



# Ravenhurst Primary School Pupil premium strategy statement 2018\_19

1. Summary information					
School	Ravenhurst Primary School				
Academic Year	2018_19	Total PP budget	£114,600	Date of most recent PP Review	Nov 2017
Total number of pupils	554	Number of pupils eligible for PP	75	Date for next internal review of this strategy Date for next external review of this strategy	Sept 2018 Spring 2019

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
Data - EYFS (Early Years Foundation stage)	75%	70% (74%)
% achieving the expected standard in Phonics Screening Year 1	88%	81% (85%)
<b><u>Key Stage 1 SATs 2018</u></b>		
% achieving the expected standard in Reading:	67%	68% (79%)
% achieving the expected standard in Writing:	50%	64% (74%)
% achieving the expected standard in Mathematics:	67%	68% (80%)
<b><u>Key Stage 2 SATs 2018</u></b>		
% achieving the expected standard Reading, writing, maths combined:	29%	72% (70%)
% achieving the expected standard Reading:	38%	79% (80%)
% achieving the expected standard Writing:	52%	84% (83%)
% achieving the expected standard Mathematics:	52%	78% (81%)

### 3. Review of expenditure

**Previous Academic year**

**2017/18**

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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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<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>Impact of training on EYFS – 75% of disadvantaged pupils achieved expected (GLD)</p> <p>Phonics scores – 88% of disadvantaged achieved the expected standard (National 85%)</p> <p>Writing at the end of KS1 50% achieved expected standard (National is 74%). This is an increase on the previous year (0%)</p> <p>Maths at the end of KS1 67% achieved the National Standard (National 80%). This was an increase on the previous year (50%)</p> <p>Reading at the end of KS1 67% achieved the national standard (National 79%). This was an increase on the previous year (30%)</p>	<ul style="list-style-type: none"> <li>• Staff training completed.</li> <li>• Regular moderation of pupil work samples to continue</li> <li>• Moderation in writing to take place with family of school to verify standards.</li> <li>• Continue to develop staff skills in assessing writing through CPD opportunities offered by the Local Authority and Affinity Teaching School Alliance. With a specific focus on writing in Year 2 and Years 5/6.</li> <li>• Continue to develop the use of the Bar Model across the school. Maths Lead is to monitor the effectiveness of this approach.</li> <li>• Continue to teach reading comprehension skills as whole class sessions with follow up activities in small focus groups</li> <li>• The EEF Toolkit has been used to identify ways in which pupil outcomes can be improved. This will continue by looking in depth at the metacognition strategies.</li> </ul>	
<p>F. To implement a rigorous programme of monitoring to ensure that targeted support for disadvantaged pupils has a high impact.</p>	<p>To conduct half termly monitoring reviews of the PP provision, including:</p> <ul style="list-style-type: none"> <li>•Lesson &amp; intervention observations</li> <li>•Learning walks</li> <li>•Work sampling</li> <li>•Pupil progress data analysis</li> </ul>	<p>Half termly progress review meetings for all staff have ensured that pupil premium pupils are high on the school agenda.</p> <p>Rigorous book scrutinies have ensured consistency of marking and written feedback across the school.</p>	<p>To continue.</p> <p>To introduce half termly action plans. Each class teacher is to produce an action plan after a progress review meeting to demonstrate how pupils at risk of not meeting their targets will be supported.</p> <p>Headship Support data analysis spreadsheet is to be used to monitor progress each half term</p>	<p>Subject Leads/Acting Headteacher/PP Lead</p> <p>Half termly progress reviews</p> <p>Termly PP monitoring forms</p> <p>PP book scrutinies</p> <p>Increased accountability</p> <p>Increased gap analysis</p>
<b>Total budgeted cost</b>				£9500

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
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>	Phonics scores – 88% of disadvantaged achieved the expected standard (National 85%)	<p>To continue</p> <p>Effective use of support and groupings has enabled improved outcomes in phonics</p> <p>Next steps: To further develop independent writing skills</p>	
<p>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.</p> <p>Improve communication and language skills for pupils eligible for PP in EYFS and KS1</p>	<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>	Attainment in KS1 is showing an improving picture.	<p>To continue</p> <p>Next Steps: To enable pupils to in lower KS2 to make more rapid and sustained progress through more focused gap analysis and effective teaching.</p> <p>To ensure Pupil Premium pupils are the first to receive written and oral feedback.</p>	
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>	75% of Disadvantaged pupils achieved PD element of ELG	<p>Small group sessions to continue</p> <p>Utilise the Sports Apprentice to help develop gross motor skills of EYFS pupils through outdoor physical</p>	
<b>Total budgeted cost</b>				£69,500
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
To ensure the provision for pupil premium pupils adequately meets their educational, social and emotional needs	Undertake a Pupil Premium Review	Completed	To continue to liaise with the external reviewer to ensure the strategies and allocation of funds for Pupil Premium pupils are appropriate.	
Improved parental engagement for all pupils	<ul style="list-style-type: none"> <li>• Continue daily contact between the class</li> </ul>	Parental Questionnaires for the Autumn term 2018 had 242 responses and the results were	<p>Ongoing</p> <p>To continue to survey parents during</p>	

