our pursuit to excellence for ALL students, regardless of socio-economic background. We do not confuse eligibility for Pupil Premium with low achievement and we know that the single most important factor in ensuring our most vulnerable children achieve, is excellent teaching and learning.

We have identified common barriers for our disadvantaged pupils and our strategy is based upon either breaking down barriers or minimising the impact – leading to raising achievement. We target the Pupil Premium funding to ensure that children can make excellent progress and be ready for the next step in their education. The following strategy outlines actions taken to ensure that impact of these barriers is minimised or eradicated.

Our key priorities for 2018-19 sit alongside a focus on excellent quality provision for all pupils.

| 1. Summary information                 |                   |                                  |         |  |            |
|--|-------------------|----------------------------------|---------|--|------------|
| All Saints' C of E Academy Thurlestone |                   |                                  |         |  |            |
| Academic Year                          | September 2018/19 | Total Pupil Premium budget       | £13,200 | Date of most recent PP review                  | July 2018  |
| Total number of Pupils                 | 119               | Number of pupils eligible for PP | 10      | Date for next internal review of this strategy | March 2019 |

| 2. Current attainment – End of Year data 2018 and 2019 targets |                             |  |                                  |  |   |   |   |   |
|--|-----------------------------|--|----------------------------------|--|---|---|---|---|
| Year 1 to Year 6   | Pupils eligible for PP (12) |  | Pupils not eligible for PP (107) |  | Pupils eligible for PP (12)             |   | Pupils not eligible for PP (107)        |   |
| pupils   | % Achieved EXS At end 2018  | % Targeted for ARE or above at end of 2019 | % Achieved EXS At end 2018       | % Targeted for ARE or above at end of 2019 | % Achieved Greater Depth at end of 2018 | % Targeted to achieve GD at end of 2019 | % Achieved Greater Depth at end of 2018 | % Targeted to achieve GD at end of 2019 |
| Reading  | 83%                         | 91%  | 90%                              | 93%  | 33%                                     | 45%                                     | 33%                                     | 35%                                     |
| Writing  | 75%                         | 91%  | 79%                              | 93%  | 33%                                     | 45%                                     | 28%                                     | 26%                                     |
| Mathematics  | 83%                         | 91%  | 84%                              | 95%  | 17%                                     | 45%                                     | 24%                                     | 32%                                     |

| End of KS1 and KS2 Data 2018   |                                   |                                   |                                   |                                   |   |   |   |   |
|--|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|---|---|---|---|
|  | Pupils eligible for PP (5)        |                                   | Pupils not eligible for PP (16)   |                                   | Pupils eligible for PP (1)                  |   | Pupils not eligible for PP (16)             |   |
|  | % achieved EXS at end of KS1 2018 | % achieved EXS at end of KS2 2018 | % achieved EXS at end of KS1 2018 | % achieved EXS at end of KS2 2018 | % achieved Greater Depth at end of KS1 2018 | % achieved Greater Depth at end of KS2 2018 | % achieved Greater Depth at end of KS1 2018 | % achieved Greater Depth at end of KS2 2018 |
| Reading  | 100%                              | 100%                              | 79%                               | 93%                               | 50%   | 50%   | 26%   | 29%   |
| Writing  | 100%                              | 100%                              | 74%                               | 86%                               | 50%   | 50%   | 16%   | 21%   |
| Mathematics  | 100%                              | 100%                              | 79%                               | 86%                               | 50%   | 0%  | 21%   | 7%  |
| KS2 Progress for ALL pupils: Reading 1.73 Writing 2.26 Mathematics -0.77 Pupil Premium Progress: Reading 2.05 Writing 5.20 Mathematics -1.29 |                                   |                                   |                                   |                                   |   |   |   |   |

