



## ***Pupil Premium Evaluation 2017-18***

### ***Runcorn All Saints CE Primary School***

This document sets out the way in which the Pupil Premium Allocation for 2017-2018 has been allocated to best support the needs of our most vulnerable groups of learners. It also makes clear the proposed expenditure against Pupil Premium funding for 2018-2019

#### **Rationale**

The Department for Education defines pupils as being disadvantaged if they are or have been eligible for means -tested free school meals or if they are or have been looked after by a local authority. Nationally, 29% of school-aged children (aged 4-16yrs) are from disadvantaged backgrounds; statistics suggest that such pupils tend to academically underperform relative to other pupils. **In 2017-2018 61%** of the Runcorn All Saints CE School population were considered to be from disadvantaged backgrounds. (We believe this % to be even higher as the introduction of universal infant free school meals hides the true figure of pupils from disadvantaged backgrounds.)

The 'Pupil Premium' was established in 2011 specifically to improve the outcomes for disadvantaged children. It is for schools to decide how the pupil premium is best spent to serve the needs of their disadvantaged children, since they are best placed to assess what additional provision should be made for the individual pupils for whom they have responsibility.

At Runcorn All Saints we support all our pupils effectively through the following mechanisms;

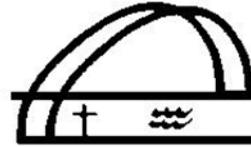
1. High quality classroom teaching supplemented by interventions to support vulnerable learners as and when required.
2. High quality classroom resources
3. Bespoke learning opportunities
4. Aspirational target setting.

The Senior Leadership Team and Governing body monitor the impact of all spending and interventions including the pupil premium to ensure that the money that we spend secures best value for our children and parents.

The nature of our catchment and subsequent pupil demographic means that our pupil premium allocation is not insignificant. In 2017/2018, the Pupil Premium total allocation was £73,062 **(April 2017 – March 2018)**

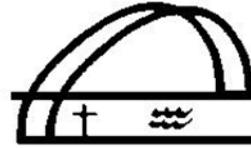
Pupil projections suggests that this demand for funding will be sustained

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<b>Activity/Initiative/Staff</b>	<b>Function Proposed</b>	<b>Impact Quantifiable</b>	<b>Outcomes</b>	<b>Cost</b>
Employment of HLTA	Support of mixed year group for English and Maths – quality first teaching to be supported and misconceptions addressed	Raised attainment and progress of pupils	Data tracking shows that underperforming FSM Ever 6 children are making steady progress through the support given.	<b>£16,000</b>
Employment of Teaching Assistant – communication champion	One to one specific support to provide focused intervention relating to speech and language, EAL and phonics intervention. - Intervention groups to support children with specific learning needs to support reading	Improved communication, raised attainment and progress.	Children complete speech and language plans and are discharged. Effective working with outside agency has enabled improved in house speech and language support. Data tracking shows good progress of children receiving the interventions.	<b>£13327</b>
Employment of Teaching Assistant	Supporting KS1 pupils developing English and Maths in small groups	Raised attainment	Children move from emerging and low expected and Rec to expected by end of KS1.	<b>£13086</b>
Breakfast Club Provision	To provide breakfast provision for those children who go without breakfast as a result of morning routines ensuring a good start to the school day.	Breakfast provided for children so as to ensure a good start to the learning day. Opportunities for children to receive homework support whilst at breakfast club. Increased attendance/punctuality.	100% parents offered take up the breakfast club offering. Pupil / staff feedback shows children are able to concentrate more fully on their learning as a result.	<b>£11798.</b>
Staff Continuous Professional Development	Staff to attend training developing own practise	Staff have up to date knowledge of initiatives. Improved teaching resulting in improved learning.	Improved teaching skills with positive impact on learning Development of practice improved teaching and keeping up to date with initiatives.	<b>£4000</b>

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Appropriate resources available to support teaching and learning	Purchase of subject resources to support teaching of curriculum	Access to wide variety of resources	Availability of additional resources enhances teaching and learning across the curriculum and improves attainment and progress.	<b>£9000</b>
Assessment and Tracking meetings	Dedicated time for Assessment coordinator to meet with teachers and subject leads to engage in structured conversations regarding pupil attainment and progress	Teachers able to set targets for attainment and progress following discussion. Identify issues. Interventions organised to address issues.	Targets set are realistic and achievable. Children to make expected progress.	<b>£2000</b>
Subsidising School trips/activities	Funding to support children in attending curriculum wide Enhancing activities	Children to have access to range of activities which enhance experiences and support learning.	Children are not hindered from participating in wider curriculum experiences due to cost prohibition	<b>£4000</b>
Uniform Funding	to subsidise costs and provide school uniform	Children not prohibited from sharing in community	Children have clean / new uniform sharing the identity and belonging	<b>£100</b>

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## Impact Summary – Attainment 2017-18 (Based on 2018 End of Key Stage 2 Results)

SUBJECT	RAS PP at Expected level of attainment	RAS Non PP at Expected level of attainment	Progress of RAS PP	Progress of RAS non PP
Reading	8/10= 80%	1/3 = 33%	-1.00 (9 children) To be confirmed	+0.89 (3 Children) To be confirmed
Writing	9/10 = 90%	2/3 = 67%	To be confirmed (9 children)	To be confirmed (3 children)
Maths	8/10 = 80%	1/3 = 33%	-3.18 (9 children) To be confirmed	+0.68 (3 Children) To be confirmed

**Progress Measures:** The difference in cohort size between pupil premium pupils and non pupil premium pupils means that comparing the data is inappropriate. However both cohorts achieved well within the expected progress ranges. **Reading -5 - +5 Writing -7 +5 Maths -5 to +5**

**Size of Cohort:** The large number of children in receipt of pupil premium compared to the small number of non pupil premium children makes it impossible to make comparisons between the two groups. A number of the pupil premium children also had special educational needs

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