	<p>teacher and parents/carers using year group termly topic letters, home link books and topic entry and exit points.</p> <ul style="list-style-type: none"> <li>To continue to utilise Tapestry in EYFS and KS1 to promote parental engagement</li> <li>Termly parent questionnaires</li> </ul>	overwhelmingly positive.	parents' evenings as this has significantly increased the response rate.	
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>17 pupils access the funding for Sports clubs  8 pupils attended Magical maths  4/6 pupil who attend the Krispie Club are PP  Nearly a half of the pupils receiving ELSA support are PP (Pupil Premium pupils represent 14% of the school population but 44% of the pupils receiving ongoing ELSA support).</p>	Ongoing	
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>	<p>Attendance of PP pupils to be in line with national figures  PP attendance 17/18  Sessions missed due to absence 5.3% (Ever6FSM)  National average is 5.7% (Ever6FSM)</p>	<p>Ongoing  Next steps: To further investigate ways to develop pupil engagement and motivation by using the PP funding eg through providing exciting topic entry points, enriching activities in MADD week etc</p>	
<b>Total budgeted cost</b>				£33,000

#### 4. Barriers to future attainment (for pupils eligible for PP, including high ability)

##### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	Communication and language skills are lower for the majority of pupils (pupil premium and non-pupil premium) / comprehension skills / limited vocabulary
<b>B.</b>	Pupils making the required levels of progress in reading, writing and maths
<b>C.</b>	Pupils achieving national expectations across all three subjects RWM

##### External barriers *(issues which also require action outside school, such as low attendance rates)*

<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 that stimulate an interest in reading, writing and maths
<b>F.</b>	Emotional resilience of pupils is poor due to external circumstances
<b>G.</b>	Aspirations are low

### 5. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve vocabulary and comprehension skills	Improved reading comprehension attainment
<b>B.</b>	Sustained Improvement in 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 KS2 so they are broadly in line with national.	Pupils in all years 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 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 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>	Higher percentage of disadvantaged pupils achieving GD	All parents to be actively engaged in their child's learning to promote improved pupil outcomes
<b>G.</b>	Higher percentage of disadvantaged pupils achieving RWM combined	Improved combined outcomes
<b>H.</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 2018_19	£114,600				
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.					
iv. 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><b>F.</b> To raise standards of attainment for disadvantaged pupils in writing at KS1 and KS2 so they are broadly in line with national.</p>	<ul style="list-style-type: none"> <li>• Termly moderation of pupil work samples with external verification including moderating writing across the family of schools to ensure consistency and accuracy particularly with respect to Pupil Premium Pupils who are working at Greater Depth pupils and borderline pupils.</li> <li>• To provide key staff in Year 2 and Year 6 with opportunities to attend external moderation events run through the Local Authority and The Affinity Teaching School Alliance.</li> <li>• To utilise the Literacy Shed resources for Spelling (Spelling Shed) to improve pupils' spelling strategies. To teach spellings systematically through the No-Nonsense spelling scheme.</li> <li>• Spelling Shed Club to be run during lunchtimes</li> </ul>	<p>To ensure all staff are aware of the expected standards in writing for their given year group. Thus, enabling more precise and effective assessment of pupils' written work.</p> <p>Moderation of Year 6 writing indicated that pupils were falling short of the national expectations due to insecure spelling strategies.</p>	<p>Utilise staff meetings and external moderation training to ensure all staff are skilled in assessing writing.</p> <p>Acting Head Teacher is to plan and co-ordinate a programme of training with Subject Leads and SLT.</p> <p>Link governors to for English/Maths and Pupil Premium to monitor in school activities and receive regular updates through written reports from the Acting Headteacher/Subject Leads/Pupil Premium Lead.</p> <p>External monitoring to be undertaken by the Local Authority's Education Effectiveness Team and School to School support.</p> <p>Effective monitoring and data analysis by Subject Leads</p>	Acting Headteacher /SLT/Class teachers	Autumn 2019
<p><b>G.</b> To raise standards of attainment for disadvantaged pupils in maths at KS1 and KS2 so they are broadly in line with national.</p>	<ul style="list-style-type: none"> <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 Model</li> </ul>	<p>Bar Model Rationale A versatile maths model strategy that can be used across a wide range of concepts and topics</p> <ul style="list-style-type: none"> <li>• Gives pupils a powerful and adaptable strategy for solving increasingly difficult problems</li> <li>• Allows pupils to understand on a conceptual level what occurs when using complex formulas (for</li> </ul>	<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>H. To raise standards of attainment for disadvantaged pupils in reading at KS1 and KS2 so they are broadly in line with national.</p> <p>• To improve pupils' ability to think about their own learning more explicitly</p>	<ul style="list-style-type: none"> <li>• To utilise the Timestable Rockstars resources to improve knowledge of multiplication and division facts. Rockstars club to be run during lunchtimes</li> <li>• To revise the planning of reading so as to incorporate reading comprehension strategies into whole class teaching and use guided reading sessions to consolidate and develop strategies taught.</li> <li>• To utilise the Literacy Shed resources for reading (VIPERS)</li> <li>• To promote reading through the recommended read folders and resource accordingly</li> <li>• Create a Reading Champion to promote reading across KS2</li> <li>• Teach specific strategies for planning, monitoring and evaluating their learning. Specific Lessons will be designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</li> <li>• Acting Head and one other member of staff to attend Metacognition Training through the Affinity Teaching School Alliance.</li> </ul>	<p>example, algebra)</p> <ul style="list-style-type: none"> <li>• Draws on the Concrete, Pictorial, Abstract approach</li> <li>• Based on three pedagogical theorists — Bruner, Dienes, and Bishop</li> </ul> <p>The EEF Toolkit will continue to be 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>Metacognition A number of systematic reviews and meta-analyses have consistently found strategies related to metacognition and self-regulation to have large positive impacts. Most studies have looked at the impact on English or mathematics, though there is some evidence from other subject areas like science, suggesting that the approach is likely to be widely applicable.</p>			
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<p>F. To implement a rigorous programme of monitoring to ensure that targeted support for disadvantaged pupils has a high impact.</p>	<p>To conduct half termly monitoring reviews of the PP provision, including:</p> <ul style="list-style-type: none"> <li>•Lesson &amp; intervention observations</li> <li>•Learning walks</li> <li>•Work sampling</li> <li>•Pupil progress data analysis</li> </ul> <p>Utilise a more effective data analysis tool from Headship Support.</p> <p>To establish two Pupil Premium champions from the current teaching staff – EYFS/KS1 &amp; KS2 to assist in the monitoring of Pupil Premium strategies.</p>	<p>Increased staff accountability for pupils' performance.</p>	<p>Acting Headteacher to conduct progress reviews with each member of staff.</p> <p>Governors to monitor pupil progress through Teaching and learning Committee.</p>	<p>Subject Leads/Acting Headteacher /PP Lead</p>	<p>Autumn 2019</p>
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**Total budgeted cost**    £10500

