

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Ravenhurst Primary School				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£111,900	<b>Date of most recent PP Review</b>	Nov 2017
<b>Total number of pupils</b>	578	<b>Number of pupils eligible for PP</b>	84	<b>Date for next internal review of this strategy</b>	Sept 2018

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
Data - EYFS (Early Years Foundation stage)	67%	71% (73%)
% achieving the expected standard in Phonics Screening Year 1	33%	76% (81%)
<b><u>Key Stage 1 SATs 2017</u></b>		
% achieving the expected standard in Reading:	30%	67% (76%)
% achieving the expected standard in Writing:	0%	49% (68%)
% achieving the expected standard in Mathematics:	50%	75% (75%)
<b><u>Key Stage 2 SATs 2017</u></b>		
% achieving the expected standard Reading, writing, maths combined	52%	56% (61%)
% achieving the expected standard Reading	81%	74% (72%)
% achieving the expected standard Writing:	57%	71% (76%)
% achieving the expected standard Mathematics:	71%	71% (75%)

3. Review of expenditure				
Previous Academic Year		2016-2017		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure that quality first teaching has a high impact through the use of targeted support for pupil premium pupils	Regular review of quality teaching through lesson observations, work sampling and progress reviews	<p>Pupil Premium Pupils in KS1 did not meet national expectations and their performance was significantly below that of their peers</p> <p>Pupil Premium Pupils in KS2 exceeded national expectations in reading, demonstrated comparable attainment with other pupils in the cohort in maths but did not meet expectations in writing</p>	<p>Pupil Premium pupils need to be monitored more closely in Key Stage 1 and Lower KS2 to ensure that the strategies and interventions are having significant impact upon attainment.</p> <ul style="list-style-type: none"> <li>• Half termly monitoring of pupil progress for each year group</li> <li>• Introduction of Pupil Premium monitoring forms to be completed termly by all staff</li> <li>• Pupil Premium lead practitioner to be established</li> <li>• Improved method of data analysis for pupil premium pupils</li> <li>• Greater focus on quality first teaching for Pupil Premium pupils through focus groups</li> <li>• To improve the teaching and assessing of writing across the school</li> </ul>	Main School Budget
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure standards achieved by those eligible for pupil premium continues to close the gap with other pupils	Use of targeted support for individuals and small groups.	<p>Targeted support in KS2 is beginning to close the gap.</p> <p>Targeted support in KS1 did not enable pupils to meet national expectations although many of these pupils have made good progress from their starting points.</p>	<p>Pupil premium pupils are to receive interventions that are more closely linked to their needs</p> <ul style="list-style-type: none"> <li>• Additional individual and small group teaching outside these times.</li> <li>• Closer monitoring of the quality of the intervention strategies</li> </ul>	£114,302
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Ensure wider opportunities are targeted to meet pupils' social and emotional needs</p>	<ul style="list-style-type: none"> <li>• Increased participation of PP students taking part in extra-curricular activities that are specific to them.</li> <li>• ELSA groups available throughout the term targeted to PP students.</li> <li>• Nurture Group (breakfast club for vulnerable pupils with social and emotional difficulties plus activities linked to social and emotional needs)</li> </ul>	<p>90% of PP pupils accessed the fund ensuring the majority of pupils benefitted from wider learning and enrichment opportunities.</p> <p>35% of Pupil Premium pupils received ongoing support through the ELSA scheme.</p>	<p>Pupils were involved in an increased number of enrichment activities.</p> <ul style="list-style-type: none"> <li>• To ensure the scheme is publicised widely to ensure 100% of parents take advantage of the scheme. Class teachers to continue to liaise with parents of pupil premium pupils and termly letters to be distributed</li> </ul> <p>The range of activities and support for pupils with social and emotional difficulties will continue.</p> <ul style="list-style-type: none"> <li>• Need to consider training an additional ELSA to ensure more pupils are able to easily access support when they need it.</li> </ul>	<p>£26,318</p>
<p>Improved parental engagement for all pupils</p>	<ul style="list-style-type: none"> <li>• To develop the Friends of Ravenhurst Parents' group/forum</li> </ul>	<p>The Parents and Friends Group was successfully supported throughout the year and the members were able to attend school events and offer support to other parents. They organised a rota of activities for all the pupils and parents to attend.</p>	<p>To enable the group to raise their profile amongst parents as a source of information and support. To be more active in encouraging all parents to engage in their child's learning.</p>	<p>£990</p>

