

“Each one of you is a child of God” Pope Francis



**All Saints is educating for Unity, Responsibility, Courage,
Wisdom and Generosity**

Pupil Premium Policy

Background

There has been continued concern for many years about the relative attainment of pupils from disadvantaged backgrounds in comparison to those from wealthier homes. There is a strong correlation between attainment, life chances and financial security. Less than half the number of pupils entitled to free school meals are likely to get as good GCSE grades as other children.

The Pupil Premium, introduced in 2011 is an annual payment that has been allocated by the government to pupils eligible for free school meals and looked-after children (identified from the School Census.) In 2012 to 2013 the Pupil Premium was extended to pupils who have been eligible for free school meals at any point in the last 6 years.

The intention is that the premium is used to help reduce the gap in attainment and enable disadvantaged pupils to break out of the cycle of poverty that many find themselves in.

How much Pupil Premium funding does the school receive?

The level set for 2013-14 was £1320 per pupil, £1900 per Looked after Pupil. Altogether 61.4% of our pupils were eligible and the total received by the school was £208,000

School Vision

As a school we are acutely aware that our society remains one of the most unequal in the developed world and the gap between rich and poor is in fact widening. We believe that our school can play a key role in helping all children overcome disadvantage, shape their destiny and achieve much more than they or their families may ever have imagined.

Accountability

The government does not dictate to schools on how the money should be spent. It does, however, expect schools to have clear, transparent plans on how to best use the funds and to be clear about measuring the impact made.

Our school is required to account for the money we spend. This accountability is twofold:

- New measures are now included in performance management tables
- Schools are required to publish online how they use the premium

School leaders report every half term to a committee of the governing body on how this funding has been targeted, the rationale behind spending decisions and the evidence of the impact made.

In all reporting, we will meet our responsibilities under the Data Protection Act 1998 to ensure individual pupils or groups of pupils cannot be identified.

How we will make decisions regarding the use of the Pupil Premium.

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.
- Use the latest evidence based research on proven strategies which work to narrow the attainment gap and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium, so that it is clear this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with low ability and ensure resources target more able children to achieve Level 3 (key stage 1) and Level 5/6 (key stage 2).
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these groups and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations (SATs) at the end of the Year.

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 allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

DfES Advice makes clear: The pupil premium can be spent on activities for all pupils provided that the primary purpose of the activity is to close that gap between disadvantaged pupil and their peers, and the school can demonstrate this. There is no minimum number of eligible pupils that need to be part of an activity in order for any spending of the grant to be valid.

The range of provision the Governors may consider making for this group could include:

- Reducing class sizes thus improving opportunities for effective AFL and accelerating progress.
- Providing small group work with an experienced teacher/teaching assistant focussed on overcoming gaps in learning.
- 1 – 1 support.
- Additional teaching and learning opportunities provided through external agencies
- All our work through the Pupil Premium will be aimed at accelerating progress moving children to at least age related expectations. Initially this will be in communication, English and Maths.
- Pupil premium resources may also be used to target able children on FSM to achieve Level 3 (key stage 1) or Level 5/6 (key stage 2).

Teaching and Support Staff will:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'; promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive; plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- Support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind, keep up-to-date with teaching strategies and research, which have a proven track record in narrowing the gaps in attainment and achievement.

- Engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

What are our school's priorities for 2015/16?

1. Attendance

Attendance amongst children entitled to Pupil Premium nationally is considerably poorer than amongst other pupils. This is very worrying because these children cannot afford to miss out on learning. At All Saints improving attendance and punctuality remains a key priority. We have a senior member of staff dedicated to promoting excellent attendance and punctuality and supporting families to achieve this. First day response to any absence and late arrival to school are logged by a member of the administration staff who has a dedicated time for these responses. Additional support from our attendance and welfare officer is bought from the Local Authority. Breakfast club is subsidised in order to support families and give children an excellent start to the day. However, no school, nor government funding can ever replace the role and influence of a parent or carer. Ensuring a child attends school on time remains a key parental responsibility.

2. Speech and language and communication

Restricted vocabulary remains the single biggest barrier to children succeeding at school in this country. Up-skilling our staff and providing intensive one to one and group support for children to develop their speech, language and communication are key priorities. We have prioritised this area by deploying an experienced teaching assistant to this role full-time who works closely with professionals from the Speech and Language Service. In addition, further teaching assistants have received additional accredited training in speech, language and communication.

3. Pupil Wellbeing

Social and emotional wellbeing create the foundation for healthy behaviour and educational attainment. It also helps to prevent behavioural and mental health problems. The link between economic disadvantage and poorer health, including mental health, is widely known. For many of our pupils, life can be tough. Bereavement, divorce, separation or loss of any kind can affect any child's ability to cope. Sometimes children need more than the class teacher or teaching assistant can give in class. We employ an art therapist and a play therapist to provide children and parents with additional, highly specialised therapeutic support.

