



**ALL SAINTS
MULTI ACADEMY TRUST**
BIRMINGHAM
GOD'S LOVE IN ACTION

Plans for Pupil Premium Spending

September 2019 – August 2020

Impact of Pupil Premium

September 2018 – August 2019

Reviewed: Spring 2020

Next Review: Spring 2021



Mission Statement

All Saints Multi Academy Trust Birmingham

God's Love in Action

Our children are at the heart of everything we do through **Christian values and relationships**. **Living and learning together** we celebrate the uniqueness and diversity of everyone in our family. We nurture a sense of **self belief, mutual respect and belonging** through Social Emotional Learning and academic excellence. We are dedicated to building the foundations for **happy and successful life-long learning**.

Context

Every school has a duty to ensure that every child is given the best possible chance of achieving their potential.

The Government provides Pupil Premium funding, which is in addition to main school funding, to help address national inequalities between the achievements of children eligible for free school meals or children in care when compared with their peers.

The Pupil premium is allocated to schools based on the number of students who are known to be eligible for free school meals (or have been within the last six years) and children who have been continuously looked after for more than six months.

It is for the school to decide how the Pupil Premium is spent as they are best placed to assess what additional provision should be made for the individual students within their responsibility.

Pupil Premium 2019 – 2020

Amount of Pupil Premium allocated 2019 - 2020

Year	Amount of Pupil Premium	% of pupils
2019 - 2020	£159,720	63%
2018 - 2019	£170,280	66%
2017 – 2018	£175,550	66%

This is an decrease of 3% in the number of disadvantaged children in the school although the school is between the 80th and 100th percentile for pupils eligible for free school meals in the country.

Main barriers to educational achievement faced by eligible children.

The main barrier to educational achievement for the vast majority of eligible children are linked to both personal experiences outside of school and lack of academic expectations at home.

External barriers to educational achievement.

- Lack of life experiences beyond the local community
- Limited first hand experiences of which to 'hang' their learning on e.g. walking in the woods in the wind and rain.
- Little knowledge of their immediate history and those around them.
- Low academic expectations and lack of support from home.
- Dysfunctional home lives and significant pastoral issues.
- Negative attitude to school from parents own experience as children.

Academic barriers to educational achievement.

- Lack of pre-school provision.
- Low literacy and numeracy levels.
- Significant gaps in learning.
- Challenging and low level behaviour.

Expenditure Allocation

Academic

Staffing £145,720

Pastoral

Education Visit £6,000

Workshops £5,000

After School Clubs £3,000

£159,720

Plans for spending the Pupil Premium funding in 2019 – 2020 as outlined in the School Development and Improvement Plan.

The school, has a proven track record of spending pupil premium with high impact on both pastoral and academic progress and in closing the gap between disadvantaged and non-disadvantaged children. This model has been applied to the pupil premium spending for 2019 – 2020.

The school has identified the following priorities as a result of thorough self-evaluation taking into account the success of previous Pupil Premium expenditure. The money is spent on both children' academic and pastoral needs.

Academic

- 1:1 and small group tuition for all Pupil Premium children
- Relevant Continuing Professional Development for staff

Pastoral

- Educational visits
- Workshops
- After School Clubs

Pupil Premium 2018 – 2019

Amount of Pupil Premium allocated 2018-2019

£170,280 66% of children

At 66% the school is between the 80th and 100th percentile for children eligible for free school meals in the country.

Nature of support during 2018/2019 Academic Year

Expenditure Allocation

Academic

Teaching Staff £159,280

Pastoral

Educational Visits £6,000.00

Workshops £5,000.00

£170,280

The funding was used to increase the percentage of teaching and support staff in the classrooms. This enabled us to deploy staff to effectively meet the academic and pastoral needs of disadvantaged children. As well as providing 1:1 and small group work for targeted academic intervention we were able to maintain a high level of staffing as part of the pastoral care team. Both targeted interventions and pastoral support have been highly successful in raising the attainment and progress of children across the school. The equal focus of academic and pastoral support, as reflected in the senior leadership team was highly praised by Ofsted at St Thomas CE Academy as a model that could be used to raise performance in other schools.

Impact of the money spent 2018 - 2019:

The entire staff, led by the Pastoral Care team are constantly working with children to develop strategies for dealing with their own behaviour and emotions. Individual children are supported in ways according to their own needs. Our exclusions, racist incidents, restraints and outbreaks of extreme behaviour continue to be low given the context of the school.

We continually ensure that we keep up to date with how the school community is changing and pride ourselves on the strong relationships that we have with all our children and their families. The school holds a very successful Parents' Welcome meeting in September with the majority of parents attending. This is an opportunity for senior staff to share the vision of the school and class based staff to share specific information regarding their child's learning. The impact of this event strengthens relationships between home and school as evidenced by the high attendance rates at INSPIRE Workshops and parents evenings.

