



# Raynville Primary School

## Pupil premium strategy statement



### SUMMARY INFORMATION

<b>School</b>	Raynville Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£241 560	<b>Date of most recent PP Review</b>	Sept 2018
<b>Total number of pupils</b>	469	<b>Number of pupils eligible for PP</b>	183	<b>Date for next internal review of this strategy</b>	July 2019

### CONTEXT

Raynville is a larger than average primary school with a significantly higher percentage of children eligible for free school meals and with a high school deprivation indicator. There are a range of factors affecting the pupil premium pupils attending our school. We believe that one of the biggest barriers for children can be 'poverty of expectation'. We are determined to create a climate that does not limit a child's potential in any way. At Raynville, we need to invest time and funding in educating our families about the clear expectations around working 'with the school' and promoting a culture that includes good attendance and punctuality and has a pride in learning.

We have found that most of our Pupil Premium pupils lack access to learning resources and wider experiences, in particular those that children in privileged families are often familiar with. We endeavour to ensure that Pupil Premium children have regular (at least termly) subsidised opportunities to enjoy stimulating visits, visitors and residential trips during their time with us.

A significant proportion of our pupil premium pupils also have one or more Special Educational Needs. This requires additional support, highly skilled teachers and sharply focussed management to ensure that multiple needs can be met at the same time.

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

<b>A</b>	Attainment of Pupil Premium Pupils is weaker in all core subjects
<b>B</b>	Attainment in writing is below that of reading and mathematics
<b>C</b>	PP pupils attain lower than non-PP in KS1 external tests
<b>D</b>	Low attendance rates for PP children in comparison to their peers
<b>E</b>	Poverty of expectation, limited life experiences and for a significant proportion of our pupils.
<b>F</b>	Deprivation is a significant factor with many families unable to provide clothing or sufficient food for their children (pupils arrive without breakfast)
<b>G</b>	Family engagement (Single parent families, families who struggle to balance and meet the needs of multiple children. Parents who struggle in terms of their own academic ability and confidence whilst also lacking confidence in the school.)

Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	Diminished differences in outcomes for all core subjects between PP and other pupils in any Year group where there is a gap	Pupil Premium Pupils' attainment will be in line with that of other pupils. Measured by teacher assessments and summative testing, and then moderated across the school and cluster.
<b>B</b>	Improve writing results to catch up with those of reading and mathematics	Writing results in line with other core subjects
<b>C</b>	Reduce the gap for PP pupils compared to their peers	PP pupils results in line with their peers
<b>D</b>	Improved attendance for the disadvantaged cohort, leading to improved outcomes for this cohort.	Attendance of the disadvantaged cohort to be in line with national average and to be significantly improved on 2017/2018 attendance for this cohort.
<b>E</b>	Limited life experiences and for a significant proportion of our pupils	All Pupil Premium Pupils have experienced visits and visitors at least termly. Pupils Premium pupils will have had priority
<b>F</b>	Increased proportion of pupil premium pupils receiving a school breakfast. All pupils in full, correct and good quality clothing and footwear	Every PP pupil has a breakfast provided (subject to them accepting) through Breakfast Club. Clothing support readily available. Disadvantaged children to be in correct uniform with the correct PE kit, having been supported in doing so where necessary.
<b>G</b>	Parents/Carers of disadvantaged children to be in more regular contact with school and PP parents feel well informed in terms of their child's progress and about how they can support their child's learning.	Positive representation of disadvantaged families at 'open house', 'meet the teacher', 'welcome mornings' and parents' evenings... Parent voice to provide evidence of positive feedback about how the school is helping them to support their children in their learning

Planned expenditure					
Academic year	2018/2019				
Barrier A					
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?
Diminished differences in outcomes for all core subjects	Appointment of Pupil Premium Champion	An identified middle leader who can specifically research Teaching and Learning strategies, monitor attainment and progress, take the	Increased % of pupils reaching ELG in Reading and Writing in particular Boys	AJM	Spring 19 July 19 (results)  Rated green – KS 2 results in July to