### 1. Barriers to future attainment (for all pupils eligible for PP including high ability)

#### In school barriers (issues to be addressed in school)

|   |  |
|---|--|
| A | <p>Whilst gaps were closed in EYFS GLD, Y1 phonics and end of KS1 a gap still exists at the end of KS2 in maths in terms of the <b>higher standard</b>, with no PP children achieving the higher standard in maths. This also has an impact on the progress of disadvantaged children in maths.</p> <p>We have set aspirational targets for the end of KS2, at FFT20, for all our children with no gaps between those children who are in receipt of the Pupil Premium and those who are not. This is our first priority in the Academy Development Plan for this year.</p>  |
| B | <p>This is also the case across current Y1-Y6 – whilst PP children are achieving broadly at national, they are working slightly below their non-PP peers.</p> <p>At the higher standard pupils are working below national and below their non-PP peers other than in writing.</p> <p>In response to this we have set aspirational targets for all our children, with targets set well above national for both expected and the higher standard, with no gap between those children who are in receipt of the Pupil Premium and those who are not.</p> <p>This is our first priority in the Academy Development Plan for this year.</p> |
| C | <p>Our relatively low numbers of PP children mean that we think of each child as an individual and in order to do that we often have to unpick multiple potential barriers in order to ensure our children make accelerated progress. For instance, one of our PP children also has significant SEND needs or Speech and Language needs.</p>   |

#### External barriers

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| D | <p>Attendance rates for pupils eligible for Pupil Premium at the end of 2018 was 96.3% which was broadly at national of 96.4% and above all pupils at 95.4%. This is a continued improvement on the last two years. However, this remains an important part of our work in order that we continue to improve all attendance, and therefore also that of our disadvantaged children.</p> <p>Eligible pupils are more likely to suffer from attendance problems and remain a constant focus. However, we recognise that simply expecting children to arrive in school will not result in excellent attendance. We recognise that there may be multiple barriers so in order to reduce these barriers, we will support the families of our eligible pupils in supporting their child in the aspects of: learning, pastoral support and attendance to result in children making accelerated progress.</p> |
|---|---|

| 2. Outcomes |   |  |
|-------------|---|--|
|             | Desired outcomes and how they will be measured  | Success criteria   |
| A           | <ul style="list-style-type: none"> <li>All children at the end of KS2 achieve at least in line with national expected progress in reading, writing and maths, and gap remains closed for PP children.</li> <li>Percentage of children achieving the higher standard is at least in line with national and high prior attaining PP children achieve the higher standard in reading, writing and particularly maths.</li> </ul> | <p>Children eligible for PP in Y6 make rapid progress by the end of the year so that all pupils eligible for PP achieve at least the expected standard.</p> <p>All high prior attaining PP children make accelerated progress so that they achieve the higher standard in reading, writing or maths.</p> <p>Progress monitored weekly.</p> |
| B           | <ul style="list-style-type: none"> <li>All PP children across years 1-6 (where there are no other significant barriers of SEND) achieve the expected standard.</li> <li>High prior attaining PP children achieve the higher standard in reading, writing and maths.</li> </ul>  | <p>Y1 – 8%</p> <p>Y2 – 8%</p> <p>Y3 – 9%, 4.5% high PAG</p> <p>Y4 – 6%</p> <p>Y5 – 5%</p> <p>Y6 – 16%, 5% high PAG</p> <p>Progress monitored weekly</p>  |
| C           | <ul style="list-style-type: none"> <li>Sustain increased attendance rates for targeted pupils eligible for PP. (Target 98%)</li> </ul>  | <p>End of year attendance shows PP children in line or above non-PP children and closer to our aspirational target of 98%.</p> <p>Progress monitored 2/52</p>  |

