

Toynton All Saints pupil premium strategy statement 2017-2018

1. Summary information					
School	Toynton All Saints Primary School				
Academic Year	2017-2018	Total PP Budget	£33,786	Date of most recent PP review	13.06.17
Total number of pupils	114	Number of pupils eligible for PP	25	Date for next internal review of this strategy	September 2017

2. Current Attainment		
	Pupils eligible for PP	Pupils not eligible for pupil premium
% achieving in reading, writing and maths	50%	70%
% achieving good progress in reading	100%	62%
% achieving good progress in writing	100%	100%
% achieving good progress in maths	100%	100%

3. Barriers to future attainment (for pupils eligible for pupil premium, including high ability)	
A.	Phonics Intervention to support our largest class of 30 Year 1 children.
B.	Year 4 children are to receive personalised learning approach to secure at least good progress in Reading, Writing and Maths.
C.	The children are able to enter the school day having had a positive, nurturing and healthy start to the day.
D.	The children have the opportunity to enjoy enrichment provision across the school at the end of the school day.
E.	Our vulnerable children are supported on an as and when needed basis, during crisis moments in their lives.
F.	Intervention to support our children who are working at below age related expectations.

4. Planned expenditure						
Academic Year	2017-2018					
i. Quality of teaching for all						
Desired outcome	Chosen	What is the	How will you ensure	Responsibility	When will you	Cost

	action/approach	evidence and rationale for this?	it is well implemented?		review implementation?	
A. Our largest class of 30 year 1 children are supported with Read, Write Inc. discreet phonics and reading programmes with our intervention programme specialist.	Phonics intervention programme teaching assistant delivers impactful 1:1 and small group programme for 2 hours per day, 5 days per week.	Delivery of specific and measured programme in the past has resulted in at least good outcomes for the children, which we aim to ensure for our Year 1 cohort.	-Weekly and termly updates between class teacher and phonics intervention programme teaching assistant. -Termly assessments using Classroom Monitor by teachers -Whole school termly assessments by TH	HT, Standards Governors, Pupil Premium Governor and Class Teacher	-6 x per year in whole school assessments. -3 x per year in performance management meetings -HT and subject leaders/SENDCO lesson observations -termly book scrutinies	£5,814
B. Our Year 4 children are supported in achieving at least good progress in Reading, Writing and Maths, following the upskilled curriculum content and skills required with the introduction of the new curriculum.	Investment in a class of 15 children, with the second continuous year with their same Class Teacher from the previous academic year, is to teach this cohort as a stand-alone year group, to encourage independent learning and accelerated progress.	A personalised learning approach (ratio of 1:15) will support these children in Year 4, with consistent and continuous teaching and learning strategies implemented from the same teacher over 2 years.	-Lesson observations to record quality of teaching and learning. -Book scrutinies to evaluate children's progress. -Performance management targets are aligned to children's outcomes. -Termly assessments using Classroom Monitor.	HT, SENDCO, Standards Governors, Pupil Premium Governor, Class Teacher and TA	-6 x per year in whole school assessments. -3 x per year in performance management meetings -HT and subject leaders/SENDCO lesson observations -termly book scrutinies	£8,443
C. Our children are welcomed to school in a nurturing environment, to give them a positive and healthy start to the	We will subsidise the Breakfast Club provision, to enable all children to have access.	Children of all ages across the school access the Breakfast Club provision and begin the school day	Monitoring of feedback from parents and children regarding the service offered. Success criteria	HT, School Business Manager, Breakfast Club Teaching Assistant and Pupil Premium Governor	Bi-annual questionnaire, number of participants in the club and verbal feedback	£1,539

beginning of the school day.		positively, after a nurturing environment and a healthy breakfast, ready for the day's learning.	achieved in our working towards Bronze level in the Food For Life Partnership Award.		from parents, families and children.	
D. Children across the school are offered the opportunity to enjoy a social and emotional experience at the end of the school day, enabling them to enjoy this enriched provision with their peers and to enable their siblings to enjoy Extra-Curricular club activities.	Wrap around care is provided for all ages across the school.	Children's wellbeing is markedly improved when attending 5.30 club, which all of the children across the school enjoy as a "treat". This wellbeing translates into improved engagement in their learning and play throughout the school day.	Monitoring of feedback from parents and children regarding the service offered. Success criteria achieved in our working towards Bronze level in the Food For Life Partnership Award.	HT, School Business Manager, 5.30 Club Manager and Pupil Premium Governor	Bi-annual questionnaire, number of participants in the club and verbal feedback from parents, families and children.	£5,593
E. Our children are supported when they are vulnerable and are therefore feel secure and safe at school and at home, which impacts upon their resilience in their learning.	We have invested in a Learning Support Mentor, who provides nurture groups, 1:1 counselling, chatter groups, anger management counselling and self-esteem work and theraplay in order to support our children in managing their feelings and experiences.	When the children are supported at vulnerable times, we are able to ensure that they are in a resilient place to achieve the optimum potential in their learning outcomes.	Ongoing referrals from parents and feedback daily on children's progress and resilience.	HT, Learning Support Mentor and Pupil Premium Governor	Annually, at budget prep meetings.	£9,399

<p>F. Our vulnerable children achieve at least good progress and attainment in English and Maths due to additional time with our intervention programme specialist.</p>	<p>Specialist intervention programmes teaching assistant delivers impactful 1:1 and small group programmes for 2 hours per day, 2 days per week.</p>	<p>Delivery of specific and measured programmes in the past has resulted in at least good outcomes for the children, which we aim to ensure for our children who are working at below age expectations.</p>	<p>-Weekly and termly updates between class teacher and intervention programmes teaching assistant. -Termly assessment by our SENDCo -Termly assessments using Classroom Monitor by teachers -Whole school termly assessments by TH</p>	<p>HT, SENDCo, Standards Governors, Pupil Premium Governor and Class Teachers</p>	<p>-6 x per year in whole school assessments. -3 x per year in performance management meetings -HT and subject leaders/SENDC o lesson observations -termly book scrutinies</p>	<p>£2,998</p>
---	--	---	--	---	--	---------------