<p>between PP and other pupils in any Year group where there is a gap</p>	<p>Appointment of an additional 0.6 teacher in Upper Key Stage 2</p> <p>Additional Early Years Teaching assistant and HLTA in Early Years (to enable a focus on Speaking and Listening)</p>	<p>views of children and stakeholders and report to SLT and Governors. Raise the profile of Pupil Premium. Address the low baseline on entry data though additional adult support, particularly focusing upon PSED and CLL.</p> <p>Additional teacher will focus on specific T and L strategies to raise the attainment and progress of PP Pupils in Upper Key Stage 2</p>	<p>Improved attainment and progress in all core subjects</p>		<p>follow. KS1 results improved again including combined scores.</p>
<b>Total budgeted cost</b>					<b>£ 72 661.91</b>

Barrier B					
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?
Improve writing results to catch up with those of reading and mathematics	Raise the profile of writing Work with an outstanding school/academy to develop practice Staff training Link writing to performance management	Writing results are below other core subjects Leeds LA is 5 <sup>th</sup> from bottom for attainment, primarily due to writing results	Increased % of Writing Improved attainment and progress in all core subjects, particularly writing	JK	Spring 19 July 19(results)  Rated green – KS1&2 writing results up again and years 1,3,4&5 internal results up too.
<b>Total budgeted cost</b>					<b>£1 500</b>

Barrier C					
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?
Reduce the gap for PP pupils compared to their peers	Small class sessions across KS1&2 Teacher to cover class allowing class teacher to lead 1-1 improvement sessions DHTs to work in classes in mornings	High quality input from teachers with smaller groups boosts progress of children focussed on basic skills 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 SLT	SLT	Spring 19 July 19(results)  Rated green – results indicate the impact of this strategy
<b>Total budgeted cost</b>					<b>£ 80 867.73</b>

Barrier D					
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?
Improved attendance for the disadvantaged cohort, leading to improved outcomes for this cohort.	Employment of 2 Child Protection Officers/ inclusion officers to make certain that daily attendance procedures, including home visits can be fully implemented. Reinvigorated attendance system with an investment in a significant reward which aims to be an incentive to both children and their families.	Whole cohort attendance for last academic year was 96%. For the disadvantaged cohort specifically, overall attendance 93.4%. Analysis of performance of disadvantaged children whose attendance was most concern shows that it had a significant and detrimental impact on their achievement and progress. There are distinct patterns that show that disadvantaged siblings often have the most concerning attendance and consequently inhibited achievement and progress.	PIT weekly analysis of attendance data which allows for scrutiny of disadvantaged attendance as well as other key groups. Refine the attendance strategy in response to patterns in the data. Ensure robust line management is in place to support and challenge the PIT so that they are held accountable for the impact of their work.	PIT	Attendance is analysed as a standard agenda item each week in PIT and as part of this there is a specific focus on disadvantaged children – this includes a focus on the most vulnerable children in terms of attendance. Full strategy review in Spring 2019 & July
Rated amber (only yellow highlighter available!). Our attendance is just below national averages. We have worked tirelessly with the cluster and attendance team. We have many children whose attendance has improved, but a handful of children who have dire attendance despite all interventions, incentives and fines.					
				<b>Total budgeted cost</b>	<b>£ 51 535.56</b>

Barrier E					
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?
Limited life experiences and for a significant proportion of our pupils	Subsidise year 5 Residential Visit and year 6 Ireland trip. Subsidise enrichment activities for each year group e.g. theatre groups, workshops, storytelling. Subsidise visits for each year group to enhance the curriculum	<ul style="list-style-type: none"> <li>Extending experiences and building confidence.</li> <li>Providing resources to support pupils with their learning.</li> <li>Pupils working outside of school provides greater stimuli for learning. Creates opportunities for outdoor pursuits, building relationships, teamwork and both physical and language development.</li> <li>Opportunities to capture pupils' imagination and turn this into learning and written work</li> <li>Creating rounded young people who understand and value themselves and their place in the world</li> </ul>	Increased self- confidence greater independence, better team working and collaborative skills. Pupils record rewards and achievements, along with homework and reading records. Key communication link between school and family is established.	PK	<p>Spring 19 July 19(results)</p> <p>Rated green – 96% of our pupils accessed the residential. Homework and reading at home increased and impacts on improved results noted.</p>
<b>Total budgeted cost</b>					<b>£ 10 000</b>

