

# Ravenscroft Pupil Premium Strategy Statement

1. Summary information					
School	Ravenscroft CP				
Academic Year	2018-19	Total PP budget	£139920	Date of most recent PP Review	Oct 18
Total number of pupils	195	Number of pupils eligible for PP	106	Date for next internal review of this strategy	July19

2. Current attainment				
	<i>Pupils eligible for PP at Ravenscroft Exp+/Progress</i>		<i>Pupils not eligible for PP (national 2019)</i>	
% Expected standard or above in reading, writing & maths	67%		60% All	65% Nat
% Expected standard in reading	76%/1.7		67%/1.3 All	73%
% Expected standard in writing	81%/1.0		73%/0.7 All	78%
% Expected standard in maths	90%/2.2		80%/1.3 All	79%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <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, Maths
C.	Low aspirations and support at home

<b>External barriers</b> ( <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, Talk Boost , Talking Time sessions for targeted pupils across FS  OUTCOMES: 50% GLD (67%ALL GLD Nat 72%) Y1 Phonics- 56% ( 77% GLD was 68% last year)	Outcomes at the end of EYFS and Y1 are in line with local and national. The gap has been diminished slightly between PP pupils and all pupils-continue with targeted support for CL and PSE and PD

<p><b>B.</b></p>	<p>To increase the number of pupils achieving expected in reading, and writing at the end of KS1 and KS2 to match the percentage of all learners</p> <p>Outcomes: KS1 R-67%(All 80% Nat75%) W-67% (All 77% Nat 69%) M-75% (All 83% Nat75%) Below in R=W at National in Outcomes for KS2 are above all pupils and National (See</p>	<p>The gap has been diminished between PP pupils and all pupils in each yr group and at end of KS1 and KS2</p>
<p><b>C.</b></p>	<p>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</p> <p>Outcomes: RA-Only 2 Pupil out of 24 did not make 1yr+ 4 pupils made 2yrs+ both pupils are Wave 3 SEND</p> <p>SA- 4 out of 19 Pupils did not achieve 1yr+ All pupils not achieving more than 1 yr are Wave 3 SEND</p> <p>36 Children accessed Computer and Homework Club last year</p> <p>Outcomes for all KS1/KS2 pupils are mainly in line with National</p>	<p>Reading and spelling ages of targeted pupils have improved by 1yr+ by July 19</p> <p>Homework support has been accessed</p> <p>KS1 and KS2 outcomes are in line with National</p>
<p><b>D.</b></p>	<p>To improve punctuality and attendance to national expectations 96%+. The gap between PP pupils attendance is in line with all pupils and at national. Termly reports (see 17-18 /18-19 comparison figures)</p> <p>Termly meetings with PA parents and pupils regarding impact on learning, link to Parent review meetings</p> <p>Attendance stands at 95% with PA at 14%</p>	<p>PP pupils attendance has reached national expectations</p> <p>% of PA Pupil Premium pupils has decreased by July 19</p> <p>MIME report FSM6 95.5% (All 95.1%)</p> <p>PA FSM6 18.3% (All is 14%)</p>

## 5. Planned expenditure

Academic year

2018-19

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)Feedback/marking to be used in all classes in all subjects consistently</p> <p>Editing and drafting, purple penning, is evident in English books. It is being taught effectively and being used by pupils</p>	<p>Whole staff training, feedback/marking policy and procedure agreed and followed by all. Next steps in learning known by all</p> <p>KS1/2 pupils are developing and using the skills of self-editing and redrafting to improve writing</p>	<p>Evidence from ST/EEF has shown that effective feedback has a positive impact on children's learning and self esteem</p>	<p>Learning walks, observations, book scrutiny, pupil interviews</p>	<p>JH, SLT LP</p>	<p>Oct 18, Feb 19 April 19, June 19</p> <p>Outcomes Feedback is being used consistently across the school and is having impact on learning. Evidence in children's responding to feed back in books and through observations</p> <p><b>See monitoring sheets</b> <b>SIP visit</b> <b>SIL subject Lead visits</b></p>

<p>B)SEND specialist teacher, provides skilled support of PP pupils on SEND register and support and training of support staff to regularly provide individual or small group support of PP targets</p>	<p>Personal Provision Plans are used and reviewed termly to determine impact of provision in class and in SEND small gp sessions The Specialist teacher will provide individual PPP targets, liaise with support staff and INCo to review and monitor progress. Class support and children needing short bursts of intervention. 2 X 30 min sessions per week will be reviewed half termly by the class teacher</p>	<p>ST/EEF +5 months progress achieved as impact in study completed on FSM pupils</p>	<p>Review of plans and provision termly by JH and LH. Learning walks, observations, book scrutiny, pupil interviews</p>	<p>Central support JH, LH and GW</p>	<p>Nov 18 March 19 July 19</p> <p>Outcomes Not as effective as other strategies although all but 3 SEND pupils made progress.</p> <p>Specialist teacher reduced to half a day a week 2019/20</p> <p>TA's skilled up to work on individual PPP targets. This will continue to be monitored by Teachers and INCO/HT. TA's also to work on L &amp; S/ Spelling/motor skills etc with class support and children needing short bursts of same day or next day intervention to fill gaps in learning or misconceptions</p> <p>See RA and SA July 19</p> <p>See INCO report and English Report July 19</p>
<b>Total budgeted cost</b>					£14,874
<b>ii. Targeted support</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>