**Planned expenditure**

**Academic Year** 2018/2019

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

**Quality of teaching for all**

| Desired outcomes   | 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 implement action? |
|--|--|---|--|--|--|
| <p>Sustain the improved achievement at the end of Y6 for PP children at the expected standard in RW &amp; M.</p> <p>Increase the percentage of Y6 PP children scoring at the higher standard in maths (gap 2018), including for previous high attaining PP children.</p> | <p>To ensure there are 5 classes with no more than 30 pupils per class, and a single age reception class and this year, a Y3 class.</p> <p>CPD – incremental coaching, high quality feedback; pre-teaching; mastery in mixed age classes; whole class reading approach; modelling; mastery in the Early Years.</p> | <p><b>Incremental coaching for teachers:</b><br/>Ambition School Leadership – Incremental coaching: <i>Incremental coaching was seen as a practical way to promote consistent application of school principles. The survey showed 75% strongly agreed that incremental coaching helped school improvement.</i></p> <p><b>Feedback</b> - Research has suggested that high quality feedback is an effective way to improve achievement and it is suitable as an approach that we can embed across the school so it is sustainable.</p> <p><b>Mastery</b> - There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress. Mastery learning appears to be a promising</p> | <p>Quality teaching in smaller class size groups to provide targeted individual attention, challenge and feedback to children.</p> <p>Children eligible for PP in Y6 targeted to make rapid progress by the end of the year so that they achieve the expected and higher standard.<br/>Progress monitored weekly.</p> <p>Specific Y6 Team Meetings planned throughout the year led by our Hub Y6 Lead.</p> <p>Weekly book conferencing, regular lesson observations and pupil conferencing.</p> <p>Peer observations.</p> <p>Peer Reviews</p> <p>Pupil Progress Meetings</p> | <p>Lit<br/>Lead/HoA<br/>WA</p> <p>Maths<br/>lead/HoA<br/>CH</p> <p>Exec Head</p> | <p>March<br/>2019</p>                  |

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|--|---|--|--|--|-----------------------|
|  |   | <p>strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy. (EEF Toolkit)</p> <p><b>Pre-teaching</b> – this links with the drive in the National Curriculum to close the attainment gap. It also links with Social and Emotional Health of children – enabling them to more successfully access learning in class.</p>   |  |  |                       |
| <p>All PP children achieve the expected standard across Years 1-6, and GLD at end of EYFS, unless there is a significant SEND barrier.</p> <p>Previously high attaining PP children achieve the higher standard.</p> | <p>To ensure there are 7 classes with less than 30 pupils per class.</p> <p>Smaller single age class size group in Reception to provide targeted individual attention, challenge and feedback to children.</p> <p>Planned CPD as above</p> <p>Planned CPD on boys' achievement</p> <p>Pupils targeted for expected or greater</p> | <p>We want to ensure that high prior attaining PP pupils achieve greater depth/the higher standard and make progress that is at least in line with national.</p> <p>We want to ensure that we target all high prior attaining PP pupils by setting aspirational targets so that they are able to achieve greater depth/higher standard.</p> <p>We want to ensure that low attainers are targeted at EXS and reach at least ARE at the end of KS1 and KS2.</p> <p>See above for rationale</p> | <p>CPD planned throughout the year across the hub and wider trust in English and Mathematics.</p> <p>Fortnightly book conferencing, regular lesson observations and pupil conferencing</p> <p>Incremental coaching of teachers</p> <p>Research and development (R&amp;D) triads presentations and written reports on whole class reading, feedback, mastery (including in mixed age classes and in EYFS)</p> <p>Pupils targeted for the expected or higher standard/greater depth – progress regularly reviewed.</p> | <p>Lit<br/>Lead/HoA<br/>WA</p> <p>Maths<br/>lead/HoA<br/>CH</p> <p>Exec Head</p> <p>RWInc Lead</p> | <p>March<br/>2019</p> |

