

Pupil Premium Strategy Statement: Ridgeway Infant School

1. Summary information					
School	Ridgeway Infant School				
Academic Year	September 2016 – July 2017			Total PP budget	£37, 960
Total number of pupils on roll	270	Number of pupils eligible for PP	29 pupils 10.74%	Date for next internal review of this strategy	TBA

2. Current attainment based on end of year outcomes 2016			
	Pupils eligible for PP (school)		Pupils not eligible for PP (national average)
% achieving GLD	67	-5	72
% achieving expected Y1 phonics standard	71	+1	70
% achieving expected Y2 phonics standard	100	+14	86
% achieving age related expectations in reading	82	+4	78
% achieving greater depth expectations in reading	45	+18	27
% achieving age related expectations in writing	73	+3	70
% achieving greater depth expectations in writing	27	+12	15
% achieving age related expectations in mathematics	73	-4	77
% achieving greater depth expectations in mathematics	18	-2	20
% of sessions missed due to overall absence	3.9	+0.5	3.4
% of persistent absentees	11.8	+5.6	6.2

3. Barriers to future attainment (for pupils eligible for PP)													
In-school barriers													
A.	<p>Slightly less PP pupils achieve the expected standard and greater depth in Mathematics compared to non-PP pupils:</p> <table border="0"> <tr> <td>PP</td> <td>73% expected standard</td> </tr> <tr> <td>Non-PP National</td> <td>77% expected standard</td> </tr> <tr> <td>PP</td> <td>18% greater depth</td> </tr> <tr> <td>Non-PP National</td> <td>20% greater depth</td> </tr> </table>	PP	73% expected standard	Non-PP National	77% expected standard	PP	18% greater depth	Non-PP National	20% greater depth				
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B.	<p>Early reading skills in Reception are slightly lower for pupils eligible for PP than for other pupils:</p> <table border="0"> <tr> <td>PP</td> <td>67% expected standard</td> </tr> <tr> <td>Non-PP School</td> <td>73% expected standard</td> </tr> </table> <p>This may impact on reading progress in subsequent years.</p> <p>In Year 1, the proportion of pupils eligible for PP that achieved the required standard in phonics in 2016 was less than that of that of other pupils:</p> <table border="0"> <tr> <td>PP</td> <td>71% expected standard</td> </tr> <tr> <td>Non-PP School</td> <td>83% expected standard</td> </tr> </table>	PP	67% expected standard	Non-PP School	73% expected standard	PP	71% expected standard	Non-PP School	83% expected standard				
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C.	<p>Less PP pupils achieve the expected standard in Science compared to non-PP pupils.</p> <table border="0"> <tr> <td>PP</td> <td>73% expected standard</td> </tr> <tr> <td>Non-PP School</td> <td>85% expected standard</td> </tr> </table>	PP	73% expected standard	Non-PP School	85% expected standard								
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External barriers													
D.	<p>Absence rates for pupils eligible for PP are higher than pupils not eligible for PP in school and the national average.</p> <table border="0"> <tr> <td>PP</td> <td>3.9% of sessions missed</td> </tr> <tr> <td>Non-PP School</td> <td>3.6% of sessions missed</td> </tr> <tr> <td>Non- PP National</td> <td>3.4% of sessions missed</td> </tr> </table> <p>Persistent absentee rates are higher for pupils eligible for PP than pupils not eligible for PP in school.</p> <table border="0"> <tr> <td>PP</td> <td>11.8% of pupils absent for 10% or more sessions</td> </tr> <tr> <td>Non-PP School</td> <td>7.3% of pupils absent for 10% or more sessions</td> </tr> <tr> <td>Non- PP National</td> <td>6.2% of pupils absent for 10% or more sessions</td> </tr> </table>	PP	3.9% of sessions missed	Non-PP School	3.6% of sessions missed	Non- PP National	3.4% of sessions missed	PP	11.8% of pupils absent for 10% or more sessions	Non-PP School	7.3% of pupils absent for 10% or more sessions	Non- PP National	6.2% of pupils absent for 10% or more sessions
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4. Desired outcomes	Success criteria												
A.	<p>Higher rates of progress in maths for those pupils eligible for PP, particularly at greater depth.</p>	<p>Pupils eligible to PP make as much progress as other pupils. The difference between the proportion of pupils eligible to PP and other pupils achieving the expected standard diminishes. PPMs identify those pupils eligible for PP who could be targeted to work at greater depth and interventions are planned.</p>											

B.	Improve phonic skills for pupils eligible for PP from Reception.	Pupils eligible for PP are identified and tracked during every PPM. Flexible intervention is planned for. Reception leader tracks and analysis's progress and intervention, filling any gaps in learning. All PP pupils meet age related expectations by the end of their Reception year and meet the expected standard in the Year 1 phonics check.
C.	Increased proportion of pupils eligible for PP achieve the expected standard in Science.	The difference between the proportion of pupils eligible to PP and other pupils achieving the expected standard diminishes.
D.	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 92.06 %(Nov 2016) to 96% in line with other pupils. 1.39PP unauthorised absences are reduced from PP 2.84 to 1.39 to be in line with other pupils (Nov 2016). Reduce the number of persistent absentees among pupils eligible for PP.