Barrier F					
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?
Increased proportion of pupil premium pupils receiving a school breakfast. All pupils in full, correct clothing and footwear	Staffing/resourcing Breakfast Club (free for pupil premium pupils). Clothing readily available all parents have access to a food bank.	<p>Providing a healthy breakfast ensures pupils start the day in a positive way. Also ensures they are sufficiently nourished 5 mornings per week.</p> <p>Pupils who regularly attend breakfast club will develop better relationships</p>	Increased attendance, reduced number of pupils late. Ensure a settled start to the day and readiness to learn. Fewer children disengaged and fewer children asking for additional food at lunchtimes	PIT	<p>Spring 19 July 19(results)</p> <p>Uptake up by over 50%, contributed to best ever results. Attendance of those families increased</p>
<b>Total budgeted cost</b>					<b>£ 5 617.40</b>

Barrier G					
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>Parents/Carers of disadvantaged children to be in more regular contact with school and PP parents feel well informed in terms of their child's progress and about how they can support their child's learning.</p>	<p>Utilise cluster support to work with vulnerable PP families.            Appoint an inclusion lead to work with and support our vulnerable PP families            Run series of parental engagement sessions, targeting PP families. In the first instance. This will also incorporate 'welcome sessions' where parents can share day to day learning first hand.</p>	<p>Parental involvement in school is reasonable, but needs to improve, the number of complaints received has been 1.            Through the pupil progress process, professionals frequently raised lack of parent involvement/support as a key barrier to learning for disadvantaged children.</p>	<p>Keep log of communication with parents/carers            Survey parents/carers to gauge perceptions of the effectiveness of communication.            Keep a record of the disadvantaged families who are supported and establish and communicate a clear protocol which links this to excellent attendance and behaviour.            Monitor disadvantaged attendance and breakfast club.            Monitor the attendance of parents/carers of disadvantaged pupils at parental engagement sessions</p>	PIT	<p>Spring 19            July 19(results)</p> <p>Referrals to cluster up. Attendance at parents information sessions up significantly.            Parents understand children's' progress and attainment and are working better at home to support learning.</p>
<b>Total budgeted cost</b>					<b>£ 19 377.40</b>

## YEAR 2 SATS TEST ANALYSIS

### PERCENTAGE PASSING THE TEST (NATIONAL AVERAGE)

		READING		WRITING		MATHEMATICS	
		Expected +	Above	Expected +	Above	Expected +	Above
2017		66.2%	4.2%	35.2%	0%	53.5%	0%
2018	75	70.7%	10.7%	65.3%	4%	69.3%	10.7%
2019	49	77.6% (75)	14.3% (25)	71.4% (68)	6.1% (15)	79.6% (76)	14.3% (11)
PP	18	72.2%	5.6%	55.6%	-	61.1%	-
NON PP	31	80.6%	19.4%	80.6%	9.7%	90.3%	22.6%
SEN	8	37.5%	-	37.5%	-	25%	12.5%
NON-SEN	41	85.4%	17.1%	70.8%	7.3%	90.2%	14.6%
BOYS	17	70.6%	-	70.6%	-	82.4%	11.8%
GIRLS	32	81.3%	9.4%	71.9%	9.4%	78.1%	15.6%
<b>Combined</b>		2017	31%	2018	65%	2019	69.4%
KEY POINTS		<ul style="list-style-type: none"> <li><span style="color: blue;">●</span> Attainment at the end of Year 2 has increased in all subjects.</li> <li><span style="color: blue;">●</span> Writing has continued to be a focus and as a result has increased again.</li> <li><span style="color: blue;">●</span> There are large gaps in PP in writing and mathematics.</li> </ul>					

## YEAR 6 SATS TEST ANALYSIS

### PERCENTAGE PASSING THE TEST (NATIONAL AVERAGE)

		READING	WRITING	MATHEMATICS	COMBINED
All	49	90% (73%)	79% (78%)	92% (78%)	73% (65%)
Pupil Premium	27	89%	73%	93%	69%
Non Pupil Premium	22	95%	86%	91%	77%
SEN	7	71%	29%	71%	71%
Non SEN	42	93%	88%	95%	80%
Boys	25	92%	79%	92%	75%
Girls	24	88%	79%	92%	71%
KEY POINTS		<ul style="list-style-type: none"> <li><span style="color: blue;">●</span> PP children are behind non-PP slightly in reading.</li> <li><span style="color: blue;">●</span> PP children are ahead of non-PP children in mathematics.</li> <li><span style="color: blue;">●</span> SEN are way behind non-SEN</li> <li><span style="color: blue;">●</span> Boys were behind in all subjects last year, now they are even in writing and mathematics and ahead in reading</li> </ul>			



