



# Raynville Primary School

## Pupil premium strategy statement



### 1. Summary information

<b>School</b>	Raynville Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£261 200	<b>Date of most recent PP Review</b>	July 2016
<b>Total number of pupils</b>	462	<b>Number of pupils eligible for PP</b>	197	<b>Date for next internal review of this strategy</b>	Jan 2017

### 2. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving Expected level or above in reading, writing and maths</b>	40%	53%
<b>% making at least 2 levels of progress in reading</b>	78.9%	
<b>% making at least 2 levels of progress in writing</b>	70.3%	
<b>% making at least 2 levels of progress in maths</b>	80.0%	

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### *In-school barriers (issues to be addressed in school, such as poor oral language skills)*

<b>A</b>	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
<b>B</b>	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1. This prevents sustained high achievement in Key Stage 2.
<b>C</b>	Low reading levels in KS1 – lack of opportunities to read outside school
<b>D</b>	Children who failed and just passed Y1 and Y2 phonics test – transition to KS2 provision
<b>E</b>	Progress of PP children in writing is not as good as other pupils
<b>F</b>	Progress of PP pupils in acquirement of basic mathematical skills is not as good as others
<b>G</b>	Low achieving PP boys in all subjects

### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>1</b>	Attendance rates for pupils eligible for PP are 94.5% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.
<b>2</b>	Increasing number of vulnerable families need help with various issues. This affects support for learning, attendance, attitudes and punctuality.
<b>3</b>	Substantial number of children would struggle to have wholesome breakfast every day before school. All PP children receive subsidised breakfast.
<b>4</b>	Some PP children do not do sports activities outside of their home. They are isolated and lacking in physical ability. They need to socialise and develop co-operation skills.
<b>5</b>	Some PP families struggle to transport their children to and from school, to sports and other events.
<b>6</b>	Some PP families cannot afford the full cost of the annual residential. We would like all children to attend as the group bonding aspect is vital for class harmony.
<b>7</b>	Few children have the opportunity to travel abroad experiencing air travel and other cultures.

### 4. Desired outcomes

#### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	Improve oral language skills for pupils eligible for PP in Reception class. Assessment data	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
<b>B</b>	Higher rates of progress across KS1&2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the IMPACT learning alliance
<b>C</b>	Reading levels improve and opportunities to read increase	The assessment shows better than expected rates of progress in reading. Drop-ins and observations evidence more reading opportunities
<b>D</b>	Children are better prepared for KS2 phonetically	A higher percentage of children are passing their year 2 retest in phonics.
<b>E</b>	Writing levels increase and narrow the gap to reading levels	Assessment data evidences the writing data narrowing the gap to the reading data and closer to national figures
<b>F</b>	Pupils basic mathematical skills are increased impacting on increased levels of progress	Increase in mathematics progress in all year groups and in end of year 6 SATs
<b>G</b>	Boys' reading, writing and mathematics progress accelerated	Data evidences that progress of boys is accelerated

**External barriers** (issues which also require action outside school, such as low attendance rates)

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>1</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 94.5% to 96% in line with 'other' pupils.
<b>2</b>	Families supported by Pastoral and Inclusion Team removing barriers to learning– Increase in attendance, punctuality and attitude (questionnaire?)	Attendance rises from 94.5% to 96%. Number of late arrivals drops
<b>3</b>	Breakfast club numbers up. Children ready to learn following a breakfast	Breakfast club register evidences increase in targeted children
<b>4</b>	More children accessing sports activities and signposted to clubs in the area	Increased numbers of children take up sports activities
<b>5</b>	Children able to access sporting events – healthier lifestyles	More attendance at external sporting events
<b>6</b>	To expand and broaden horizons and raise aspirations	Attendance at residential increased for PP children
<b>7</b>	To expand and broaden horizons and raise aspirations	Our children have travelled abroad and are aware of travel requirements and culture differences first hand.