|   | <p>depth/higher standard – progress regularly reviewed.</p> <p>Pupils (identified as high prior attaining) <b>targeted</b> for GD</p>  |  | <p>100% of pupils eligible for Pupil Premium achieve the expected standard in reading, writing and maths at the end of KS1 and KS2.</p> <p>100% of pupils eligible for Pupil Premium targeted to achieved the higher standard at the end of KS1 and KS2 in reading, writing and mathematics.</p> <p>The progress in reading, writing and maths is at least in line with national at the end of KS2.</p> <p>Pupils (identified as high prior attaining) targeted for the higher standard/greater depth - progress regularly reviewed against the higher standard/greater depth.</p> <p>Lead indicators are monitored and acted upon weekly.</p> |                               |   |
|---|--|--|--|-------------------------------|---|
| <b>Total budgeted cost</b>  |  |  |  |                               |   |
| <b>Targeted support</b>   |  |  |  |                               |   |
| <b>Desired outcomes</b>   | <b>Chosen action/approach</b>  | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b>             | <b>When will you review implement action?</b> |
| <p>Improved achievement at the end of Y6 for PP children both at the expected and higher standard for previous high</p> | <p>Small group and individuals targeted with additional interventions delivered by teacher and HLTA.</p> <p>Effective feedback with opportunity for children to respond.</p> | <p>Children needing targeted support to catch up. 1:1 and small interventions with highly qualified staff have shown to be effective, as shown from the research from John Hattie feedback in schools</p> <p>High quality writing opportunities to be embedded through the curriculum, rooted in experiences</p> | <p>Y6 team and team meetings fortnightly to ‘check in’.</p> <p>SLT monitor (E Head, T &amp; L Lead)</p> <p>Teacher to continue to develop on the recent research into boys’ writing.</p>   | <p>E Head<br/>HoA/Y6 lead</p> | <p>March 2019</p>                             |

|  |  |   |  |            |                   |
|--|--|---|--|------------|-------------------|
| <p>attaining PP children, thus closing the gap between PP children and their non-PP peers.</p>   | <p>Work closely with the external Parent Support Adviser targeting vulnerable families.</p> <p>HLTA/TA CPD via MAT CPD strategy</p>  | <p>wherever possible, and linked with our 'Beautiful Work' – an ethic of excellence.</p> <p>Feedback is known to be one of the most effective strategies for improving learning (see EEF) but only if time is given for it to be followed up by children and staff.</p>   | <p>Monitoring through PRAISE, lesson observations and pupil conferencing.</p> <p>External review via Peer Reviews</p> <p>Evaluation of Feedback &amp; Assessment Policy</p> <p>Families are working collectively with the External Parent Support Adviser to ensure that barriers to learning are reducing.</p>  |            |                   |
| <p>All PP children achieve the expected standard across 1-6, and GLD at end of EYFS, unless there is a significant SEND barrier.</p> <p>Previously high attaining PP children achieve the higher standard.</p> | <p>Small group work through bespoke interventions.</p> <p>1:1 and small group pupil conferencing.</p> <p>Effective feedback with opportunity for children to respond.</p> <p>Use of Speech and Language Link to quickly identify pupils and plan effective interventions.</p> <p>THRIVE sessions</p> <p>Breakfast Club provision</p> | <p>Some of the children need targeted support to catch up. 1:1 and small interventions.</p> <p>Small group interventions lead by highly qualified staff have shown to be effective as research shows in Visible Learning by John Hattie.</p> <p>Speech and Language Link is a nationally known intervention, highly recommended by Speech and Language Therapists across the county. There is a hub lead practitioner for Speech and Language link, and a 'champion' in each of our academies.</p> <p>THRIVE sessions to support children with social, emotional and behaviour needs.</p> <p>Breakfast Club: Breakfast restores glucose levels, an essential carbohydrate that is needed for the brain to function. Many studies have shown how eating breakfast can improve memory and concentration</p> | <p>Engage with parents and pupils to address any concerns or questions about the interventions. Parents to attend Phonics and Early Reading and Maths Workshops so they can support their child at home.</p> <p>Impact monitored by SLT</p> <p>Speech and Language link assessments discussed with teachers and reported in PRAise risk indicator document.</p> <p>THRIVE trained staff to work with pupils.</p> <p>Monitor impact of interventions. Assesses children every six to eight weeks to ensure that they have the best provision to make speedy progress.</p> | <p>SLT</p> | <p>March 2019</p> |

