



**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 children
2019 - 2020	£124,080	44.9%
2018 - 2019	£124,080	39.8%
2017 – 2018	£128,040	41.1%

This is an increase of 6% in the number of disadvantaged children in the school although the funding remains exactly the same as 2018 - 2019. The school remains between the 75th and 100th percentile for children 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 £110,080

Pastoral

Education Visit £6,000

Workshops £5,000

After School Clubs £3,000

£124,080



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

£124,080 39.8% of children

At 39.8% the school is between the 79th and 100th percentile for children eligible for free school meals in the country.

Nature of support during 2018/2019 Academic Year

Expenditure Allocation

Academic

Staffing £117,040

Pastoral

Educational visits £6,000

Workshops £5,000

£128,040

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:	59%	82%	67%	All: 65%	0%	4%	0%	All: 11%	
Dis:	67%	77%	65%	Dis: 71%	0%	0%	0%	Dis: 13%	
Other:	38%	87%	70%	Other: 71%	0%	7%	0%	Other: 13%	
Reading	'19	'18	'17	2019	'19	'18	'17	2019	
All:	69%	93%	80%	All: 73%	14%	7%	10%	All: 27%	
Dis:	71%	92%	80%	Dis: 78%	19%	8%	10%	Dis: 31%	
Other:	63%	93%	80%	Other: 78%	0%	7%	10%	Other: 31%	
Writing	'19	'18	'17	2019	'19	'18	'17	2019	
All:	72%	89%	87%	All: 78%	0%	18%	3%	All: 20%	
Dis:	76%	92%	85%	Dis: 83%	0%	15%	5%	Dis: 24%	
Other:	63%	87%	90%	Other: 83%	0%	20%	0%	Other: 24%	
GPS	'19	'18	'17	2019	'19	'18	'17	2019	
All:	79%	96%	90%	All: 78%	28%	61%	27%	All: 36%	
Dis:	81%	100%	85%	Dis: 83%	24%	46%	25%	Dis: 41%	
Other:	75%	93%	100%	Other: 83%	38%	73%	30%	Other: 41%	
Maths	'19	'18	'17	2019	'19	'18	'17	2019	
All:	72%	89%	73%	All: 79%	14%	25%	7%	All: 27%	
Dis:	76%	85%	65%	Dis: 84%	5%	8%	5%	Dis: 32%	
Other:	63%	93%	90%	Other: 84%	38%	40%	10%	Other: 32%	

Average progress for disadvantaged children in reading, writing and maths in 2019			
	Reading	Writing	Maths
Progress score for disadvantaged children	-0.67	-1.24	-2.54
Confidence interval	-3.4 to 2.0	-3.7 to 1.3	-4.9 to -0.2
Number of disadvantaged children	20	20	20
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 (3.5% per pupil)

Disadvantaged: 21 (67% with each child being worth 4.8%)

Other: 8 (27.6% with each child being worth 12.5%)

Only 10 of the 21 'disadvantaged'/Ever6 were actually entitled to free school meals in year 6.

Evaluation:

- Across the subjects, disadvantaged children achieve better than other children in the school at the expected level.
- Across the subjects, disadvantaged children perform in line with similar children nationally.
- Across the subjects, other children achieve below similar children nationally but there are only 8 so percentages are skewed.
- At the end of Key Stage Two disadvantaged pupils achieve better than other pupils in the school at the expected standard. However, this is the opposite for those achieving a higher score where other children perform better.

Reading, Writing & Maths Combined

- Overall percentage achieving the expected standard has dropped since last year and is slightly below national average (-6%).
- Disadvantaged children achieve in line (-4%) with similar children nationally and in line (+2%) with all children. Given their starting points this represents effective use of funding.
- No children in the cohort achieved the combined higher standard. This is a picture of year group provision and not a particular pupil premium problem. The school has actions in place to rectify this this year.

Reading

- Overall percentage reaching the expected standard is slightly below national (-4%).
- The attainment of disadvantaged children achieving the expected standard was above (+8%) that of other children in the school and slightly below (-7%) than other disadvantaged children nationally.
- The percentage of disadvantaged children in the school achieving the higher standard was slightly below (-12%) similar children nationally.
- The progress score for disadvantaged was children was in line with (-0.05) national average for like-for-like disadvantaged pupils.
- In 2019 – 2020 provision for disadvantaged children in reading, particularly the more able is a priority.

