

Ravenscroft Pupil premium strategy statement

1. Summary information					
School	Ravenscroft CP				
Academic Year	2016-17	Total PP budget	£162,360	Date of most recent PP Review	Sept16
Total number of pupils	220	Number of pupils eligible for PP	123	Date for next internal review of this	July17

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2016)</i>
% Expected standard or above in reading, writing & maths	70%	53.20%
% Expected standard in reading	75%	65.70%
% Expected standard in writing	75%	74%
% Expected standard in maths	75%	69.80%

3. Barriers to future attainment (for pupils eligible for PP)

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

A.	Poor language and communication skills
B.	Improve attainment in Reading and Maths
C.	Low aspirations and support at home

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

D.	Poor punctuality and attendance
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4. Desired outcomes *(Desired outcomes and how they will be measured)*

		Success criteria
A.	To improve the language and communication skills of pupils in FS and KS1 by employing a language therapist for 20 half day sessions per year. Providing Talk Boost sessions for targeted pupils across FS and Y1	Outcomes at the end of EYFS and Y1 are inline with local and national. The gap has been diminished between PP pupils and all pupils

B.	To increase the number of pupils achieving expected in reading and maths at the end of KS1 and KS2 to match the percentage of all learners	The gap has been diminished between PP pupils and all pupils in each yr group
C.	To raise aspiration/self esteem in line with peers. To provide pupils who have little or no support at home with additional reading/spelling and homework support	Reading and spelling ages of targeted pupils have improved by 1yr+ by July 17
D.	To improve punctuality and attendance to national expectations 96%+. The gap between PP pupils attendance is in line with all pupils and at national. Half termly checks, termly reports	PP pupils attendance has reached national expectations

5. Planned expenditure					
Academic year		2016-17			
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	Implementation & impact. When and How?
Feedback/marking to be used in all classes in all subjects	Whole staff training, feedback/marking policy and procedure agreed and followed by all. Next steps in learning known by all	Evidence from ST/EEF has shown that effective feedback has a positive impact on children's learning and self esteem	Learning walks, observations, book scrutiny, pupil interviews	JH, SMT LP	Termly Subject Leader report and monitoring evidence
SEND specialist teacher, provides skilled support of PP pupils on SEND register and support and training of Teaching and support staff	Provision Plans are used and reviewed termly to determine impact of provision in class and in SEND small gp sessions	ST/EEF +5 months progress achieved as impact in study completed on FSM pupils	Review of plans and provision termly. Learning walks, observations, book scrutiny, pupil interviews	Central support JH, ST	Termly July 17 Full Annual Report HT Standards report, Parent Reviews and Specialist Teachers termly and annual reports
Total budgeted cost					£26, 368

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	Implementation & impact. When and How?
To raise standards in reading	1: 1 daily reading Small gp intervention	ST/EEF +5 months progress achieved as impact in study completed on FSM pupils Improvements in targeted pupils outcomes previously with 1:1 and small gp support	In house training of TA's on new end of year and end of key stage expectations Teaching and prep time provided Termly progress meetings regarding data including RA and itrack	SMT and JH	Termly July 17 Full Annual Report HT Standards report, Pupil Progress meetings and Subject Lead termly reports
To raise standards in maths	Small gp intervention	ST/EEF +5 months progress achieved as impact in study completed on FSM pupils Improvements in targeted pupils outcomes previously with 1:1 and small gp support	In house training of TA's on new end of year and end of key stage expectations Teaching and prep time provided Termly progress meetings regarding data including ongoing and itrack	SMT and JH	Termly July 17 Full Annual Report HT Standards report, Pupil Progress meetings and Subject Lead termly reports
Total budgeted cost					£83,754
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Implementation & impact. When and How?
To develop and improve children's aspirations and self esteem. Also impacting on children's attendance and punctuality	Daily or twice weekly readers.Weekly homework/spelling club Breakfast club and extra- curricular Counselling/Mentor time Performances, visits and residential	ST/EEF states that on average SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment	Termly review of intervention/ support and attainment for PP pupils by INCO and in Pupil Progress meetings Attendance registers at Breakfast Club, extra- curricular and Children's University awards.	ST/GW NC JH	Termly July 17 Full Annual Report Termly Planning review meetings and Pupil progress meetings Number of visits, visitors and increase in pupils accessing and attending clubs (CU numbers/awards-report to Gov July 17)

Increase attendance rates	Pastoral Lead-monitors pupils and follows up quickly on absence. First day response	As above plus NfER briefing for school leaders identified addressing attendance as key "we can't improve attainment if they aren't attending school"	Weekly reports and assemblies.SAS visits, half termly reports.	GW, JH	Half Termly meetings with SAS H/T attendance reports from SAS Termly inputs into HT reports July 17 Full Annual Report
Total budgeted cost					£52,199