

1. Summary information					
School	All Saints' CE Federation (Infant School)				
Academic Year	2018/19	Total PP budget	£71,160	Date of most recent PP Review	n/a
Total number of pupils	271	Number of pupils eligible for PP	57	Date for next internal review of this strategy	Sept 2019

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>England average for all children</i>
% achieving a good level of development at the end of F2 [15]	33%	72%
% achieving the required standard in the Y1 Phonics test [15]	53%	83%
% achieving the expected level in reading in KS1 [24]	58%	75%
% achieving the expected level in writing in KS1	58%	70%
% achieving the expected level in maths in KS1	50%	76%
% achieving the greater depth standard in reading in KS1	8%	26%
% achieving the greater depth standard in writing in KS1	4%	16%
% achieving the greater depth standard in maths in KS1	17%	22%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b>	
A.	Writing and communication skills are lower for pupils eligible for PP than for other pupils. This slows progress and has a negative impact on all areas of learning, particularly in reading, writing and maths.
B.	Pupils eligible for PP do not achieve attainment at greater depth at the same rate as other pupils, especially in reading and writing.
<b>External barriers</b>	
C.	Parental engagement varies for those pupils eligible for PP, for many pupils there is a lack of support at home with homework, reading, recall of facts and also a lack of attendance at parent/carer consultation evening and workshops.
D.	The rates of absence and particularly persistent absence relating to pupils eligible for PP is higher than national rates.
E.	Increased variation in home learning environment for children eligible for PP funding e.g. un-settled homelives, family separations, safeguarding concerns/child protection plans, lack of knowledge/insufficient resourcing to support educational learning.

4. Desired outcomes		Success criteria
A.	Improve attainment in reading, writing and maths for pupils eligible for PP	Pupils eligible for PP make rapid progress by the end of KS1 so that all pupils meet age related expectation (unless significant developmental delay with pupils identified having a special educational need.)
B.	Improve greater depth attainment for pupils eligible for PP, especially in reading and writing.	Pupils eligible for PP make rapid progress by the end of KS1 so that the % of pupil eligible for PP attain GDS at least the same rate as other pupils.
C.	Greater engagement of parents/carers of pupils eligible for PP with educational activities and learning.	Parents/carers of pupils eligible for PP feel confident approaching school staff and attend consultation evenings and educational school

		based learning opportunities at the same rate as other children.
D.	Improved attendance and punctuality across the school, with a particular focus on increasing attendance of pupils eligible for PP and decreasing persistent absence of pupils eligible for PP so that they are at least inline with national expectations.	Attendance of pupils eligible for PP meets at least national expectations and rates of PA are no higher than national expectations.
E.	Pupils eligible for PP have similar access to high quality resources as other pupils may have. Pupils eligible for PP have similar opportunities to other children with regards to experiences, sporting or musical activities etc. available in school.	Pupils eligible for PP broaden their experiences and opportunities by having the opportunity to participate in any school excursions or activities (as desired).

5. Planned expenditure					
Academic Year		2018 - 2019			
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?
Improve attainment in reading, writing and maths for pupils eligible for PP	Revised approach to phonics New structure and format to guided reading in KS1 Implementation of Maths No Problem and mastery maths Development of provision in EYFS	We have identified that there is lack of application of phonics skills into reading and writing activities. The whole class approach to teaching phonics is used by many Ebor schools to great effect. In addition, outcomes in early literacy skills (in particular reading and vocabulary development) have proven elsewhere to improve with this approach to reading and maths. We want to invest some PP money in new resources and CPD to support the 'Teaching for Mastery' approach to learning where reasoning skills and peer learning strategies are encouraged throughout. This approach to maths is supported by the local Maths Hub, of which Ebor are an active member. High quality interactions and resources in EYFS have proven to aid developments not only in language and communication but also in early literacy and maths.	ESIT will work closely with leaders in school to implement the approaches Use of training days to deliver high quality training to the whole staff On-going development days / mentorship of teachers and TAs throughout the implementation period and beyond Resources will be purchased to support the new approaches	ESIT, LJ, English and maths teams and phase leads	At the end of the first cycle, then subsequent cycles. Final review at the end of July 2019

