



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

Plans for Pupil Premium Spending

September 2016 – August 2017

Impact of Pupil Premium

September 2015 – August 2016



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 2016 – 2017

Amount of Pupil Premium allocated 2016-2017

£135,960.00 48.8% of pupils

At 48.8% the school is between the 80th and 100th percentile for pupils eligible for free school meals in the country. 85.9% being the highest in the country.

Expenditure Allocation

Teaching Staff	£	76,610.00	£	76,610.00
Teaching Assistants	£	49,233.00	£	49,350.00
Education Visit	£	10,000.00	£	10,000.00
	£	145,200.00	£	135,960.00

Plans for spending the Pupil Premium funding in 2016 – 2017 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 pupils. This model has been applied to the pupil premium spending for 2016 – 2017.

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 pupils' academic and pastoral needs.

Academic

- 1:1 and small group tuition for all Pupil Premium pupils in KS2
- Phonics specialist teacher in KS1
- Relevant Continuing Professional Development for staff
- Computer hardware and software
- Parental workshops
- Creative Curriculum workshops
- Resources (both consumable and non-consumable) to support teaching

Pastoral

- Educational visits
- Breakfast Club
- After School Clubs

Pupil Premium 2015 – 2016

Amount of Pupil Premium allocated 2015-2016

£146,520.00 52.2% of pupils

At 52.2% the school is between the 80th and 100th percentile for pupils eligible for free school meals in the country. 85.9% being the highest in the country.

Nature of support during 2015/2016 Academic Year

	Anticipated		Notified
Initial Allocation 2015/2016- based on 95 pupils at £1320 per pupil (45.23%)	£ 125,400.00	£21,120.00	£146,520.00
Confirmed Allocation 2015/2016 £146,520 - 111 pupils (52.85%)	<hr/>		
	£ 125,400.00		
	<hr/>		
Expenditure	Total		
Allocated when setting budget to cost centres			
Initial Allocation anticipated £125,400 45.23 % - FSM calculation			
Teaching Costs	£ 74,094.00		£ 74,094.00
Teaching Assistants	£ 29,822.00	£ 21,120.00	£ 50,942.00
After School Clubs	£ 3,618.00		£ 3,618.00
Educational Visits	£ 6,106.00		£ 6,106.00
CC Workshops Professional	£ 2,714.00		£ 2,714.00
Development/Courses	£ 9,046.00		£ 9,046.00
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	£ 125,400.00	£21,120.00	£146,520.00
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The funding will be used for two full time class teachers and funding towards a Higher Level Teaching Assistant. This will enable us to deploy other 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 will be 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 as a model that could be used to raise performance in other schools.

Impact of the money spent 2015 - 2016:

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 progress they make 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.

Early Years Foundation Stage

Percentage of pupils achieving a Good Level of Development (GLD)

	Cohort	School	National (15)
FSM	9	44%	52%
Non FSM	22	64%	69%

- 44% of the Pupil Premium children in this class reached a good level of development against the national outcome for this group of 52%. The impact of Pupil Premium spending has slightly improved since last year (40%) but not yet closed the gap for this group of children.
- The school is mindful of the 20% gap between disadvantaged and other pupils.
- The school does have small cohorts and therefore just a few pupils with very specific needs can skew the data but the school does need to keep working with parents so that, together, we can help the children succeed at an earlier stage.



Attainment in Phonics – Year 1

Percentage of pupils achieving the expected standard in the phonics test

	Cohort	School	National
FSM	12	33%	70%
Non FSM	18	78%	83%

- Only 33% of the Pupil Premium group were successful on the phonics screening test in Year 1. This is a significant drop since last year (see comment below). The school is however confident that this will improve for this year due to a full and strong compliment of staff. The school faced significant staffing issues with both long term illness and capability proceedings for the teachers in this year group.
- The school is confident that it can close the gap for these children by the end of year 2 based on its strong track record. In 2016 100% of disadvantaged pupils were successful in the phonics screening test by the end of year 2.
- In 2015 90% of the Pupil Premium group were successful on the phonics screening test in Year 1 thereby doing better than other pupils (i.e. non Pupil Premium) nationally. This represented a very encouraging and positive impact from Pupil Premium spending for 2014 - 2015.

Attainment at Key Stage 1

% of pupils achieving at least expected standard in reading Key Stage 1

	Reading			Writing			Maths		
	Cohort	Sch	Nat	Cohort	Sch	Nat	Cohort	Sch	Nat
FSM	14	79	78	14	57	70	14	71	77
Non FSM	16	75	78	16	75	70	16	88	77

- In reading pupils in receipt of Pupil Premium achieved slightly above other similar pupils nationally (78%) and slightly above non-disadvantaged children both nationally and in the school.
- In writing pupils in receipt of Pupil Premium achieved 13% lower than similar pupils nationally and 18% lower than non-disadvantaged in the school. The school is mindful of these gaps but highlights that small cohorts can skew the data. Staffing issues in the phase also need to be noted – see comment in Y1 phonics.
- In maths pupils in receipt of pupil Premium achieved just below (6%) non-disadvantaged pupils nationally.

