

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		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average 2016-2017)
% Expected standard or above in reading, writing & maths	Target 70%- 57%	61%
% Expected standard in reading	Target 75% -68%	71%
% Expected standard in writing	Target 75% -68%	76%
% Expected standard in maths	Target 75% -79%	75%

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

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: EYFS-GLD 73% above LA 71% and National Y1 Phonics- 89% above LA 79% and National 81%	Outcomes at the end of EYFS and Y1 are in line 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 Outcomes KS1 1% better for PPG pupils KS2 Reading gap still 18% reading and 15% Maths 7/8 pupils on SEND	The gap has been diminished between PP pupils and all pupils in each yr group Yes at end of KS1 not at end of KS2
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 (see 15-16/16-17 comparison figures)	PP pupils attendance has not reached national expectations

5. Planned expenditure

Academic year	2016-17
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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?
A)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	<p>Oct 16 Feb 17 April 17 June 17</p> <p>Outcomes Not consistent across school Feedback has improved in all but 2 classes and is having impact on learning. Evidence in children's responding to feed back in books and through observations</p>

<p>B)SEND specialist teacher, provides skilled support of PP pupils on SEND register and support and training of Teaching and support staff</p>	<p>Provision Plans are used and reviewed termly to determine impact of provision in class and in SEND small gp sessions</p>	<p>ST/EEF +5 months progress achieved as impact in study completed on FSM pupils</p>	<p>Review of plans and provision termly. Learning walks, observations, book scrutiny, pupil interviews</p>	<p>Central support JH, ST</p>	<p>Nov 16 March 17 July 17 (see SEND report July 17)</p> <p>Outcomes</p> <p>Not as effective as other strategies although all but 2 SEND pupils made progress. Specialist teacher will change groups and use individual PPP targets. She will also work on Spelling/motor skills etc with class support and children needing short bursts of intervention. 2 X 30 min sessions per week</p>
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	When will you review implementation?
A)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	Jan 17 April 17 July 17 Full Outcomes This was successful Targeted pupils all achieved at least 1+ yrs LM grid and PP meetings KS1 Reading PPG 1% better than all pupils
B)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	Jan 17 April 17 July 17 Full Outcomes This was very successful All targeted pupils in Y2 achieved EXS and 5/6 in Y6 Maths results at KS1 and 2 above national See Standards report for whole school picture on PPG pupils
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	When will you review implementation?
A)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 Planning review meetings and Pupil progress meetings Number of visits, visitors and increase in pupils accessing and attending clubs Outcomes 48 pupils accessed H/W club improvements in Number of pupils doing H/W, spellings RA and SA improvements * For targeted pupils 52 pupils attended CU celebration at Hope University
B)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	Termly July 17 Outcomes See PA list and impact of letters/panels Comparison of 15-16 and 16/17 data
Total budgeted cost					£52,199

