

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 2018)</i>	
% Expected standard or above in reading, writing & maths	53%		64% All	64% Nat
% Expected standard in reading	70%/0.2		80% All	75% Nat
% Expected standard in writing	55%/-2.9		68% All	78% Nat
% Expected standard in maths	85%/1.1		88% All	76% Nat

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
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, Talk Boost , Talking Time sessions for targeted pupils across FS OUTCOMES: 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, and writing at the end of KS1 and KS2 to match the percentage of all learners Outcomes:	The gap has been diminished between PP pupils and all pupils in each yr group and at end of KS1 and KS2

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 Autumn Term See monitoring sheets SIP visit SIL subject Lead visits</p>
<p>C.</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:</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>D.</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>PP pupils attendance has reached national expectations</p> <p>% of PA Pupil Premium pupils has decreased by July 19</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	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	ST/EEF +5 months progress achieved as impact in study completed on FSM pupils	Review of plans and provision termly by JH and LH. Learning walks, observations, book scrutiny, pupil interviews	Central support JH, LH and GW	Nov 18 March 19 July 19 Outcomes
Total budgeted cost					£14,874
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 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 itrack</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</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</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</p> <p>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</p> <p>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 will begin to have the skills and tools to work independently</p> <p>Progress of children will be accelerated and amount of children achieving ARE and GD will increase</p> <p>ALL staff will have a clear understanding and be using the 3 steps to mastery. This will be seen in books/teaching</p> <p>Children will have a strategy to use when reasoning</p> <p>Jan 19 April 19 July 19 Full</p> <p>Nov/Jan Feb/March May/July</p> <p>Outcomes July 19</p>
Total budgeted cost					£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 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 Review fully June 19
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 Pupil and teacher surveys	GW, JH	Nov 18 March 19 July 19 Outcomes
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 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