|                            |  |  |  |  |  |
|----------------------------|--|--|--|--|--|
|                            |  | levels and it can also make us happier as it can improve mood and lower stress levels. In studies amongst children, breakfast can improve attainment, behaviour and has been linked to improved grades. Just like any other organ in the body, the brain needs energy to work at its best! |  |  |  |
| <b>Total Budgeted cost</b> |  |  |  |  |  |

| Other approaches   |  |   |  |                 |  |
|--|--|---|--|-----------------|--|
| Desired outcomes   | 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 implement action? |
| Sustainable increased attendance rates for targeted pupils eligible for PP. (Target 98%) | Head of Academy to work with trust attendance officer and academy administrator to monitor pupils and follow up quickly on absences. First day response provision.<br><br>Breakfast club to ensure that children attend school and are on time and ready to learn. | Research shows that attending school regularly and on time has a positive impact on learning, progress and therefore the best life chances for our pupils. Therefore, we must ensure that attendance and punctuality are the highest they possibly can be in order to prepare our children for their future adult life. In line with the Government and Local Authority Guidelines, we expect all our students to maintain an attendance level of 96.4% and above.<br><br>Breakfast also restores glucose levels, an essential carbohydrate that is needed for the brain to function. Many studies have shown how eating breakfast can improve memory | The percentage of pupils achieving attendance badges and certificates at the end of each term is increasing. Administrator to produce weekly breakdown of attendance for vulnerable groups shared with teachers at briefing at the beginning of each week.<br><br>Fortnightly attendance report.<br><br>Half termly attendance report including Persistent Absentees. It is the responsibility of everyone in the school community – parents, staff, pupils and governors to ensure they achieve this. Therefore, we monitor and review the attendance of all our pupils constantly. Fortnightly attendance report is analysed and pupil premium data along with all other groups is reported weekly to SLT and half termly to local governance. | Head of Academy | March 2018                             |

|  |  |  |   |             |         |
|--|--|--|---|-------------|---------|
|  |  | and concentration levels and it can also make us happier as it can improve mood and lower stress levels. In studies amongst children, breakfast can improve attainment, behaviour and has been linked to improved grades. Just like any other organ in the body, the brain needs energy to work at its best! | Children start the school day ready to learn.   |             |         |
| <b>Total Budgeted cost</b>   |  |  |   |             | £13,200 |
| <b>6. Review of expenditure</b>  |  |  |   |             |         |
| <b>Academic Year</b>   | <b>2017/2018</b>   | <b>£21,120</b>   |   |             |         |
| <b>Previous Academic Year - 2017/2018</b>  |  |  |   |             |         |
| <b>Quality of teaching for all</b>   |  |  |   |             |         |
| <b>Desired outcomes</b>  | <b>Chosen action/approach</b>  | <b>Estimated Impact: Did you meet the success criteria? Include impact on pupils eligible for PP, if appropriate.</b>  | <b>Lessons learned</b>  | <b>Cost</b> |         |
| Raise literacy and numeracy achievement for PP children through quality first teaching | Enable Reception children, despite small cohort, to be taught as one year group with full time teacher.  | Closed gap between PP children and non PP children in terms of Good Level of Development (GLD).<br>GLD for PP was 100% compared with 92% for all children.<br>Reading, writing and maths demonstrated a closed gap too.  | Quality first teaching is best resource for closing the gap.<br>Look at children who enter school with PP funding who have potential to reach exceeding at end of EYFS.   |             |         |
| Raise literacy and numeracy achievement for PP children through quality first teaching | Invest in high quality CPD via the Trust's Teaching School to ensure disadvantaged children receive good or better teaching, raising literacy and numeracy achievement through quality first teaching. | Impact of good or better teaching on disadvantaged children specifically.<br><br>Teaching is now good in 80% of the academy.<br>Data for disadvantaged children as above.  | With new staffing drive for good and outstanding teaching continues to be a focus via CPD outlined in strategy above, and through continued access to teaching school CPD.<br><br>Maths 'champions' to be chosen from hub staff to ensure sustainability of Maths leadership. |             |         |

