

Ravenscroft Pupil premium strategy statement

1. Summary information					
School	Ravenscroft CP				
Academic Year	2017-18	Total PP budget	£153,089	Date of most recent PP Review	Oct 17
Total number of pupils	201	Number of pupils eligible for PP	116	Date for next internal review of this	July18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2016-2017)</i>
% Expected standard or above in reading, writing & maths	Target 70%	61%
% Expected standard in reading	Target 75%	71%
% Expected standard in writing	Target 75%	76%
% Expected standard in maths	Target 75%	75%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor language and communication skills
B.	Improve attainment in Reading, Writing and Maths
C.	Low aspirations and support at home
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Poor punctuality and attendance

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		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 Early Talk Boost and Talk Boost sessions for targeted pupils across FS and Y1 OUTCOMES: EYFS-GLD Y1 Phonics-	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, writing 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 and at end of KS1 and 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 18 KS1 and KS2 outcomes are in line with National
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 16-17/17-18 comparison figures) Six/eight weekly meetings with PA parents and pupils regarding impact on learning	PP pupils attendance has reached national expectations % of PA Pupil Premium pupils has decreased by July 18

5. Planned expenditure

Academic year	2017-18
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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 consistently	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, SLT LP	Oct 17 Feb 18 April 18 June 18 Outcomes

<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 Change from last review: Specialist teacher will change groups and use individual PPP targets. She will also work on Spelling/moter skills etc with class support and children needing short bursts of intervention. 2 X 30 min sessions per week</p>	<p>ST/EEF +5 months progress achieved as impact in study completed on FSM pupils</p>	<p>Review of plans and provision half termly by JH and LH. Learning walks, observations, book scrutiny, pupil interviews</p>	<p>Central support JH, LH and GW</p>	<p>Nov 17 March 18 July 18 (see SEND report July 18)</p> <p>Outcomes</p>
Total budgeted cost					£19, 391

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 across school	<p>1: 1 daily reading Small gp intervention using Reading Catch Up (Y2-Y5)</p> <p>Provide additional reading materials for PP children to access at home and school including break time to increase reading engagement and enjoyment. Reading area, partners and champions</p>	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	<p>In house training of TA's on ARE Teaching and prep time provided Termly progress meetings regarding data including ongoing RA and itrack</p> <p>New engagement strategies will be reviewed termly by LM</p>	LM and JH	<p>Jan 18 April 18 July 18 Full</p> <p>Outcomes</p>
B)To raise standards in writing and SPAG across KS2.	<p>Small gp intervention</p> <p>Handwriting Spelling punctuation and grammar being a focus across the school. Independent writing taking place weekly.</p>	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 Individual pupils will access PPP support for handwriting/SPAG for 4 -6weeks and this will be monitored by INCo and class teacher who may need to continue the programme	<p>In house training of TA's on ARE expectations Teaching and prep time provided</p> <p>Termly progress meetings regarding data including ongoing RA and SA and itrack</p>	LM and JH	<p>Jan 17 April 17 July 17 Full</p> <p>Outcomes</p>

<p>C) To embed maths mastery and improve pupils problem solving and reasoning opportunities and outcomes</p>	<p>Ensure that there is a firm understanding by ALL staff of Maths Mastery</p> <p>Ensure that ALL staff are confident in their knowledge of what the standard (ARE) looks like in their year group</p> <p>Reasoning – ALL staff to teach and use the BAR MODEL as a strategy to problem solving</p>	<p>Following end of key stage and NFER analysis from subject lead both problem solving and reasoning remain a whole school priority.</p> <p>The maths mastery curriculum remains a priority/focus this year as improvements in outcomes for pupils were evident last year in KS1 and KS2</p>	<p>Regular standardisation Use of independent, support and challenge marked in books. Withdraw amount of support throughout the Autumn term. Staff confident in ability to deepen children’s understanding</p> <p>Book scrutiny, drop ins, co coaching observations</p>	<p>NC with JS-S</p>	<p>Staff confident in understanding of Maths Mastery and will have a further understanding of how to question, challenge and support children in deepening their understanding Children will begin to have the skills and tools to work independently Progress of children will be accelerated and amount of children achieving ARE will increase</p> <p>ALL staff will have a clear understanding of the use of the BAR MODEL. This will be seen in books/teaching</p> <p>Children will have a strategy to use when reasoning</p>
<p>Total budgeted cost</p>					<p>£80,199</p>

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 New Edge Hill Aspiration project	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. Organise visits and inspirational/aspirational speakers Steps to Success sessions for Y5/Y6	LH/GW NC JH	Termly and June (CU celebration) Planning review meetings and Pupil progress meetings Number of visits, visitors and increase in pupils accessing and attending clubs All Y5/Y6 pupils have visited a university campus Outcomes
B)Increase attendance rates	Pastoral Lead-monitors pupils and follows up quickly on absence. First day response Six weekly meetings with PA parents and pupils regarding attendance and impact on progress	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. Termly reward afternoons for winning class-rewards decided by school council Logs/letters from half termly meetings with parents and pupils	GW, JH	Termly July 18 Outcomes
Total budgeted cost					£53,499

