

All Saints Upton C.E. Primary School

Pupil Premium Statement 2016-2017

1. Summary Information	
School: All Saint Upton CE Primary School	Local Authority: Halton
Academic Year: 2016-2017	Number on Roll: 208
Number of Eligible Pupils: 77	Total Pupil Premium Grant: £119,209
Date of most recent PP review: October 2016	Date for next PP review: October 2017

2. Current Attainment 2015-2016					
End of Key Stage 2 2016	Pupils eligible for PPG School achievement %	Pupils eligible for PPG National achievement %	All children School Achievement %	All children National Achievement %	Gap (school PP – national PP achievements)
% attaining at least expected standard combined	7%	59%	29%	53%	52%
% attaining at least expected standard reading	21%	71%	43%	66%	50%
% attaining at least expected standard writing	57%	78%	71%	74%	21%
% attaining at least expected standard maths	21%	75%	43%	70%	54%
% attaining at least expected standard SPAG	36%	77%	52%	72%	41%

Impact on Attainment 2014-2015

End of Key Stage 2 2016	Pupils eligible for PPG School achievement %	Pupils eligible for PPG National achievement %	All children School Achievement %	All children National Achievement %	Gap (school PP – national PP achievements)
% attaining at least expected standard combined	62%	70%	73%	80%	8%
% attaining at least expected standard reading	85%	83%	85%	89%	+2%
% attaining at least expected standard writing	100%	79%	96%	87%	+21%
% attaining at least expected standard maths	69%	80%	77%	87%	11%
% attaining at least expected standard SPAG	77%	71%	81%	80%	+6%

3. Barriers to attainment (past and future) for pupils eligible for PP, from SEND to high ability.

In-school barriers (issues to addresses through school)		External barriers (require action outside of school e.g. attendance)	
A	Speech & language issues	A	Parenting / safeguarding concerns
B	General poor literacy levels	B	Poor attendance
C	Low aspirations	C	Poor health and fitness
D	Low expectations	D	Few positive experiences outside of school
E	Difficulty accessing new curriculum or teaching methods (e.g. Singapore Maths)	E	Complex family / living situation
F	Poor attitude to learning / behaviour problems	F	Little or no support from home towards school
G	SEND		
H	Staffing issues (sickness / numbers / cost)		

4. Outcomes

Desired Outcomes	Success Criteria (including how we will evidence impact)
<p>60% of Pupil Premium pupils attaining Age Related Expectations in reading, writing and mathematics combined. (In line with national average.)</p> <p>85% of all pupils attaining Age Related Expectations in reading, writing and mathematics combined.</p> <p>% of Pupil Premium pupils attaining Age Related Expectations in reading, writing and mathematics is equal to or greater than non-Pupil Premium pupils. (more in line with 2014-2015 attainment)</p>	<p>School ethos promoted mutual respect and value for the contribution of all pupils irrespective of attainment group.</p> <p>Teachers matched work more closely to pupils' needs, highly focused on PP children.</p> <p>More sustained engagement in the smaller groups with classrooms.</p> <p>Lower attaining pupils received more intensive feedback, (especially on misconceptions) and support to reduce the attainment gap implemented by class teacher and support staff.</p>

	<p>Quality and quantity of feedback, particularly verbal, enhanced.</p> <p>Lower achieving pupils more willing to talk and articulate their thinking.</p> <p>Materials drawn from multiple sources and customised to meet pupils' needs.</p>
<p>Behavioural team (pastoral - HD and counselling) to support the pastoral and learning needs of vulnerable pupils to break down barriers to learning and work towards attaining Age Related Expectations in reading, writing and mathematics.</p>	<p>One to one and small group work used to break down poor attitudes to learning and improved behaviour.</p> <p>Pupils feel valued as individuals and are encouraged in their learning, growth and social development in a healthy and safe environment.</p> <p>Accessible and sympathetic contact for all pupils, issues are addressed and are not barriers to learning.</p> <p>Effective links with parents/carers.</p> <p>Strong links with community agencies School Health, EWO, CAHMS, Educational Psychology and Social Care.</p>
<p>Safeguarding Lead to support and facilitate pastoral support ensuring strong links with agencies are developed and maintained. PP pupils, especially with safeguarding issues to be closely monitored to ensure these barriers not affecting expectations.</p>	<p>Effective links with parents/carers.</p> <p>Strong links with community agencies School Health, EWO, CAHMS, Educational Psychology and Social Care.</p>
<p>Pupil Premium pupils have enriched experiences in school, attend extra-curricular clubs and improve aspirations.</p>	<p>Access to high quality out-of-school learning experiences, both academic (booster classes) and non-academic (sports/arts etc)</p> <p>Recognition of involvement in out-of-hours learning. Rewarded</p>

<p>Additional adults provide extracurricular opportunities. Pupils from disadvantaged backgrounds targeted for some of clubs.</p> <p>Booster classes for targeted and PP children to raise attainment in reading, writing and maths. (in Year 6 and Year 2)</p>	<p>participation, encouraged engagement and raised aspirations. Celebrated learning and achievement. (Children's University)</p> <p>Children's participation increased so they are more motivated and committed to attend.</p> <p>Nurtured confident, resilient learners who enjoyed pursuing own path and had a genuine love of learning.</p> <p>Placed value on children's interests and health and fitness. Provided opportunities for children from disadvantaged backgrounds to participate, enjoy and benefit from opportunities which may not be able to be afforded by parents/carers.</p>
---	--

Interventions and Strategies Implemented with PPG (2014-2016)

Enhanced Provision/TA funded hours

Behavioural Support (counselling) Eileen/Kooth

Behavioural Support-Attendance Helen D strategies

English interventions e.g. Reading comprehension

Maths interventions

Arts Participation (e.g. theatre/dance/Music)

Aspiration interventions e.g. Mad Science/chemistry from cabbages)

Collaborative learning

Digital technology

Early Years intervention

Extending school time e.g. booster classes

Learning styles e.g. Singapore Maths INSET

One to one tuition

Oral language interventions

Outdoor Adventure Learning

Parental Involvement

Phonics

Physical environment (workstations/specific equipment)

School Uniform

Small group tuition

Social and emotional learning

Sports participation

Extra-Curricular activities