Improve greater depth attainment for pupils eligible for PP	Heightened focus on spelling and handwriting. Appropriate challenge for all	We want to invest some PP money in new resources and CPD to support the teaching of spelling and handwriting. We also want to purchase resources to support the new approach to teaching mathematics	Maths Hub training and resources to be cascaded out to all staff Use of training days to deliver high quality training for all staff. Ongoing monitoring of outcomes and targeted intervention for teachers and support staff.	Maths and English teams	End of Cycle 2 and again at the end of Cycle 3
<b>Total budgeted cost</b>					£19,400

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?
Improve attainment in reading, writing and maths for pupils eligible for PP in FS and KS1	1 to 1 and small group provision of a range of interventions including: precision teaching, paired reading (Reading Stars), Firm Foundation maths, First Class @ Number, penpals handwriting interventions Resources to support teaching	Some of the pupils need targeted support to catch up. These are programmes which have been independently evaluated and shown to be effective in other Ebor schools as well as some of them being recommended by the EEF.	Ensure staff training is provided as necessary to provide staff with the skills needed to deliver the sessions. Organise timetable to ensure staff members developing provision have sufficient preparation and delivery time.	LJ and JR	End of Cycle 1 then the end of every subsequent cycle.
Improve greater depth attainment for pupils eligible for PP	Weekly, small group sessions delivered by a teacher	We want to provide extra support to raise high attainment in reading, writing and maths. Specifically targeted, small group interventions with highly qualified staff have been shown to be effective, as seen in NFER research.	Extra teaching time and preparation time paid out of our PP budget Impact overseen by Maths, Reading and Intervention Leaders.	LJ, JR and English and Maths leaders	End of cycle 1 and then at the end of every subsequent cycle.
<b>Total budgeted cost</b>					£37,000
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?
Greater engagement of parents/carers of pupils eligible for PP with educational activities and learning.	Appointment of Parent Support Advisor Personal invitations and reminders to educational events for parents/carers of pupils eligible for PP	We want parents/carers of pupils eligible for PP to feel confident in approaching school staff to discuss their child's education and learning. Having a member of staff dedicated to supporting and advising parents is one way we can increase engagement. We also want to increase the attendance of parents/carers of pupils eligible for PP at consultation evenings and educational school based learning opportunities.	Ensure the PSA is clear about her role. Provide a range of opportunities for staff to engage with parents (coffee mornings, worship, celebration of learning, sporting events) Provide time for staff to send personal invitations and reminders to parents/carers of pupils eligible for PP.	ZN and PFST	Evaluate at the end of cycle 1 and review at the end of summer term 2019

Improved attendance and punctuality across the school, with a particular focus on increasing attendance of pupils eligible for PP and decreasing persistent absence of pupils eligible for PP so that they are at least in line with national expectations.	Appointment of PSA to closely monitor attendance and offer advice and support to parents and families of pupils eligible for PP Whole school raised expectations for attendance and punctuality. Regular information provided to all parents about their child's attendance.	Research has shown that being in school and on time everyday has a significant, positive impact on educational attainment. Having a dedicated member of staff, who is able to offer support and advice to families will help to increase attendance.	Ensure the PSA is clear about her role. Provide time for the PSA to monitor attendance on a fortnightly basis and support families on a daily and weekly basis	ZN and PFST	Evaluate at the end of cycle 1 and review at the end of summer term 2019
Pupils eligible for PP have similar access to high quality resources as other pupils may have. Pupils eligible for PP have similar opportunities to other children with regards to experiences or educational activities provided in school.	There will be a 'resources/loans shop' (containing books, clothing and stationary) available to pupils eligible for PP in school. Pupils eligible for PP will not have to make voluntary contributions for educational visits or educational visitors and activities in school.	Pupils eligible for PP often have fewer educational resources and opportunities available to them than other pupils. By having resources and opportunities available to them at no cost, we are increasing their experiences, which in conjunction with other approaches, will develop life skills and raise expectations.	Provide parents of pupils eligible for PP with information so that they know what resources can be taken/loaned from the 'shop' and what other activities will be funded by school.	ZN and PFST	Evaluate at the end of cycle 1 and review at the end of summer term 2019