|   |   |   | Teaching and Learning Lead in post from Sept 2018 – Maths Mastery Specialist Teacher.  |             |
|---|---|---|--|-------------|
| <b>Targeted support</b>   |   |   |  |             |
| <b>Desired outcomes</b>   | <b>Chosen action/approach</b>   | <b>Estimated Impact: Did you meet the success criteria? Include impact on pupils eligible for PP, if appropriate.</b>   | <b>Lessons learned</b>   | <b>Cost</b> |
| Personalised learning – one to one tuition, additional small group interventions in order to close gaps between PP and non-PP children. | Support staff working in classes for vulnerable children in Y1 – Y6 in order that those children reach age related expectations   | Close gap in reading, writing and maths for PP children and ensure this is at or above national.<br><br>Y1 phonics – gap closed<br>Y2 – reading, writing and maths gap closed (100% EXS PP)<br>Y6 – gap closed for expected (100% EXS PP RWM; 50% higher standard in R and W) | The PP child with high PAG converted to higher standard/GDS in reading and writing, but not in maths (maths higher standard was low for non-PP at 7%).<br>Need to look at teaching for the higher standard in maths. |             |
| Personalised learning – one to one tuition, additional small group interventions in order to close gaps between PP and non-PP children. | Support staff working 1:1, with a particular focus on reading, in order that disadvantaged children will not fall behind their non-PP peers and national expectations, particularly in reading. | Close gap in reading for children in receipt of the Pupil Premium Grant and their non-PP peers.<br><br>Y1 phonics – gap closed<br>Y2 reading – gap closed<br>Y6 reading – gap closed and high PAG PP scored higher standard.  | Continue to work on this with vulnerable children, and also ensure that any previously high attaining PP children continue to achieve the higher score at end of KS1.  |             |
| Providing social & emotional support/interventions to improve   | Continue Thrive work<br>Continue to fund Parent Support Adviser   | Sustain improvement in attendance for children in receipt of the PP grant so that it is above national and remains with no gap with non-PP children's attendance.   | Attendance is at national for PP children.<br>However, this remains an important part of our work in order that we continue to improve   |             |

| attendance & behaviour.   |   | Attendance rates for pupils eligible for Pupil Premium at the end of 2018 was 96.3% which was broadly at national of 96.4% and above all pupils at 95.4%. This is a continued improvement on the last two years.                  | all attendance, and therefore also that of our disadvantaged children.   |             |
|---|---|---|--|-------------|
| <b>Other approaches</b>   |   |   |  |             |
| <b>Desired outcomes</b>   | <b>Chosen action/approach</b>   | <b>Estimated Impact: Did you meet the success criteria? Include impact on pupils eligible for PP, if appropriate.</b>   | <b>Lessons learned</b>   | <b>Cost</b> |
| Enhanced curricular opportunities – school visits, residential trips, extra-curricular activities & support with uniform or supplies etc. | Subsidise costs for children providing enhanced life experiences through trips and visits/visitors in particular. | Improvement in writing, particularly boys' writing, for disadvantaged children.<br><br>Writing in EYFS – gap closed<br>Y1 phonics – gap closed<br>Y2 writing – gap closed<br>Y6 writing – gap closed (100% EXS, no high PAG boys) | Ensure previously high attaining PP children continue to achieve greater depth in the expected standard in writing.<br><br>Ensure PP children in Y3, Y4 and Y5 achieve at or above national and with no gap. |             |