

## Toynton All Saints pupil premium strategy statement 2016-2017

1. Summary information					
School	Toynton All Saints Primary School				
Academic Year	2016-2017	Total PP Budget	£40,143	Date of most recent PP review	16.11.16
Total number of pupils	115	Number of pupils eligible for PP	22	Date for next internal review of this strategy	January 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.	Consistent good progress and attainment in years 3, 4 and 5 in reading, writing and maths.
B.	Intervention to support our children who are working at below age related expectations.
C.	Year 3 children are prepared for the higher expectations of the new Key Stage 2 curriculum.
D.	The children are able to enter the school day having had a positive, nurturing and healthy start to the day.
E.	The children have the opportunity to enjoy enrichment provision across the school at the end of the school day.
F.	To foster an interest and engagement in quality fiction and non-fiction texts, in order to improve Reading outcomes for all children.
G.	To enable children to experience first-hand learning residential opportunities alongside their peers.
H.	Safeguarding our children and their families' wellbeing at times of crisis in their lives.
I.	Our vulnerable children are supported on an as and when needed basis, during crisis moments in their lives.

4. Planned expenditure						
Academic Year	2016-2017					
i. Quality of teaching for all						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this?	How will you ensure it is well implemented?	Responsibility	When will you review implementation?	Cost
A. The children across Key Stage 2 achieve at least good/outstanding progress and attainment in English and Maths.	-Investment in 4 teachers for the 4 year groups in the mornings. -Creation of 4 flexible classrooms for the specific teaching of English and Maths in the mornings.	Teaching a stand-alone year 6 cohort for the last 4 years has led to at least good-outstanding progress and attainment in Year 6, which we aim to achieve across the whole of Key Stage 2.	-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 and Class Teachers	-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	£8,000
B. Our vulnerable children achieve at least good progress and attainment in English and Maths due to additional time with our intervention programme specialist.	Specialist intervention programmes teaching assistant delivers impactful 1:1 and small group programmes for 2 hours per day, 5 days per week.	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.	-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	HT, SENDCo, Standards Governors, Pupil Premium Governor and Class Teachers	-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	£4,703

			termly assessments by TH			
C. Our Year 3 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.	A highly effective Teaching Assistant (trainee teacher) to support in English and Maths to deliver bus stop sessions, 1:1 and small group guided group work and to encourage independent learning from the children.	A personalised learning approach will support these children at the beginning of Key Stage 2, in their development as independent learners, having a secure understanding of the content and skills required in Year 3, to enable them to progress consistently throughout Key Stage 2.	-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	£4,540
D. Our children are welcomed to school in a nurturing environment, to give them a positive and healthy start to the beginning of the school day.	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 positively, after a nurturing environment and a healthy breakfast, ready for the day's learning.	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, Breakfast Club Teaching Assistant and Pupil Premium Governor	Bi-annual questionnaire, number of participants in the club and verbal feedback from parents, families and children.	£1,360

<p>E. 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.</p>	<p>Wrap around care is provided for all ages across the school.</p>	<p>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.</p>	<p>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.</p>	<p>HT, School Business Manager, 5.30 Club Manager and Pupil Premium Governor</p>	<p>Bi-annual questionnaire, number of participants in the club and verbal feedback from parents, families and children.</p>	<p>£4,714</p>
<p>F. Our whole school priority in Reading is to develop a love of reading for all ages, in order to improve the children's decoding strategies, inference and deduction skills and their confidence and stamina in reading across all genres of text.</p>	<p>An audit of all of our fiction and non-fiction texts in school, resulting in a gap analysis which allows us to invest in quality texts for all ages. Investment in new fiction and non-fiction books across the school. Investment in a designated central library.</p>	<p>School has not invested in books for several years, with the result being that our non-fiction texts were extremely out of date and our fiction texts were in poor condition. The children, therefore, were disinclined to read with enthusiasm and interest.</p>	<p>Through our Reading School Development Priority 2, we will monitor and evaluate (in accordance with our Assessment Policy) the impact of the children's improvement in reading.</p>	<p>HT, School Business Manager, SENDCo and Class Teachers and Pupil Premium Governor</p>	<p>Annually</p>	<p>£1,200  £3,675  £5,000</p>
<p>G. Enable the children to experience first-hand residential learning</p>	<p>We will subsidise payment to enable children to attend these curriculum</p>	<p>Children learn best when involved in first-hand learning experiences,</p>	<p>Provision for subsidised payment is allocated during each budget</p>	<p>HT, School Business Manager and Pupil Premium Governor</p>	<p>Annually, at budget prep meetings.</p>	<p>£820</p>

experiences in outward bound and adventurous activities, the arts and science residentials (within our Collaborative Partnership) for Key Stage 2.	enrichment and social opportunities alongside their peers.	particularly those children who do not have such opportunities at home. It is essential for their self-esteem to experience this learning alongside their peers.	planning.			
H. We will offer counselling opportunities for our children and families throughout the year.	Casy Counselling support our children and families as and when required.	We provide subsidised support for families in need, to enable the families to support the children.	Ongoing feedback from parents, families and the children and feedback from staff on the wellbeing of the children in school.	HT, Class Teachers and Pupil Premium Governor	Annually, at budget prep meetings.	£456
I. 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.	£5,117
J. Our children have the opportunity to learn how to play a	We offer provision in learning musical composition and in	The children's self-confidence and self-esteem grows	Ongoing feedback from the children and their families	HT and Pupil Premium Governor	Annually, at budget prep meetings.	£500

musical instrument and in performing in a musical production along with other children in our Collaborative Partnership.	taking part in a musical performance to all of the children in our school, with all having access to this performing arts enrichment.	enormously through participation in these events, resulting in their improved outcomes.	through their engagement with the provision and appreciation at the performances.			
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