



All Saints' Pupil Premium Strategy 2018-2019

| Area for Development, Barrier & Proposed Impact | Strategy (Including Rationale) | Cost | Evaluation | Impact |
|---|---|--|---|--|
| <p>Pupils often display emotional issues which prevent them from making progress in all areas of school life</p> <p>Lack of mental health support that can be accessed outside of school</p> <p>Children will have access to the school counsellor when/if necessary</p> | <p>Access to weekly sessions with the school counsellor</p> <p>Access to Relax Kids</p> <p>Access to Social Stories</p> <p>Access to Lego Therapy</p> | <p>£2, 160</p> <p>£350</p> <p>£500</p> <p>£350</p> <p>Total £3, 360</p> | <p>Counsellor available throughout autumn term followed by Draw & Talking therapy – CPD undertaken by a staff member.</p> <p>Relax Kids and Lego therapy continued to run throughout the year in response to need – valuable feedback received from pupils and parents alike.</p> | <p>Pupils across year groups accessed intervention which met their individual needs.</p> <p>Pleasing reports from class teachers which highlighted impact Drawing & Talking had on pupils.</p> |



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| <p>Pupils achieve Expected Standard in line with other pupils across the school however too few disadvantaged pupils are achieving higher levels in line with other children within the school (R, W & M)</p> <p>*See Appendix One</p> <p>Children need further teaching input in selected areas of the curriculum</p> <p>% of PP children achieving higher levels will be in line with other children across the school</p> | <p>Quality First Teaching</p> <p>Targeted intervention provided by Teacher (x1 pm)</p> <p>Targeted in-class support provided by Teaching Assistant</p> <p>Lexia- reading programme for an additional year with CPD opportunities for staff</p> <p>Access to Magic Spelling</p> <p>Access to Speed Up</p> <p>Weekly Additional Support Club to be provided for selected students</p> | <p>£2, 496</p> <p>£13, 600</p> <p>£1, 300</p> <p>£500</p> <p>£500</p> <p>£1, 224</p> <p>Total £19, 620</p> | <p>Monitoring showed consistent quality first teaching in all classes; outcomes reflect this.</p> <p>Interventions were used across the year to target individual need. Pupils were identified for further adult support at different points throughout the year based upon progress made from their starting points.</p> | <p>29% of children achieved higher levels in R, W & M combined at the end of Y6. % of pupils achieving GDS was inline or above national other.</p> <p>7 pupils:</p> <table border="1" data-bbox="1765 823 2125 1010"> <thead> <tr> <th>EXS</th> <th>Y6</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>89%</td> <td>86%</td> </tr> <tr> <td>W</td> <td>89%</td> <td>100%</td> </tr> <tr> <td>GPS</td> <td>89%</td> <td>100%</td> </tr> <tr> <td>M</td> <td>85%</td> <td>100%</td> </tr> </tbody> </table> <table border="1" data-bbox="1765 1082 2125 1268"> <thead> <tr> <th>GDS</th> <th>Y6</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>39%</td> <td>57%</td> </tr> <tr> <td>W</td> <td>31%</td> <td>43%</td> </tr> <tr> <td>GPS</td> <td>35%</td> <td>43%</td> </tr> <tr> <td>M</td> <td>27%</td> <td>43%</td> </tr> </tbody> </table> | EXS | Y6 | PP | R | 89% | 86% | W | 89% | 100% | GPS | 89% | 100% | M | 85% | 100% | GDS | Y6 | PP | R | 39% | 57% | W | 31% | 43% | GPS | 35% | 43% | M | 27% | 43% |
| EXS | Y6 | PP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| R | 89% | 86% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| W | 89% | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GPS | 89% | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| M | 85% | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Involvement and engagement in all areas of the curriculum enhance pupils' learning</p> <p>Economic</p> <p>The proportion of pupils receiving music tuition for part of the year increases</p> <p>Premium will have access to school run extra-curricular activities</p> | <p>One term of music tuition given to Year Three and Year Four as well as additional musical input to Year Five</p> <p>Supplement residential to Year Five and Year Six</p> <p>Ensure all children have the correct clothing, footwear and equipment to fully take part in daily school life (all lessons)</p> <p>Continue to offer outdoor learning opportunities and extracurricular clubs to all year groups</p> | <p>£1, 500</p> <p>£3, 000</p> <p>£500</p> <p>£2, 100</p> <p>Total £7, 100</p> <p>£30, 080</p> | <p>A wide range of extra-curricular activities were available to all pupils throughout the year – musical, residential, extra-curricular clubs.</p> <p>Pupil voice reflected positive attitudes about the range of activities on offer.</p> | <p>Pupils were taught new skills across the year related to music tuition as part of music curriculum.</p> <p>A range of clubs and experiences were available to pupils covering a range of skills.</p> |