<p>A)To raise standards in reading across school</p>	<p>1: 1 daily reading Small gp intervention using Literacy Catch Up (Y2-Y5)</p> <p>Provide additional reading materials for PPchildren to access at home and school including break time to increase reading engagement and enjoyment. Reading area, buddies and champions for KS1 and Rec pupils</p>	<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>	<p>In house training of TA's on ARE Teaching and prep time provided Termly progress meetings regarding data including ongoing RA and trick</p> <p>New engagement strategies will be reviewed termly by LM</p>	<p>LM and JH</p>	<p>Jan 19, April 19, July 19 Full</p> <p>Outcomes Reading outcomes have improved in Y2-Y5 Catch up had a big impact on 92% of pupils 92% of pupils RA improved by 12 months + Reading engagement has improved throughout the school and reading baskets on the playground are being used each day</p> <p><b>See English Leads report Catch up data (Jan/July 19) Ofsted report on Reading (Sept 19)</b></p>
<p>B)To raise standards in writing and SPAG across KS2.</p>	<p>Small gp guided writing intervention</p> <p>Handwriting Spelling punctuation and grammar being a focus across the school. Independent writing taking place fortnightly after the teaching of specific elements of SPAG and writing models and techniques</p>	<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>	<p>Ongoing English training for teachers and TA's Teaching and prep time provided</p> <p>Termly progress meetings regarding data including ongoing RA and SA and itrack</p>	<p>LM and JH</p>	<p>Jan 19 April 19 July 19 Full</p> <p>Outcomes Outcomes were consistent across KS2 and all year gps improved Intervention groups are working well but need to be sustained and monitoring again next yr Writing out comes remain a priority next year</p> <p><b>See English Leads report (July 19) Standards( July 19) Catch up data (Jan/July 19) SIL leads scrutiny report on English and SIP report</b></p>

<p>C) To continue 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>Provide success@arithmetic intervention for Y4 and Y5 pupils</p> <p>Improve the number of pupils achieving Higher standard at end of KS2</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>Following data analysis of Y3 and Y4 pupils in July 8 pupils were assessed and selected for intervention</p> <p>Proven improvements in outcomes of pupils on programme</p> <p>Following Data analysis at end of Y5 12 pupils selected to receive Maths sessions from KHS specialist teacher</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>Half termly reviews including regular meetings with parents</p> <p>Book scrutiny, drop ins, and Termly data analysis</p>	<p>NC with JS-S</p> <p>NC and SM</p> <p>NC/JH</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</p> <p>Children are acquiring the skills and tools to work independently</p> <p>Progress has been accelerated for most children and the amount of children achieving ARE and GD increased in most classes</p> <p>Progress is at 1.3</p> <p>ALL staff will have a clear understanding are using the 3 steps to mastery. This was evident in monitoring books/teaching –Feb /June 19</p> <p>Children are starting to use reasoning strategies</p> <p>Jan 19 April 19 July 19 Full</p> <p>This intervention was very successful and led to additional sessions taking place</p> <p>From 0 at GD in Y5 to 5 pupils achieving GG in Y6</p> <p>Progress measure was 1.3</p> <p><b>Outcomes July 19</b> <b>Maths Leads reports Jan, July 19</b></p>
<b>Total budgeted cost</b>					£71,547

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 Pastoral Lead time Performances, visits and residential  Edge Hill Aspiration project-upper KS2	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. PP Punctuality and Attendance data  Organise visits and inspirational/inspirational speakers Steps to Success sessions for Y5/Y6	LH/GW NC JH	Termly and June (CU celebration) Holiday projects for CU credits and GT Saturday sessions 78 pupils graduated this year and 8 pupils accessed GT Saturdays Planning review meetings and Pupil progress meetings  Number of visits, visitors and increase in pupils accessing and attending clubs increased-see report All Y5/Y6 pupils have visited a university campus  Outcomes <b>HT Report July 19</b>
B)Increase attendance and punctuality rates	Daily Headteacher walk round. Pastoral Lead-monitors pupils and follows up quickly on absence. First day response Daily attendance cards  Termly meetings with PA parents and pupils regarding attendance and impact on progress Magic breakfast bid-breakfast bagels given out on playground 8:30	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, Termly reports to governors Termly reward afternoons for winning class-rewards decided by school council  Logs/letters from termly meetings with parents and pupils linked to Parent review meetings/p  Pupil and teacher surveys	GW, JH	Nov 18 March 19, July 19 Outcomes <b>MIME report FSM6 95.5% (All 95.1%)</b> <b>PA FSM6 18.3% (All is 14%)</b> <b>Re-introduce attendance panels with SAS and Health Nov 19</b> Surveys and Magic breakfast report show a positive impact on punctuality/attendance for some pupils
<b>Total budgeted cost</b>					<b>£53,499</b>

## 6. Additional detail

In this section, you can annex or refer to **additional** information, which you have used to support the sections above.

Monitoring marking and book scrutiny logs

Termly SEND PPP's and end of yr report from CAST

Termly Standards reports and Pupil Progress meetings

RA and SA results for targeted pupils-ongoing

PPP Teacher and TA reviews on-going

Homework attendance register, CU awards and Report

Breakfast club funded places impact on pupil outcomes and attendance

Termly attendance data and PA info