

Ravenscroft Pupil Premium Strategy Statement

1. Summary information					
School	Ravenscroft CP				
Academic Year	2019-20	Total PP budget	£132000	Date of most recent PP Review	Oct 19
Total number of pupils	198	Number of pupils eligible for PP	100	Date for next internal review of this strategy	July20

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)	
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, 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 Chatty Therapy for 20 half day sessions per year. Providing Early Talk Boost, Talk Boost and targeted small group intervention for reading, writing, number and PD OUTCOMES:	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 4 areas impacting on GLD

B.	<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:</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>
C.	<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:</p>	<p>Outcomes for all KS1/KS2 pupils are mainly in line with National</p>
D.	<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 (see18-19 comparison figures) Use MIME data Sept 20</p> <p>Termly Attendance Panel meetings with PA parents and pupils regarding impact on learning, link to Parent review dates</p>	<p>PP pupils attendance has reached national expectations</p> <p>% of PA Pupil Premium pupils has decreased by July 20</p>

5. Planned expenditure

Academic year

2019-20

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 all 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 SIL</p>	<p>Oct 19, Feb 20 April 20, July 20</p> <p>Outcomes Feedback is being used consistently across the school and is having impact on learning in all subjects. Evidence in children responding to feed back in books, through observations and pupil voice interviews</p> <p>See monitoring sheets SIP visit SIL subject Lead visits SLT reports to Governors</p>

<p>B)SEND specialist teacher, provides skilled support/advice 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 regularly to determine impact of provision in class and PPP time The Specialist teacher will support teachers to 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/INCO</p>	<p>ST/EEF +5 months progress achieved as impact in study completed on FSM pupils</p>	<p>Review of plans and provision regularly by Class teachers and LH. Ongoing training for TA's Learning walks, observations, book scrutiny, pupil voice interviews</p>	<p>Central support JH, LH and GW</p>	<p>Nov 19 March 20 July 20</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 & 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 20</p> <p>See INCO report and English Report July 20</p>
Total budgeted cost					£6,154.00
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?

<p>A)To raise standards in reading across school</p>	<p>1: 1 daily reading Small group intervention using Literacy Catch Up (Y2-Y5) 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 Reception pupils Book swop opportunities throughout the year</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 group 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 itrack New engagement strategies will be reviewed termly by LM Reciprocal reading training embedded and strategies used by TA's and Teachers</p>	<p>LM and JH</p>	<p>Jan 19, April 19, July 19Full Outcomes Reading outcomes have improved across the school N-Y6 See English Leads report Catch up data (Jan/July 20)</p>
<p>B)To raise standards in writing and SPAG across KS1 and KS2. Writing for a purpose and across the curriculum</p>	<p>Small gp guided writing intervention 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 increase the opportunities to write for a purpose and across the curriculum</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 with SIL and Collaborative Teaching and prep time provided Termly progress meetings regarding data including ongoing RA and SA and itrack</p>	<p>LM and JH All staff</p>	<p>Jan 20 April 20 July 20 Full Outcomes Outcomes are consistent across all year groups and improved numbers achieving Expected and GD Writing for a purpose and across the curriculum is evident in books See English Leads report (July 20) Standards(July 20) Catch up data (Jan/July 20)</p>

C) To continue to embed maths mastery and improve pupils problem solving and reasoning opportunities and outcomes	<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>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>	NC with JS-S	<p>New staff confidence in understanding of Maths Mastery is good and they are able to question, challenge and support children in deepening their understanding</p> <p>Children are continuing to develop the skills and tools to work independently and have a growth mind-set for maths-i can Progress has been accelerated for most children and the amount of children achieving ARE and GD has increased further</p> <p>Children are confidently using reasoning strategies Jan 20 April 20 July 20 Full</p>
	<p>Provide success@arithmetic intervention for Y4 and Y5 pupils</p>	<p>Following data analysis of Y4 and Y5 pupils in July 8 pupils were assessed and selected for intervention</p> <p>Proven improvements in outcomes of pupils on programme</p>	<p>Half termly reviews including regular meetings with parents</p>	NC and SM	<p>Outcomes July 20 Maths Leads reports Jan, July 20</p>
	<p>Improve the number of pupils achieving Higher standard at end of KS2</p>	<p>Following Data analysis at end of Y5 12 pupils selected to receive Maths sessions from KHS specialist teacher</p>	<p>Book scrutiny, drop ins, and Termly data analysis</p>	NC/JH	
Total budgeted cost					£72,347

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 Young Scholars project-Y5/6	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 Planning review meetings and Pupil progress meetings Number of visits, visitors increase and pupils accessing and attending clubs increase- All CU pupils and Y5/Y6 pupils have visited a university campus Outcomes HT Report July 20
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 Re-introduce attendance panels with SAS and Health Nov 19 Logs/letters from termly meetings with parents and pupils linked to Parent review meetings/p Pupil and teacher surveys	GW, JH	Nov 19 March 20, July 19 Outcomes Termly data reports to Full Governors-HT Report MIME report Sept 19
Total budgeted cost					£53,499

6. Additional detail

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

Monitoring: book scrutiny, observations and pupil voice

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

Termly Headteacher reports (HT), Standards reports and Pupil Progress meetings

RA and SA results for targeted pupils-ongoing

Catch-up reports and itrack data

PPP Teacher and TA reviews on-going

Homework attendance register and club registers, CU awards and Report

Breakfast club funded places impact on pupil outcomes and attendance

Termly attendance data and PA info-Panel meeting logs

MIME data reports