



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

Plans for Pupil Premium Spending

September 2018 – August 2019

Impact of Pupil Premium

September 2017 – August 2018



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 2018 – 2019

Amount of Pupil Premium allocated 2018 - 2019

Year	Amount of Pupil Premium	% of pupils
2018 - 2019	£124,080	39.8%
2017 – 2018	£128,040	41.1%
2016 - 2017	£135,960	48.8%

There is a four-year declining trend in the number of disadvantaged pupils in the school. Despite falling numbers, the school remains between the 75th and 100th percentile for pupils eligible for free school meals in the country.

Expenditure Allocation

Academic

Staffing £113,080

Pastoral

Education Visit £6,000

Workshops £5,000

£124,080

Plans for spending the Pupil Premium funding in 2018 – 2019 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 2018 – 2019.

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
- Relevant Continuing Professional Development for staff
- Parental workshops
- Creative Curriculum workshops

Pastoral

- Educational visits
- Breakfast Club
- After School Clubs

Pupil Premium 2017 – 2018

Amount of Pupil Premium allocated 2017-2018

£128,040 **41.1% of pupils**

At 41.1% the school is between the 79th and 100th percentile for pupils eligible for free school meals in the country.

Nature of support during 2017/2018 Academic Year

Expenditure Allocation

Academic

Staffing £117,040

Pastoral

Education Visit £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 2017 - 2018:

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								
RW+M	% achieving and exceeding the expected standard				% achieving a higher score (110+)			
	School			National	School			National
	'18	'17	'16	2018	'18	'17	'16	2018
All:	82%	67%	74%	All: 64%	4%	0%	0%	All: 10%
Dis:	77%	65%	72%	Dis: 51%	0%	0%	0%	Dis: 4%
Non-Dis:	87%	70%	78%	Non-Dis: 70%	7%	0%	0%	Non-Dis: 12%
Reading	'18	'17	'16	2018	'18	'17	'16	2018
All:	93%	80%	89%	All: 75%	7%	10%	7%	All: 28%
Dis:	92%	80%	89%	Dis: 64%	8%	10%	11%	Dis: 18%
Non-Dis:	93%	80%	89%	Non-Dis: 80%	7%	10%	6%	Non-Dis: 33%
Writing	'18	'17	'16	2018	'18	'17	'16	2018
All:	89%	87%	93%	All: 78%	18%	3%	0%	All: 20%
Dis:	92%	85%	94%	Dis: 67%	15%	5%	0%	Dis: 11%
Non-Dis:	87%	90%	89%	Non-Dis: 83%	20%	0%	0%	Non-Dis: 24%
GPS	'18	'17	'16	2018	'18	'17	'16	2018
All:	96%	90%	85%	All: 78%	61%	27%	30%	All: 34%
Dis:	100%	85%	83%	Dis: 67%	46%	25%	28%	Dis: 24%
Non-Dis:	93%	100%	89%	Non-Dis: 82%	73%	30%	33%	Non-Dis: 39%
Maths	'18	'17	'16	2018	'18	'17	'16	2018
All:	89%	73%	85%	All: 76%	25%	7%	11%	All: 24%
Dis:	85%	65%	83%	Dis: 64%	8%	5%	11%	Dis: 14%
Non-Dis:	93%	90%	89%	Non-Dis: 81%	40%	10%	11%	Non-Dis: 28%

Cohort Information:

Number in cohort: 28 (3.6% per pupil)

Disadvantaged: 13 (46.4% with each child being worth 7.7%)

Non-Disadvantaged: 15 (53.6% with each child being worth 6.7%)

Approximately half the children are entitled to pupil premium funding.

Evaluation:

- For the majority of children achieving the expected standard there is very little difference in the results of disadvantaged and non-disadvantaged groups indicating they perform in line with each other and above national.



- In all areas disadvantaged children achieving the expected standard perform better than similar children nationally.
- The school is concentrating on increasing the percentage of disadvantaged children achieving the higher standard in maths, reading and RW+M.

Reading, Writing & Maths Combined

- Overall percentage achieving the expected standard is significantly higher (+18%) than national average and improved from last year (+15%)
- Disadvantaged children achieve significantly higher (+26%) than other children nationally and above (+13%) than all children nationally. This represents effective use of funding.
- Overall 4% of all children achieved a higher score but no disadvantaged children achieved this compared to 4% of children nationally.

Reading

- Overall percentage reaching the expected standard is above national (+18%) and improved from last year (+13%).
- The attainment of disadvantaged pupils achieving the expected standard was in line with that of other pupils in the school and significantly higher (+28%) than other disadvantaged children nationally. Again, this is improved from last year (+12%)
- The attainment of both groups of pupils achieving the higher standard was the same in the school but below (-10%) compared nationally to other disadvantaged children.

Writing

- Overall, the percentage of pupils achieving the national standard in writing is above national (+11%).
- Disadvantaged pupils also achieved significantly better (+25%) than other children nationally.
- The percentage of disadvantaged pupils who are working at greater depth is greater than (+4%) other similar children nationally. Again, this reflects good practice and effective use of funding.

Maths

- The percentage of pupils reaching the expected standard is above the national average (+13%), it has also risen by 15% from last year.
- Disadvantaged children were significantly above other disadvantaged children nationally (+19%) and significantly improved (+20%) on last year's attainment.
- The percentage of all children achieving the higher score is in line (+1%) with those nationally but disadvantaged children perform below (-6%) similar children nationally.