School also purchases the services of an independent senior chartered educational psychologist. Again, this provides school staff and parents with greater insight into barriers to learning (social, emotional or academic.)

4. Supporting early reading

At All Saints we aim to ensure all of our pupils become competent readers as early as possible. To achieve this, we assess individual pupils' progress, phonic knowledge and skills frequently and deploy our

staff to ensure daily phonics is taught in ability groups across Reception, Years 1 and 2. In Key stage 2, intensive small group and one to one support is provided for pupils at risk of falling behind, with highly experienced teaching assistants trained to deliver a range of interventions. Detailed assessments are

Undertaken and strategies planned for individual pupils by a specialist advisory teacher employed privately by the school. Remedial tuition for a set period of time, delivered on a one to one, has proven highly effective in helping children to catch up and to become confident readers. This year we have also introduced Lexia, a web-based reading programme which identifies specific areas that children need to focus on to improve their skills. This investment was made after a successful trial of the programme with selected children in the summer term of 2014-15.

5. Investing in digital technology

Building on last year's success, we have teamed up with Edge Hill University and the Education Endowment Fund to extend the use of hand-held computers which allow pupils to answer questions electronically and receive instant feedback. These will now be used in Maths and English in Years 3, 4, 5 & 6 and teachers new to these will have receive additional training from the University and colleagues here to use these devices to maximum effect. The programme runs over two years and detailed information on its impact will be gathered as part of the research.

Already teachers report:

- Improved recall of multiplication tables, speed and accuracy.
- Improved engagement and motivation amongst pupils with pupils more willing to contribute via the technology
- Improved vocabulary and writing through creation of word banks which are more accessible to pupils.

Appeals Procedure

Any appeals against this policy can be made through the governors' complaints procedure.

Closing the Gaps in Attainment and Progress – Pupil Premium

The data below outlines the improved performance over the last two years of the pupils eligible for pupil premium funding.

NB All 2015 data is invalidated and is subject to change.

GLD Foundation Stage

(Pupil Premium Children)

Pupil Premium Children	2013	2014	2015	Increase over 2 years
School pass rate	38%	46%	39%	1% (had increased by 8%. 2015 cohort high number of SEND children)

KS1 Phonics Screening - Pupil Premium children

Pupil Premium Children	2013	2014	2015	Increase over 2 years
School pass rate	39%	57%	74%	35%
National pass rate	57%	63%	Unknown at present	

KS1 Attainment Data - Pupil Premium Children % attaining 2b+

Pupil Premium Children	2012	2013	2014	2015	Increase over 3 years
Reading	46%	65%	65%	82%	36%
Writing	29%	57%	52%	68%	39%
Maths	54%	65%	68%	79%	25%

KS1 Attainment Data for Pupil Premium Children

Average Points Scores (APS) are calculated by converting National Curriculum levels into points.

Pupil Premium Children	2012	2013	2014	2015 Data not yet released	Increase over 2 years
APS Reading, Writing and Maths	12.9	14.3	13.9		1
APS Reading	12.9	15.2	14.2		1.3
APS Writing	12.1	13.3	13.3		1.2
APS Maths	13.8	14.3	14.3		0.5

KS2 Progress Data for Pupil Premium Children

Pupil Premium Children	2013	2014	2015	Increase over 2 years
Expected Progress Reading	64%	88%	91%	27%
Accelerated Progress Reading	29%	27%	41%	12%

Accelerated Progress Maths	11%	23%	32%	21%
Expected Progress Writing	79%	96%	100%	17%
Accelerated Progress Writing	32%	35%	32%	0%
Expected Progress Maths	71%	92%	95%	24%

KS2 Attainment Data for Pupil Premium Children

Average Points Scores (APS) are calculated by converting National Curriculum levels into points.

Pupil Premium Children	2012	2013	2014	2015 Data not yet released	Increase over 2 years
APS Reading, Writing and Maths	23.4	25.3	26.6		3.2
APS Reading	23.8	26.4	27		3.2
APS Writing	22.9	24.0	25.4		2.5
APS Maths	23.1	25.5	27		3.9
APS Grammar Punctuation and Spelling	No test	24.4	25.8		1.4

KS2 Percentage of Pupil Premium Children Attaining Level 5

Pupil Premium Children	2012	2013	2014	2015	Increase over 3 years
Reading	18%	43%	31%	39%	21%
Writing	0%	0%	4%	17%	17%
Grammar Punctuation and Spelling	N/A	39%	27%	52%	13%
Maths	9%	18%	27%	34%	25%

Attendance Matters

For parents' information, below is a table showing the overall percentage attendance of children who are eligible for Pupil Premium. As you will see, the percentage is lower than last year; this is due to a large number of children contracting Chicken Pox, during the period end September 2014 and end of November 2014.

Pupil Premium

	2012/13	2013/14	2014/15
Overall percentage attendance of children eligible for Pupil Premium	91.93%	93.28%	92.8%