Writing

- Overall, the percentage of children achieving the national standard in writing is just below national (-6%).
- Disadvantaged children also achieved slightly below (-7%) than other children nationally.
- No children in the cohort achieved the higher standard. This is a picture of year group provision and not a particular pupil premium problem. The school has actions in place to rectify this this year.
- The progress score for disadvantaged was children was below (-0.74) national average for like-for-like disadvantaged pupils.

Maths

- The percentage of children reaching the expected standard is just below the national average (-7%).
- Disadvantaged children achieved higher (+13%) of other pupils in the school.
- The percentage of all children achieving the higher score is significantly below (-27%) similar children nationally and the lowest in all the subjects.
- The progress score for disadvantaged children was below (-1.83) national average for like-for-like disadvantaged pupils.

Grammar, Punctuation and Spelling (GPS)

- The percentage of children achieving the expected standard and those achieving a higher school was highest in this area across the year group.
- Disadvantaged children achieved the expected standard in line (-2) from 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:	72%	73%	67%	75%	14%	27%	3%	25%
Dis:	57%	70%	62%	78%	7%	20%	0%	28%
Other:	87%	75%	71%	78%	20%	30%	6%	28%
Writing								
All:	69%	73%	70%	69%	10%	23%	3%	15%
Dis:	57%	70%	69%	73%	7%	10%	0%	17%
Other:	80%	75%	71%	73%	13%	30%	6%	17%
Maths								
All:	76%	77%	70%	76%	21%	23%	17%	22%
Dis:	71%	70%	54%	79%	7%	10%	8%	24%
Other:	80%	80%	82%	79%	33%	30%	24%	24%

Cohort Information:

Number in cohort: 29 (3.4% per pupil)

Disadvantaged: 14 (48.3% with each child being worth 7.1%)

Other: 15 (51.7% with each child being worth 6.7%)

Approximately half the children are disadvantaged.

Evaluation:

- The percentage of all children achieving the expected standard across the subjects is in line with similar pupils nationally.
- Unlike Key Stage Two, 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.
- Disadvantaged children perform better (in line with national average) in maths than in reading and writing.
- Only one child (7%) has achieved greater depth in each subject.
- In reading and writing there has been a dip since last year of disadvantaged children achieving the expected standard.

Phonics Outcomes							
% Working at Threshold							
Year 1 School 2019		Year 1 School 2018		Year 1 School 2017		Year 1 National 2019	
All:	83%	All:	77%	All:	71%	All:	82%
Dis:	88%	Dis:	64%	Dis:	44%	Dis:	84%
Other:	82%	Other:	88%	Other:	84%	Other:	84%
Year 2 School 2019		Year 2 School 2018		Year 2 School 2017		Year 2 National 2018	
All:	(5/7 children) 71%	All:	93%	All:	83%	All:	92%
Dis:	(4/6 children) 67%	Dis:	90%	Dis:	77%	Dis:	85%
Other:	(1/1 children) 100%	Other:	95%	Other:	88%	Other:	94%

Year 1 Cohort Information:

Number in cohort: 30 (3.3% per pupil)
 Disadvantaged: 8 (26.7% with each child being worth 12.5%)
 Other: 22 (73.3% with each child being worth 4.5%)

Year 2 Retake Cohort Information:

Number in cohort: 7 (3.3% per pupil)
 Disadvantaged: 6 (85.7% with each child being worth 16.7%)
 Other: 1 (14.3% with each child being worth 100%)

Evaluation:

- All Year 1 children achieved in line with similar children nationally.
- There was no difference in the achievement of disadvantaged and other children in the school compared to each other and similar pupils nationally. Given their starting points this indicates effective spending of pupil premium money.
- There were only 7 pupils who did not achieve the expected standard in Year 1 and 5 pupils passed in Year 2.

Early Years Foundation Stage Outcomes								
EYFS	School 2019		School 2018		School 2017		Birmingham 2018	
Average total point score	All:	34.4	All:	36.3	All:	34.7	All:	34.6
	Dis:	34.5	Dis:	37.9	Dis:	33.1	Dis:	31.9
	Other:	34.3	Other:	35.8	Other:	5.5	Other:	33.7
% GLD	All:	70%	All:	67%	All:	73%	All:	72%
	Dis:	73%	Dis:	71%	Dis:	70%	Dis:	61%
	Other:	68%	Other:	65%	Other:	75%	Other:	70%

Cohort Information:

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

Evaluation:

- Percentage of children achieving a GLD has risen slightly from 2018 (+3%). The average total point score is in line (-2%) with national..
- Disadvantaged children generally do better than other children in school and nationally. They also perform better (+8%) than similar children nationally.
- This demonstrated effective use of pupil premium funding.



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.