## 5. Planned expenditure

**Academic year** 2016/17

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?
<b>A)</b> Improve oral language skills for pupils eligible for PP in Reception class. Assessment data	Delivery of Talk Partners across foundation stage	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. Talk Partners is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy.	Faye Whatmough	Jan 2017
<b>C)</b> Reading levels improve and opportunities to read increase	Every child a reader intervention lead by TAs and HLTAs	The impact we found from this program is significant and the staff leading it are very proficient.	Regular monitoring and training. Modelling of high quality input from lead teacher	Julie Kahlon	Jan 2017
<b>D)</b> Children are better prepared for KS2 phonetically	Grouped phonics interventions across KS1	Small group phonics support leads to increased progress and impacts on number of children passing the tests and being KS2 ready	Training from lead teacher Monitoring of progress from lead teacher and adjustments as required	Clare Mason	Jan 2017
<b>F)</b> Pupils basic mathematical skills are increased impacting on increased levels of progress	Small class sessions for maths across KS2	High quality input from teachers with smaller groups boosts progress of children focussed on basic skills	Monitored and reviewed by lead mathematics teacher	Cathy Drummond	Jan 2017
<b>Total budgeted cost</b>					<b>£151 203.00</b>

<b>i. 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>
<b>B)</b> Higher rates of progress across KS1&2 for high attaining pupils eligible for PP.	CPD on providing stretch for high attaining pupils. Weekly small group sessions for high-attaining pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils. High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.	J Toher	Jan 2017
<b>E)</b> Writing levels increase and narrow the gap to reading levels	Teacher to cover class allowing class teacher to lead 1-1 writing improvement sessions	1-1 focussed sessions with the class teacher ensure that the right children are targeted for personalised interventions to drive up standards	Regular monitoring and review by lead literacy teacher	Julie Kahlon	Jan 2017
<b>G)</b> Boys' reading, writing and mathematics progress accelerated	Ensure the curriculum is tailored to include boys' interests in order to engage and inspire	Boys are more likely to learn and achieve if they are motivated to do so.	Regular monitoring and review by lead curriculum manager and assessment manager	Julie Kahlon & Nicky Derbyshire	Jan 2017
<b>3)</b> Breakfast club numbers up. Children ready to learn following a breakfast	Key children targeted to invite. Ensure they are able to access breakfast club to get food.	All evidence suggests that a healthy breakfast prepares children for learning and sets them up for the day in the 'right way'	Monitor the progress of the children on the breakfast club register	Assessment manager	Jan 2017
<b>Total budgeted cost</b>					<b>£69 225.00</b>

<b>i. Other approaches</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>
<b>1)</b> Increased attendance rates for pupils eligible for PP.	Pastoral & Inclusion Team to support families at risk	Focused support and reminders about routine ensure families are ready for school daily and attending well	Fortnightly PIT meetings monitor progress of 'at risk' families	Inclusion manager and Headteacher	January 2016
<b>2)</b> Families supported by Pastoral and Inclusion Team removing barriers to learning– Increase in attendance, punctuality and attitude					
<b>4)</b> More children accessing sports activities and signposted to clubs in the area	Assembly and PE slots train and promote sessions. Link to local clubs and offers.	Fitter and healthier children generally progress better and are better equipped for adult life	Regular review and monitoring of attendance v progress	P Keating	January 2016
<b>5)</b> Children able to access sporting events – healthier lifestyles	Opt into Bramley offer, link with LWA sports package and enter events – select children who have not had opportunities previously.	Fitter and healthier children generally progress better and are better equipped for adult life	Regular review and monitoring of attendance v progress	P Keating	January 2016
<b>6)</b> To expand and broaden horizons and raise aspirations	All children can access a vital area of education	Children with higher self-esteem and life opportunities do better in education and are ready for secondary school	Pre and post assessment analyses	C. Drummond	January 2016
<b>7)</b> To expand and broaden horizons and raise aspirations	All children can access a vital area of education	Children with higher self-esteem and life opportunities do better in education and are ready for secondary school	Pre and post assessment analyses	G Balsden	January 2016
<b>Total budgeted cost</b>					<b>£40 772</b>