Grammar, Punctuation and Spelling (GPS)

- Only one child in the year group did not achieve the expected standard in GPS and the percentage of children achieving the higher standard in GPS was nearly double that of all children nationally.
- All disadvantaged children achieved the expected standard compared to 67% of children nationally. Significantly more disadvantaged children achieved a higher score (+22%) compared to similar children nationally. Again, this reflects excellent practice and effective use of funding.

Key Stage One Outcomes								
	% expected or better				% greater depth			
	School			National	School			National
	2018	2017	2016	2018	2018	2017	2016	2018
Reading								
All:	73%	67%	77%	75%	27%	3%	23%	26%
Dis:	70%	62%	79%	62%	20%	0%	7%	14%
Non-Dis:	75%	71%	75%	79%	30%	6%	38%	29%
Writing								
All:	73%	70%	67%	70%	23%	3%	13%	16%
Dis:	70%	69%	57%	55%	10%	0%	0%	8%
Non-Dis:	75%	71%	75%	74%	30%	6%	25%	18%
Maths								
All:	77%	70%	80%	76%	23%	17%	33%	22%
Dis:	70%	54%	71%	63%	10%	8%	14%	12%
Non-Dis:	80%	82%	88%	80%	30%	24%	50%	25%

Cohort Information:

Number in cohort: 30 (3.3% per pupil)

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

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

Compared to the rest of the school this cohort has an unusually high percentage (twice as many) of non-disadvantaged children compared to those who receive pupil premium funding.

Evaluation:

Reading

- Overall performance has risen by 6% for those pupils working at the expected standard whilst those working at greater depth has risen significantly from 3% in 2017 to 27% in 2018.
- Disadvantaged pupils working at the expected level is in line with non-disadvantaged in the school and is higher (+8%) than similar pupils nationally.
- Disadvantaged pupils working at greater depth is higher (+6%) than similar pupils nationally, which points towards effective use of pupil premium money.

Writing

- The percentage of all children working at the expected standard in writing is a three year improving trend and is now above (+3%) the national average.
- The percentage of children working at greater depth has significantly risen (+24%) since 2017 and is now in line (+1%) national.
- The disadvantaged are working in line with non-disadvantaged and are performing better (+15%) than similar groups nationally. Disadvantaged children working at greater death has improved (+10%) and is in line with national.
- This indicates positive use of pupil premium funding.

Maths

- All pupils working at the expected standard is in line (+1%) with national and the same is true for those working at greater depth.
- Disadvantaged pupils working at the expected standard outperform (+7%) similar pupils nationally and those working at greater depth are in line (-2%) with national.
- Non-disadvantaged pupil perform slightly better than disadvantaged pupils.



Phonics Outcomes					
% Working at Threshold					
Year 1 School 2018		Year 1 School 2017		Year 1 School 2016	
All:	77%	All:	71%	All:	60%
Dis:	64%	Dis:	44%	Dis:	33%
Non-Dis:	88%	Non-Dis:	84%	Non-Dis:	78%
Year 2 School 2018		Year 2 School 2017		Year Two 2016	
All:	93%	All:	83%	All:	93%
Dis:	90%	Dis:	77%	Dis:	100%
Non-Dis:	95%	Non-Dis:	88%	Non-Dis:	88%
Year 1 National 2018		Year 2 National 2018		Year 2 National 2018	
All:	82%	All:	92%	All:	92%
Dis:	72%	Dis:	85%	Dis:	85%
No-Dis:	85%	No-Dis:	94%	No-Dis:	94%

Year 1 Cohort Information:

Number in cohort: 30 (3.3% per pupil)

Disadvantaged: 14 (46.7% with each child being worth 7.1%)

Non-Disadvantaged: 16 (53.3% with each child being worth 6.25%)

Evaluation:

- Year 1 disadvantaged children working at the expected standard has significantly improved (+20%) since 2017.
- Year 2 disadvantaged children did better (+5%) than similar children nationally and all children performed in line (+1%) with children nationally.

Early Years Foundation Stage Outcomes						
EYFS	School 2018		School 2017		School 2016	
Average total point score	All:	36.3	All:	34.7	All:	33.7
	Dis:	37.9	Dis:	33.1	Dis:	32.0
	Non-Dis:	35.8	Non-Dis:	35.5	Non-Dis:	34.5
% GLD	All:	67%	All:	73%	All:	58%
	Dis:	71%	Dis:	70%	Dis:	44%
	Non-Dis:	65%	Non-Dis:	75%	Non-Dis:	64%
					Birmingham 2018	
					All:	34.6
					Dis:	31.9
					Non-Dis:	33.7
					All:	72%
					Dis:	61%
					Non-Dis:	70%

Cohort Information:

Number in cohort: 30 (3.3% per pupil)

Disadvantaged: 7 (23.3% with each child being worth 14.3%)

Non-Disadvantaged: 23 (76.7% with each child being worth 4.3%)

Compared to the rest of the school this cohort has an unusually high percentage (+54%) of non-disadvantaged children compared to those who receive pupil premium funding.

Evaluation:

- Percentage of pupils achieving a GLD has dropped slightly from 2017. The average total point score is higher than national which would lead towards there being some higher achievers.
- Disadvantaged children generally do better than other children in school (+6%) and nationally (+10%). They also perform better (7%) than all 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

St Thomas academy has gone from strength to strength over the past few years. Attainment continues 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.