**v. Targeted support**

<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>
<p>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.</p> <p>Improve communication and language skills for pupils eligible for PP in EYFS and KS1</p>	<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> <li>• Focused reading interventions in KS1</li> </ul>	<p>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.</p>	<p>Ensure staff have enough preparation and delivery time.</p> <p>Monitor individual pupil progress through observations, learning walks and pupil data.</p> <p>Ensure termly Pupil Premium monitoring forms are completed.</p>	<p>Acting Headteacher SLT</p>	<p>Autumn 2019</p>
<p>Improve Physical development (fine and gross motor skills)</p>	<ul style="list-style-type: none"> <li>• Weekly one to one and small group sessions to develop fine and gross motor skills</li> <li>• Utilise the Sports Apprentice to deliver Physical activities in EYFS</li> </ul>	<p>As above</p> <p>Data indicates this was a successful approach for the previous year. The baseline for this academic year indicates that a significant proportion of pupils entering EYFS are below age related expectations on entry for Moving &amp; Handling and Writing.</p>	<p>As above</p>	<p>Acting Headteacher /SENDCo/ EYFS Co-ordinator/</p>	<p>Autumn 2019</p>

**Total budgeted cost** £65,200

**vi. Other approaches**

<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	To continue to seek external support and advice on the provision for pupil premium pupils	Recommendation of the Ofsted Report May 2017 School data demonstrates a continued need for external monitoring to ensure practices and approached to support pupil premium pupils are effective and embedded.	External Support Internal monitoring by the Governor with responsibility for Pupil Premium pupils.	Acting Headteacher /SLT/Pupil Premium Lead Governor	Autumn 2019
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> <li>Utilise Tapestry effectively in EYFS/KS1</li> <li>Provide effective and regular communication with parents through School Comms and Twitter</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 Analysis of parent questionnaires and surveys.	Acting Headteacher / Parents and Partnerships lead	Autumn 2019
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>Training for two new ELSAs</li> <li>Krispie Club (breakfast club for vulnerable pupils with social and emotional difficulties)</li> <li>To improve the lunchtime provision by increasing the</li> </ul>	Arts participation and outdoor and adventurous learning, according to the EEF toolkit, have been shown to have a positive impact on academic learning.  SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.	SENDCo to monitor ELSA provision Regular monitoring of the numbers of pupils taking part in extra-curricular activities. Lunchtime Manager to liaise with AHT	Acting Headteacher /SENDCo  Specialist HLTA (ELSA)  Lunchtime Manager	Autumn 2019

	<p>number of activities available to pupils</p> <ul style="list-style-type: none"> <li>To provide individual support to pupils and families through Family Learning</li> </ul>				
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.	Attendance of PP pupils to be in line with national figures	Acting Headteacher /Attendance Officer	Half termly
To ensure the provision for pupil premium pupils adequately meets their educational, social and emotional needs	To review the Pupil Premium Provision in the light of current data	Ensure strategies are appropriate and effectively diminishing differences over time.	To continue to liaise with the external reviewer to ensure the strategies and allocation of funds for Pupil Premium pupils are appropriate.	Acting Headteacher /External reviewer/PP Governor	Spring 2019
<b>Total budgeted cost</b>					£38,900