

# Allhallows Primary Academy Pupil Premium Strategy Statement 2016-2017

Reporting Period : Term 1

Date: November 2016

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### Pupil Premium Strategy Statement 2016-2017

1. Summary information					
School	Allhallows Primary Academy				
Academic Year	2016/17	Total PP budget	£31,974 (15/16)	Date of most recent PP Review	June 2016
Total number of pupils	103	Number of pupils eligible for PP	21	Date for next internal review of this strategy	Dec 2016

Current attainment			
	Pupils eligible for PP	All AH Academy Pupils	All Pupils National Comparison
% achieving Expected or above in reading, writing and maths	0%	8%	53%
% achieving Expected or above in reading	60%	62%	66%
% achieving Expected or above in writing	0%	8%	74%
% achieving Expected or above in maths	40%	54%	70%

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed in school, such as poor literacy skills)	
A.	Pupil Premium students, in particular, those with SEN, currently underachieve in writing.
B.	Pupils are not yet targeted effectively to ensure that they achieve in line with National expectations for each combined element: reading, writing and maths.

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<b>C.</b>	Pupils, including those in receipt of PP, are not yet achieving national expectations in the Phonics testing at the end of Year 1. 62%(AHA) 81%(NE). This adversely impacts upon progress in subsequent years.
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
<b>D.</b>	Attendance rates for pupils eligible for PP are 84%, whereas, whole Academy attendance this year to date is 91% This reduces their school hours and causes them to fall behind on average.

3. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
<b>A.</b>	Pupil Premium students, in particular, those with SEN must rapidly improve writing, including SPAG skills.	Swift and meticulous implementation of the English Action Plan will ensure that pupils eligible for PP make rapid progress as a result of improved teaching, learning and assessment. Outcomes will rise so that all pupils meet national, age related expectations.
<b>B.</b>	Pupils must be targeted effectively to ensure that they achieve in line with National expectations for each combined element: reading, writing and maths.	Targeted provision will ensure that 100% of disadvantaged pupils will be achieving in line with their peers by February. Historic gaps identified as a result of the forensic analysis of data will allow teachers to plan effectively; pupils will master the fundamental, basic, skills before moving on.
<b>C.</b>	Pupils, including those in receipt of PP, are not yet achieving national expectations in the Phonics testing at the end of Year 1. 62%(AHA) 81%(NE). This adversely impacts upon progress in subsequent years.	Outcomes for pupils in Phonics will rise as a result of improved teaching and learning. Cross-Trust planning, CPD and Peer-Peer support will positively impact achievement.
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Overall attendance among pupils eligible for PP improves from 84% to at least in line with Non-PP.



4. Planned expenditure					
Academic year		2016/17			
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?
A. Pupil Premium students, in particular, those with SEN must rapidly improve writing, including SPAG skills.	Improving the quality of the teaching and learning of Writing across the Academy.	Very good teaching leads to very good progress and attainment. There is a strong, positive correlation between judgements on teaching quality and the outcomes for learners. Our key focus is: consistently good provision; effective sharing of best practice; demonstrable improvements in quality through tailored professional development and rigorous performance management.	A comprehensive review of the English Curriculum has taken place, including the development of a spiral SPAG programme. This will ensure that handwriting and spellings are embedded, and all pupils have significantly more opportunities for extended writing. Development of 'Talk for Writing' across the school, including modelling, shared and guided writing will be closely monitored. All teachers will be trained both on the new curriculum and in the use developmental marking. This will ensure that marking is sharply focused and that pupils' responses evidence rapid progress. Cross-Trust Moderation will ensure that teachers can accurately and precisely assess levels of attainment using STATs Sheffield. (See English Action Plan and SEF)	HT Literacy Leader	Dec 2016



<p>B. Pupils must be targeted effectively to ensure that they achieve in line with National expectations for each combined element: reading, writing and maths.</p>	<p>To ensure that teachers are able to respond immediately to pupils' misconceptions to address gaps in knowledge. To ensure that basic skills are being taught effectively, mastered, and practiced repeatedly.</p>	<p>Pupils must master fundamental skills to make rapid progress across all areas of the curriculum. Accurate assessment of the specific gaps in learning is vital to identifying pupils' individual learning needs. This will ensure that teachers are planning for progress.</p>	<p>Successful cross-trust planning will ensure that lesson structures support rapid progress. Monitoring and evaluation will focus on: assessment and feedback, the effective deployment of staff, and engaging plenaries. Lesson monitoring will evidence sufficient time given to pupils to review learning and develop further. Teachers will be skilled in identifying underperformance and will intervene quickly to implement interventions. Cross-Trust Moderation will ensure that teachers can accurately and precisely assess levels of attainment using STATs Sheffield.</p>	<p>HT SLT</p>	<p>Dec 2016</p>
<p>C. Pupils, including those in receipt of PP, are not yet achieving national expectations in the Phonics testing at the end of Year 1. 62%(AHA) 81%(NE). This adversely impacts upon progress in subsequent years.</p>	<p>To improve the teaching and learning of Phonics.</p>	<p>Underperformance in Year 1 Phonics testing negatively impacts on progress across the curriculum in subsequent years. <i>There is also evidence that pupils do not yet make rapid gains to achieve in line with National Expectations in Year 2 re-takes.</i></p>	<p>Working in collaboration with EYFS and Year 1 teams across the Trust to develop teaching practices and shared resources. Whole Trust CPD will ensure a consistent approach to the teaching of Phonics. Support from the Medway EYFS support team will ensure that strategies are implemented quickly. Teachers to facilitate pupils' learning so that they are able to use a range of Phonics approaches and these are effectively linked to other strands of the curriculum.</p>	<p>HT Phonics Lead Year 1 TL</p>	<p>Dec 2016</p>