The wide variety of academic and pastoral opportunities offered to the children, both inside and outside the classroom has had a significant impact on both their personal and academic progress and achievement. Parents, staff and visitors regularly note that our children are confident and independent with good-social skills. This enables them to access the curriculum at a higher level and has raised their aspirations, for their futures. This is evident in the attainment they achieve academically, the high level of performance in activities outside the classroom (arts, sports etc.) and their interaction with peers and adults alike.

The school considers the staff the biggest resource that they have. Bespoke, continuing professional development is offered to all staff balanced against their individual needs and those on the school development and improvement plan. The carefully tailored approach to whole staff training and development has meant that the school has been able to access an extensive and varied programme of training for all staff and achieved good value for money.

End of Key Stage Two									
	% achieving and exceeding the expected standard				% achieving a higher score (110+)				
	School			National	School			National	
R,W + M	'19	'18	'17	2019	'19	'18	'17	2019	
All:	45%	44%	60%	All: 65%	3%	4%	0%	All: 11%	
Dis:	41%	43%	56%	Dis: 71%	5%	4%	0%	Dis: 13%	
Other:	57%	50%	80%	Other: 71%	0%	0%	0%	Other: 13%	
Reading	'19	'18	'17	2019	'19	'18	'17	2019	
All:	47%	56%	67%	All: 73%	13%	16%	7%	All: 27%	
Dis:	45%	57%	64%	Dis: 78%	14%	17%	4%	Dis: 31%	
Other:	50%	50%	80%	Other: 78%	13%	0%	20%	Other: 31%	
Writing	'19	'18	'17	2019	'19	'18	'17	2019	
All:	72%	72%	73%	All: 78%	10%	12%	10%	All: 20%	
Dis:	73%	70%	72%	Dis: 83%	14%	13%	12%	Dis: 24%	
Other:	71%	100%	80%	Other: 83%	0%	0%	0%	Other: 24%	
GPS	'19	'18	'17	2019	'19	'18	'17	2019	
All:	73%	84%	77%	All: 78%	30%	28%	37%	All: 36%	
Dis:	73%	83%	72%	Dis: 83%	27%	26%	32%	Dis: 41%	
Other:	75%	100%	100%	Other: 83%	38%	50%	60%	Other: 41%	
Maths	'19	'18	'17	2019	'19	'18	'17	2019	
All:	77%	68%	77%	All: 79%	13%	8%	7%	All: 27%	
Dis:	73%	65%	72%	Dis: 84%	14%	9%	0%	Dis: 32%	
Other:	88%	100%	100%	Other: 84%	13%	0%	40%	Other: 32%	

Average progress for disadvantaged children in reading, writing and maths in 2019			
	Reading	Writing	Maths
Progress score for disadvantaged children	-2.57	0.08	-1.18
Confidence interval	-5.2 to 0.1	-2.4 to 2.5	-3.5 to -1.1
Number of disadvantaged children	21	21	21
National average for non-disadvantaged children	0.32	0.27	0.37
National average for disadvantaged children	Like-for-like -0.62	Like-for-like -0.50	Like-for-like -0.71

Cohort Information:

Number in cohort: 29 (3.4% per pupil)

Disadvantaged: 22 (75.9% with each child being worth 4.5%)

Other: 7 (24.1% with each child being worth 14.3%)

Evaluation:

- There was only 7/29 children who were not disadvantaged so comparisons between the two groups are not very reliable. Children are tracked as individuals as part of regular progress meetings.
- In reading, writing and GPS disadvantaged children perform in line with other children in the school.
- In maths disadvantaged children perform below (-15%) other children in the school which affects the combined percentages.
- At the higher level disadvantaged children perform better than other children except in GPS.
- Disadvantaged children generally perform below similar pupils nationally. This is a similar trend for other pupils with the exception of maths.

Reading, Writing & Maths Combined

- All pupils achieve below the national averages due to the poor reading scores at both the expected and higher level. This is a cohort issue and not particularly an indication of an issues with disadvantaged children. The school has plans in place to rectify this this year.

Reading

- All children performed well below (-26) the national average at both the expected and higher level.
- There is little difference (5%) between disadvantaged children and other children in the school.
- The school is confident that there will be a significant improvement in 2020.
- The progress for disadvantaged pupils was below (-1.95) like-for-like children nationally.

Writing

- All children performed in line (-6%) with similar children nationally. There was very little difference (2%) between the performance of disadvantaged and other children in the school.
- 14% of disadvantaged children achieved the higher standard compared to 0% of other pupils.
- The progress for disadvantaged pupils was better (+0.58) than like-for-like children nationally.