Attainment at Key Stage 2

Percentage of pupil achieving expected age related standard For disadvantaged and non – disadvantaged pupils

	Reading, Writing & Maths combined			Reading			Writing			Maths			Grammar, Punctuation & Spelling (GPS)		
	Cohort	Sch %	Nat %	Cohort	Sch %	Nat %	Cohort	Sch %	Nat %	Cohort	Sch %	Nat %	Cohort	Sch %	Nat %
All	29	69	53	29	83	66	29	86	74	29	79	70	29	79	72
FSM	18	72	60	18	89	71	18	94	79	18	83	75	18	83	78
Non FSM	11	64	60	11	73	71	11	73	79	11	73	75	11	73	

- In the combined score of reading, writing and maths, disadvantaged pupils are 72% whilst their non-pupil premium peers have done less well at 64%. These outcomes show that the disadvantaged children have exceeded relative national attainment (all children) by a significant margin (+19%). Compared to other disadvantaged children nationally they have exceeded them by 12%. The impact of pupil premium spending is clearly being very effective.
- In reading 89% of the disadvantaged pupils attained the expected standard and the average scaled score for this group is 104.1. This is not only securely above the national threshold for age related expectations (100) but also above relative national attainment (i.e. outcomes for all children). It is also 18% higher than similar groups of children nationally. This again shows the impact of pupil premium spending is clearly being very effective.
- In writing a high proportion of the disadvantaged group of pupils attained the expected standard in writing. This is favourable when compared with the proportions of other, non-disadvantaged children in the year group attaining the same outcome (+21%). Outcomes are also significantly better than relative national attainment (all children)(74%) and similar groups (79%) nationally. This again shows the impact of pupil premium spending is clearly being very effective.
- In maths 83% of the disadvantaged group attained the expected standard and the average scaled score of the group (102.4) is within range of relative national attainment (all pupils nationally). This is very positive in terms of closing the gap with other, non-disadvantaged children. This again shows the impact of pupil premium spending is clearly being very effective.
- In GPS 83% of the disadvantaged learners attained the expected standard which has exceeded the relative national attainment (72%) by 11%. This again shows the impact of pupil premium spending is clearly being very effective.
- The most challenging comparison to make for disadvantaged learners is against the relative attainment of all children nationally. In each of the 5 areas above the disadvantaged children at St Thomas CE Academy have significantly achieved higher than the relative attainment of all pupils nationally. This clearly shows that the pupil premium is being spent very effectively.

Progress at Key Stage 2

KS2 summary overall and by low, middle and high prior attainment For all and disadvantaged children

Reading

	All	Dis
Cohort	25	18
Score	3.93	3.20

	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	4	2	17	13	4	3
Score	12.34	14.14	3.55	2.83	-2.85	-2.48
National	0	0.36	0	0.35	0	0.30
Difference	12.34	13.78	3.55	2.48	-2.85	-2.77

Writing

	All	Dis
Cohort	25	18
Score	2.97	2.61

	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	4	2	17	13	4	3
Score	5.27	6.13	3.90	3.48	-3.33	-3.51
National	0	0.34	0	0.10	0	0.11
Difference	5.27	5.79	3.90	3.38	-3.33	-3.62

Maths

	All	Dis
Cohort	25	18
Score	1.86	0.91

	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	4	2	17	13	4	3
Score	2.56	4.17	2.71	1.33	-2.46	-3.10
National	0	0.45	0	0.26	0	0.17
Difference	2.56	3.72	2.71	1.07	-2.46	-3.27

	Sig+ and top 10% of schools
	Sig + and top 11% - 15% of schools
	Sig- and bottom 11% - 15% of schools
	Sig- and bottom 10% of schools



- In reading the progress that the disadvantaged children make is in the top 11% - 15% of schools in the country. Those disadvantaged children with low prior attainment at the end of KS1 are in the top 2% of all children nationally. This shows the impact that the pupil premium is having across KS2.
- In writing the progress of disadvantaged pupils is also strong and shown in the average scaled score being only 0.36 below that of all pupils nationally. Those disadvantaged children with low prior attainment have scored a higher average scaled score than all pupils nationally.
- In maths the disadvantaged pupils have scored an average scaled score 0.91 higher than the scaled score of 100. This means the disadvantaged children with low and middle prior attainment are now at the standard expected of them.
- Whilst not as clear as the attainment data, the progress data shows that pupil premium has effectively been spent to meet the needs of the disadvantaged pupils at St Thomas CE Academy.

External Monitoring and Evaluation

- Please see the school's Ofsted report (March 2013).
- The School Improvement Partner's reports are also available for school inspectors and advisors and support what is written in this document.

Conclusion

St Thomas academy has gone from strength to strength over the past few years. Attainment and progress continue to be strong against national standards and the behaviour and safety of the pupils continues to remain a strength of the school. The pupil premium has assisted us in achieving this.

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 pupils progress. We know our children as individuals and continue to use outcomes of this monitoring to inform short and longer term school improvement planning.