**Total budgeted cost: £20,000**

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<b>ii. Targeted support</b>					
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?
<p>A. Pupil Premium students, in particular, those with SEN must rapidly improve writing, including SPAG skills.</p> <p>B. Pupils must be targeted effectively to ensure that they achieve in line with National expectations for each combined element: reading, writing and maths.</p> <p>C. Pupils, including those in receipt of PP, are not yet achieving national expectations in the Phonics testing at the end of Year 1. 62%(AHA) 81%(NE).</p>	<p>Monitoring and evaluation to determine specific actions which drive progress. Consequently, comprehensive provision mapping will be put in place which will include 1:1 support.</p>	<p>Meticulous analysis of data and close monitoring of both the impact of interventions and progress in comparison to peers (as well as national expectations) will ensure that pupils will achieve targets within the specific timeframes set.</p>	<p>Data and Progress meetings will evidence accelerated progress and disadvantaged pupils remain a high priority focus. A review of the impact of focused intervention, as well as in-class support will form part of these meetings. All teachers will have a deep understanding of the provision for each identified child.</p> <p>SENCO teaching timetable to be focused on targeted intervention and all teachers will be trained to develop a range of differentiation strategies.</p> <p>1:1 meetings with all PP pupils on a fortnightly basis will accelerate progress and support teachers with Interventions.</p>	<p>HT SLT SENCO</p>	<p>Dec 2016</p>

**Total budgeted cost: £8,000**

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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?
D. Increased attendance rates to 97% or above.	<p>Attendance Clinics with HOS for specific parents</p> <p>Specialist Attendance Professional</p> <p>Rewards for attendance</p> <p>Strategies developed to ensure that pupils catch-up upon return to the Academy.</p>	Progress cannot steepen whilst attendance is lower than expected or national average. NFER identifies addressing attendance as a key step.	<p>Robust processes to overcome poor attendance, with the support of the attendance professional, HOS to meet with specific families. This will ensure a term by term improvement in the attendance figures.</p> <p>Rewards will become a regular feature of assemblies, certificates will be awarded and links will be made with the House competition.</p> <p>Weekly attendance will be published.</p>	HT SLT	Dec 16

**Total budgeted cost: £6,000**



5. Review of expenditure				
Academic year		2015/16		
iv. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
Improved achievement, progress and attainment for all.	Teaching and Learning – Retention of 5 classes which includes Emerald class	EFF Impact data: <b>Reducing class size +3months</b>	Pupils must be challenged and teaching and learning must be well-matched to individuals. Pupils must have more opportunities to write at length. Pupils are not yet targeted effectively to ensure that they achieve in line with national expectations. (See SEF, SDP and English Action Plan for further details)	£ 11,737.61
Narrowing of the gap between the achievement of whole cohort and students who are disadvantaged students	SATs Booster	Targeted intervention classes for Year 6 students ahead of the SATS. <b>EFF Impact data:</b> <b>One to one tuition +5months</b> <b>Small group tuition +4months</b>		£ 7,714.00
Improved achievement, progress and attainment for all through specific Teaching and Learning resources	Read Write Inc Numbers Count	Specialist training completed in order for teachers to deliver both programmes. Maths KS1 outcomes 67% .		£ 500.00 £ 500.00

**Total cost: £19,551.61**

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v. Targeted support				
Desired outcome	Chosen actions/approaches	Impact	Lessons learned	Cost
Specific support designed to be responsive to pupil need will improve achievement of individual pupils.	<ul style="list-style-type: none"> <li>Speech and Language</li> <li>Intervention through LSA</li> <li>Dyslexia Support</li> <li>Phonics support</li> <li>Play Therapy</li> </ul>	<b>EFF Impact data:</b> <b>One to one tuition +5months</b> <b>Small group tuition +4months</b> <b>Social and emotional learning +4months</b>	A review of the impact of focused intervention, as well as in-class support must take place frequently. All teachers must have a deep understanding of the provision for each identified child.	£ 1,385.00
				£ 5,245.63
				£ 1,000.00
				£ 450.00
				£ 220.00

**Total Cost: £8,300.63**

vi. Other approaches				
Desired outcome	Chosen action / approach	Impact	Lessons learned	Cost
Specific support designed to be responsive to pupil need will improve achievement of individual pupils.	<ul style="list-style-type: none"> <li>Counselling service</li> <li>Mentoring service</li> <li>Breakfast club and Healthy eating initiatives</li> </ul>	EFF Impact data: <b>Social and emotional learning +4months</b> <b>Mentoring +1month</b>	All teachers must have a deep understanding of the provision for each identified child.	£ 300.00
				£ 270.00
				£ 500.00
				£ 86.46

**Total Cost: £ 1,156.46**

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