<b>4. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Communication and language skills are lower for the majority of pupils (pupil premium and non-pupil premium)	
<b>B.</b>	Writing skills are poor in KS1 due to difficulties with fine and gross motor skills	
<b>C.</b>	Numeracy skills are lower for the majority of pupils	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Engagement of PP parents in child's learning needs to be developed as many pupils do not receive the support at home they require to succeed compared to their peers	
<b>E.</b>	Ensure PP pupils have access to enriching activities and extra-curricular activities	
<b>F.</b>	Emotional resilience of pupils is poor due to external circumstances	
<b>G.</b>	Attendance rates for pupil premium pupils is lower than that of no-pupil premium pupils	
<b>5. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve communication and language skills for pupils eligible for PP in EYFS and KS1	Outcomes for communication and language element of the Early Learning Goals to show an improvement on previous year's data
<b>B.</b>	Improved outcomes in Y1 phonics for pupils eligible for PP	Pupils eligible for pupil premium are to make rapid and sustained progress (relative to their individual starting points).
<b>C.</b>	To raise standards of attainment for disadvantaged pupils in writing at KS1 and lower KS2 so they are broadly in line with national.	Pupils in all year are to make rapid and sustained progress (relative to their individual starting points).
<b>D.</b>	To raise standards of attainment for disadvantaged pupils in maths at KS1 and Lower KS2 so they are broadly in line with national.	Pupils in all year are to make rapid and sustained progress (relative to their individual starting points).
<b>E.</b>	To raise standards of attainment for disadvantaged pupils in reading at KS1 and Lower KS2 so they are broadly in line with national.	Pupils in all year are to make rapid and sustained progress (relative to their individual starting points).
<b>F.</b>	Improved parental engagement for all pupils	All parents to be actively engaged in their child's learning to promote improved pupil outcomes
<b>G.</b>	Embedded emotional resilience amongst PP pupils to further develop independence and self-confidence	Pupils demonstrate effective attitudes to learning displaying characteristics identified

## 6. Planned expenditure

### Academic year

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

#### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Improve communication and language skills for pupils eligible for PP in EYFS and KS1</p> <p>B. Improved outcomes in Y1 phonics for pupils eligible for PP</p> <p>C. To raise standards of attainment for disadvantaged pupils in writing at KS1 and lower KS2 so they are broadly in line with national.</p> <p>D. To raise standards of attainment for disadvantaged pupils in maths at KS1 and Lower KS2 so they are broadly in line with national.</p> <p>E. To raise standards of attainment for disadvantaged pupils in reading at KS1 and Lower KS2 so they are broadly in line with national.</p>	<ul style="list-style-type: none"> <li>All staff to be provided with access to a comprehensive programme of training and development to support the development of communication and language, phonics and writing (modelling, planning, writing, editing).</li> <li>Termly moderation of pupil work samples with external verification</li> <li>To improve the impact of feedback through staff CPD</li> <li>To conduct training for staff conducting the catch-up sessions for pupils, re: calculation strategies and progression.</li> <li>To provide adequate resources and training to develop pupils mathematical understanding – Numicon, Bar Method</li> <li>To revise the planning of reading so as to incorporate reading comprehension strategies into whole class teaching</li> </ul>	<p>The EEF Toolkit has been used to identify ways in which pupil outcomes can be improved.</p> <p>The school is using the EEFs toolkit's Implementation Process whereby staff will be adequately trained as part of the preparation aspect of the model.</p> <p>Feedback: There is a substantial number of reviews and meta-analyses of the effects of feedback. Studies tend to identify positive benefits where the aim of feedback is to improve learning outcomes in reading or mathematics or in recall of information.</p>	<p>Use staff meetings and inset days to deliver training. The Acting Headteacher is to plan and co-ordinate a programme of training with the SLT and Subject Leads</p> <p>Liaise with Affinity Teaching School Alliance to access a programme of termly subject leader meetings.</p> <p>Effective monitor and data analysis by Subject Leads</p>	<p>Acting Headteacher /SLT/Class teachers</p>	<p>Sept 18</p>