**Total budgeted cost** £14,760

## 6. Review of expenditure

<b>Previous Academic Year</b>	<b>2017-2018</b>	(total spend £62,200)
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### i. Quality of teaching for all

Desired outcome	Chosen action/ approach	Estimated impact	Lessons learned	Cost
To use AfL strategies effectively, with appropriate challenge to ensure that the percentage of children meeting expectations in R,W and M and RWM combined at least meets the national benchmark.	Staff CPD on AfL, marking and feedback, questioning and challenge. Sharing of good practice through teacher observations and coaching triads.	Mixed Some of the staff CPD was effectively implemented into class teaching and improvements in QFT could be seen however this was not consistent. The sharing of good practice through coaching triads and teacher observations enabled teachers to develop their skills to support all pupils not just for pupils eligible for PP. Success criteria not met, however staff CPD will continue as will opportunities to observe strong teachers.	These approaches contribute to the delivery of QFT, however in future team teaching will be used rather than triads and observations as they have been proven to be effective in other Ebor schools.  Greater focus is needed on the PP population to ensure provision is targeted at their specific needs.	£500

To raise attainment of pupils eligible for PP in order to diminish the difference between PP and Non-PP pupils in R, W and M.	As above but additionally: T4W and maths mastery training, secrets of success and active learning techniques CPD, moderation activities, additional time for planning/designing engaging purposeful tasks.	Mixed Some of the staff CPD was effectively implemented into class teaching and improvements in QFT could be seen however this was not consistent. Additional time for moderation and planning enabled judgements to be more accurate and teaching content to be more consistent across year groups. Success criteria not met, however approaches will continue as contributing factor to improvements in QFT.	It is hard to measure the direct impact of these approaches on outcomes as staffing was so unstable, meaning that developing a consistent pedagogy was challenging.  Having established a more stable staff group, these approaches will continue to be used in the future as they contribute to the delivery of QFT, which in turn will lead to raised attainment for all.	£700
<b>ii. Targeted support</b>				
Desired outcome	Chosen action/ approach	Estimated impact	Lessons learned	Cost
Higher rates of progress and greater attainment for pupils eligible for PP in reading	We employed and trained additional teachers, NNs and TAs to support reading through structured intervention programmes. Reading catch-up interventions (precision teaching and other activities for phonics) Paired daily reading with a trained adult (research based) Additional GR intervention Phonics resources Additional reading materials	Most children receiving reading catch-up intervention made a strong start but that the approach needs to continue to ensure PP children attain the same as others. Since the introduction of research based interventions and chosen approaches successful in other Ebor schools, part way through the year, gaps are closing for many pupils eligible for PP but this needs to continue to be a focus this year. The progress in reading of children at the end of Foundation Stage was mostly good despite many of them starting from low baselines and the disruption caused by a restructuring to the EYFS unit.	Targeted support from highly trained staff works well. It is important to have robust monitoring and on-going assessment systems to ensure that the children are well matched to the intervention they are offered.	£17,200