Maths

- All pupils performed in line (-2%) with all children nationally.
- Disadvantaged pupils performed lower (-11%) than similar pupils nationally.
- Progress of disadvantaged pupils was slightly below (-0.47) like-for-like children nationally.

Grammar, Punctuation and Spelling (GPS)

- All pupils performed in line (-5%) with all children nationally.
- Disadvantaged pupils performed lower (-10%) than similar pupils nationally.

Key Stage One Outcomes								
	% expected or better				% greater depth			
	School			National	School			National
	2019	2018	2017	2019	2019	2018	2017	2019
Reading								
All:	66%	75%	68%	75%	3%	11%	32%	25%
Dis:	56%	78%	79%	78%	0%	9%	36%	28%
Other:	77%	60%	57%	78%	8%	20%	29%	28%
Writing								
All:	66%	75%	68%	69%	3%	7%	29%	15%
Dis:	63%	78%	79%	73%	0%	4%	29%	17%
Other:	69%	80%	57%	73%	8%	20%	27%	17%
Maths								
All:	69%	79%	68%	76%	7%	29%	14%	22%
Dis:	56%	78%	71%	79%	6%	30%	14%	24%
Other:	85%	80%	67%	79%	8%	20%	14%	24%

Cohort Information:

Number in cohort: 29 (3.4% per pupil)

Disadvantaged: 16 (55.2% with each child being worth 6.25%)

Other: 13 (44.8% with each child being worth 7.7%)

Approximately half the children are disadvantaged.

Evaluation:

- The percentage of all children achieving the expected standard across the subjects is in line (less than 10% difference) with similar pupils nationally.
- The percentage of disadvantaged children in Key Stage One achieving the expected standard and greater depth is below that of other children across the subjects.
- There is a dip in attainment from last year's scores which is a cohort issue – see academic and pastoral notes in pupil progress meetings.

Phonics Outcomes							
% Working at Threshold							
Year 1 School 2019		Year 1 School 2018		Year 1 School 2017		Year 1 National 2019	
All:	53%	All:	71%	All:	80%	All:	82%
Dis:	55%	Dis:	67%	Dis:	80%	Dis:	84%
Other:	50%	Other:	77%	Other:	80%	Other:	84%
Year 2 School 2019		Year 2 School 2018		Year 2 School 2017		Year 2 National 2018	
All:	(6/10 children)60%	All:	89%	All:	75%	All:	92%
Dis:	(4/6 children) 67%	Dis:	87%	Dis:	86%	Dis:	85%
Other:	(2/4 children) 50%	Other:	100%	Other:	64%	Other:	94%

Year 1 Cohort Information:

Number in cohort: 30 (3.3% per pupil)

Disadvantaged: 20 (66.7% with each child being worth 5%)

Other: 10 (33.3% with each child being worth 10%)

Year 2 Retake Cohort Information:

Number in cohort: 10 (10% per pupil)

Disadvantaged: 6 (60% with each child being worth 16.7%)

Other: 4 (40% with each child being worth 25%)

Evaluation:

- There is a dip on last year's results due to a very low attaining cohort. Many of the children did not have the full year of our early years provision.
- Disadvantaged and other children perform in line with each other indicating there is not a specific issues with disadvantaged children.

Early Years Foundation Stage Outcomes								
EYFS	School 2019		School 2018		School 2017		Birmingham 2018	
Average total point score	All:	30.1	All:	29.1	All:	35.3	All:	34.6
	Dis:	33.5	Dis:	28.9	Dis:	35.0	Dis:	31.9
	Other:	29.1	Other:	29.2	Other:	35.5	Other:	33.7
% GLD	All:	37%	All:	50%	All:	67%	All:	72%
	Dis:	29%	Dis:	50%	Dis:	64%	Dis:	61%
	Other:	40%	Other:	50%	Other:	68%	Other:	70%

Cohort Information:

Number in cohort: 30 (3.3% per pupil)
 Disadvantaged: data unavailable at the time of writing
 Other: data unavailable at the time of writing

There was significantly high levels of mobility in this cohort during the academic year.

Evaluation:

- The percentage of children achieving a good level of development is significantly below national. This is a very low achieving cohort.
- Disadvantaged children achieved an average higher total point score (+1.6) than similar pupils in Birmingham. However their good level of development was significantly lower (-32%)

External Monitoring and Evaluation

- The School Improvement Partner's reports are also available for school inspectors and advisors and support what is written in this document.
- This document has been scrutinised by the Outcomes Committee of the Governing Body for the MAT.

Conclusion

We celebrate all of our children's successes as we continue to strive to teach the 'whole child' as part of our commitment to delivering both academic excellence and through our social and emotional learning curriculum. As part of our on-going self-evaluation we will continue to closely monitor all aspects of all our children progress. We know our children as individuals and continue to use outcomes of this monitoring to inform short and longer term school improvement planning.