F. To implement a rigorous programme of monitoring to ensure that targeted support for disadvantaged pupils has a high impact.	To conduct half termly monitoring reviews of the PP provision, including: •Lesson & intervention observations •Learning walks •Work sampling •Pupil progress data analysis			Subject Leads/Acting Headteacher /PP Lead	
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**Total budgeted cost**    £9500

**ii. Targeted support**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved outcomes in Y1 phonics for pupils eligible for PP	<ul style="list-style-type: none"> <li>• Focused work with individuals and groups</li> <li>• Utilise Read Write Inc resources effectively to identify gaps in pupils phonetic knowledge</li> </ul>	One to one and small group interventions with appropriately qualified staff. EEF Toolkit identify Small Group tuition, One to one tuition and directed use of Teaching assistants have a positive impact on pupil progress	Ensure staff have enough preparation and delivery time. Monitor individual pupil progress through observations, learning walks and pupil data. Ensure termly Pupil Premium monitoring forms are completed.	English Leads SLT	Sept 18
To raise standards of attainment for disadvantaged pupils in reading, writing and maths at KS1 and lower KS2 so they are broadly in line with national.  Improve communication and language skills for pupils eligible for PP in EYFS and KS1	<ul style="list-style-type: none"> <li>• Weekly one to one and small group sessions in English and maths in addition to standard lessons</li> <li>• Focused work with individuals and groups within lessons</li> </ul>	As above	As above	Acting Headteacher SLT	Sept 18
Improve Physical development (fine and gross motor skills)	<ul style="list-style-type: none"> <li>• Weekly one to one and small group sessions to develop fine and gross motor skills</li> </ul>	As above	As above	Acting Headteacher /SENDCo/ SLT HLTAs	Sept 18

<b>Total budgeted cost</b>					£69,500
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To ensure the provision for pupil premium pupils adequately meets their educational, social and emotional needs	Undertake a Pupil Premium Review	Recommendation of the Ofsted Report May 2017	External Review Internal monitoring by the Governor with responsibility for Pupil Premium pupils	Acting Headteacher /SLT/Pupil Premium Lead Governor	Sept 2018
Improved parental engagement for all pupils	<ul style="list-style-type: none"> <li>Continue daily contact between the class teacher and parents/carers using year group termly topic letters, home link books and topic entry and exit points.</li> <li>To continue to utilise Tapestry in EYFS and KS1 to promote parental engagement</li> <li>Termly parent questionnaires</li> </ul>	EEF toolkit suggests that parents need to be engaged in their child's learning at an early age.	Parents and Partnership lead to liaise with the Parents and Friends Group, produce a termly newsletter and analyse parent questionnaires and surveys.	Acting Headteacher / Parents and Partnerships lead	Sept 18
Ensure wider opportunities are targeted to meet pupils' social and emotional needs	<ul style="list-style-type: none"> <li>Increased participation of PP students taking part in extra-curricular activities that are specific to them.</li> <li>ELSA groups available throughout the term targeted to PP students.</li> <li>Krispie Club (breakfast club for vulnerable pupils with social and emotional difficulties)</li> </ul>	<p>Arts participation and outdoor and adventurous learning, according to the EEF toolkit, have been shown to have a positive impact on academic learning.</p> <p>SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.</p>		Acting Headteacher /SENDCo  Specialist HLTA (ELSA)	Sept 18
Improve attendance rates for pupil premium pupils	<ul style="list-style-type: none"> <li>Attendance Officer to monitor identified groups of pupils, liaise with parents and carers, provide support and signposting to families and promote high levels of attendance amongst all pupils</li> </ul>	School attendance: Guidance for maintained schools, academies, independent schools and local authorities November 2016	Attendance of PP pupils to be in line with national figures	Acting Headteacher /Attendance Officer	Termly
<b>Total budgeted cost</b>					£33,000