<p>Higher rates of progress and greater attainment for pupils eligible for PP in writing</p>	<p>We employed and trained additional teachers, NNs and TAs to support writing through structured intervention programmes.</p> <p>Phonics and spelling interventions</p> <p>Grammar intervention</p> <p>Regular handwriting intervention</p> <p>Weekly 'squiggle wiggle' sessions</p> <p>Additional GW intervention</p>	<p>Most children receiving phonics and spelling intervention or in receipt of additional guided writing intervention made some progress in writing. Gaps in knowledge were beginning to be filled but this was not always reflected in outcomes and further work will need to continue in this area next year.</p> <p>All children receiving handwriting or 'squiggle wiggle' intervention made progress in handwriting.</p>	<p>Targeted support from highly trained staff works well. It is important to have robust monitoring and on-going assessment systems to ensure that the children are well matched to the intervention they are offered.</p>	<p>£12,400</p>
<p>Higher rates of progress and greater attainment for pupils eligible for PP in maths</p>	<p>We employed and trained additional teachers, NNs and TAs to support writing through structured intervention programmes.</p> <p>Precision teaching for basic number recall</p> <p>Firstclass @ number</p> <p>Numicon Firm Foundations</p> <p>Additional Maths Mastery intervention</p> <p>Additional maths resources</p>	<p>Most children receiving maths intervention or in receipt of additional mastery maths intervention made progress in maths.</p> <p>A higher percentage of pupils eligible for PP attained their ELG in maths compared to reading and writing.</p> <p>Although the percentage of pupils eligible for PP attained a similar percentage for attainment in reading, writing and maths at KS1, the percentage attaining GDS in maths was significantly higher than in reading and writing. These interventions need to continue next year.</p>	<p>Targeted support from highly trained staff works well. It is important to have robust monitoring and on-going assessment systems to ensure that the children are well matched to the intervention they are offered.</p>	<p>£15,100</p>
<p>Higher rates of progress for high attaining pupils eligible for pp in reading, writing and maths.</p>	<p>We employed and trained additional teachers and TAs to deliver small group interventions focussing on metacognition and higher order thinking in addition to skills needed to respond to GDS questioning.</p>	<p>Although the percentage of pupils eligible for PP attained a similar percentage for attainment in reading, writing and maths at KS1, the percentage attaining GDS in maths was significantly higher than in reading and writing. These interventions need to continue next year.</p>	<p>Targeted support from highly trained staff works well. It is important to have robust monitoring and on-going assessment systems to ensure that the children are well matched to the intervention they are offered. In addition, high quality training is essential in order for staff to facilitate such high level of questioning.</p>	<p>£16,900</p>

<p>Pupils eligible for PP deal with their feelings and emotions in an appropriate way (compared to other pupils)</p>	<p>We employed ELSAs to deliver targeted support to individuals.</p> <p>We employed additional adults to lead social communication activities to small groups.</p> <p>We employed additional lunchtime support to run clubs and support individuals</p>	<p>Pupils who completed intervention with an ELSA on an area of need, made progress against their individual targets and although this did not always directly related to their outcomes, they all made progress and developed skills related to their area of need.</p>	<p>Targeted 1:1 support matched to individual needs works well. It is now essential that we look at how children can transfer the skills learned in these sessions into the classroom/school environment.</p>	<p>£2,950</p>
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iii. Other approaches				
Desired outcome	Chosen action/ approach	Estimated impact	Lessons learned	Cost
Greater engagement of parents and carers of pupils eligible for PP in order to support higher rates of progress and greater attainment of pupils eligible for PP.	Release time for teachers in FS2 to make home visits and attend cluster meetings to gain a greater insight into individuals and support needed.  Increased range of opportunities provided for families to attend school activities.	Releasing FS teachers to attend cluster meetings enabled them to establish information regarding those pupils eligible or possibly eligible for PP. This in turn allowed staff to plan more effectively for the distribution of children into class and the provision that would be needed for them.  Opportunities for parents to attend events increased and as a result sometime more parents/carers from pupils eligible for PP attended however this was inconsistent and we need to look at ways to build on this next year.	Although FS staff were able to establish more about pupils eligible for PP and plan more effectively for them, this was not available for KS1 staff. Next year we need to employ a member of staff who can dedicate a large proportion of their time to supporting and advising parents, increasing parental engagement with school and learning particularly for KS1 families.	£300
Pupils eligible for PP have access to similar resources as other pupils and opportunities to take part in similar school related experiences.	Fund educational visits and visitor workshops.  Prioritise places for attendance at extra-curricular activities.	All pupils eligible for PP were given the same access to visit and visitors in school, enabling them to have similar experiences to all other pupils. In addition pupils eligible for PP were given priority to extra- curriculum clubs for the same reason.	Continue with these approaches and look to increasing these opportunities to broaden their experiences.	£1,150
<b>7. Additional detail</b>				