5. Planned expenditure

Academic year

2016 – 2017

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	Cost
A. Higher rates of progress in maths, particularly at greater depth.	<ul style="list-style-type: none"> PSG EAL Project participation 2017, new EAL leader in place, action plan and EAL mentoring sessions to develop quality first teaching and future staff meetings. Key members of staff research on developing oracy for pupils working at a greater depth. Research 'The State of Speaking in our Schools' Will Millard and Loic Menzies' Target flexible intervention in class. 	To embed a learning culture where PP pupils are targeted with intervention to achieve greater depth not just to meet expected standard.	<ul style="list-style-type: none"> PSG project bid. HT/DHT coaches new EAL Leader. Staff meeting/INSET time allocated to high quality CPD. Staff meeting/INSET time allocated to high quality CPD. HT to make EAL/Maths Leaders aware of research document. 	EAL Lead – RD Maths Leader - KH EAL Lead – RD	Staff management release/CPD £400
					Learning Mentor Team and TA interventions inc in £31, 590
B. Improve phonic skills	<ul style="list-style-type: none"> 2 day RWI INSET planned for Sept 	To spread the expertise which has	<ul style="list-style-type: none"> Half termly reading 	Literacy Leader –	CPD budget

from Reception.	<p>2017.</p> <ul style="list-style-type: none"> Highly effective intervention TA moved to YR team. New Intervention TA appointed. PSG EAL Project participation 2017, new EAL leader in place, action plan and EAL mentoring sessions to develop quality first teaching and future staff meetings. Two staff members attend PSG Early Phonic training. 	already been developed in school to impact on pupils earlier in school and to fill gaps in learning.	<p>assessments with DHT.</p> <ul style="list-style-type: none"> Peer TA observations. YR Leader creates and evaluates a termly PP tracking grid with the YR team. HT roles this out to Y1 and Y2. Regular meetings with EAL Leader and HT. 	<p>TD</p> <p>TAs HC/SC</p> <p>EAL Lead – RD</p>	Learning Mentor Team and TA interventions inc in £31, 590
C. Increased proportion achieve the expected standard in Science.	<ul style="list-style-type: none"> Staff science training, liaison with Derby Moor Secondary to provide exciting, aspirational learning opportunities. PSG EAL Project participation 2017, new EAL leader in place, action plan and EAL mentoring sessions to develop quality first teaching and future staff meetings. Science Leader works with YR team to develop early investigative skills for both girls and boys. Possible involvement on DTSA STEM Strategic Leadership Team 	School have identified the trend where girls do not achieve as highly as boys in science and maths a GD. Efforts of raising girl's aspirations is developing in school.	<ul style="list-style-type: none"> Partnership working with Derby Moor School began last academic year with the RR STEM Project. These links need to be continued and developed. Further research on strategies to increase girl's attainment required. Attainment and progress in YR is monitored. 	<p>Science Leader – CC</p> <p>DHT - TD</p> <p>EAL Lead – RD</p> <p>Science Leader – CC</p> <p>Science Leader – CC</p>	Staff management release/CPD £600

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	Cost
A. Higher rates of progress in maths, particularly at greater depth.	<ul style="list-style-type: none"> Targeted, tracked and planned intervention of flexible groups in Y1 and Y2. Weekly groups led by team TAs or CTs. 	Some pupils need targeted support and others different learning provision.	<ul style="list-style-type: none"> Identified as an intervention group on PPM agenda. Room booking out system implemented to ensure sessions can be taught on a weekly basis and not interrupted. These groups are evaluated and amended after each PPM. 	HT/DHT – PPMs	<p>Teaching Assistant intervention and in class support £940</p> <p>Learning Mentor Team and TA interventions inc in £31, 590</p>

B. Improve phonic skills from Reception.	<ul style="list-style-type: none"> Learning Mentor sessions planned to provide language and communication, blending and reading intervention. 	To spread the expertise which has already been developed in school to impact on pupils earlier in school and to fill gaps in learning	<ul style="list-style-type: none"> Identified as an intervention group on PPM agenda. YR Leader creates and evaluates a termly PP tracking grid with the YR team. HT roles this out to Y1 and Y2. Learning Mentor creates a detailed timetable of intervention, identifying different vulnerable groups. 	HT/DHT - PPMs Learning Mentor – TM YR Leader – KH HT – CG Learning Mentor – TM HT/DHT - PPMs	Learning Mentor Team and TA interventions inc in £31, 590
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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	Cost
B. Improve phonic skills from Reception.	<ul style="list-style-type: none"> Book tokens for twice yearly book fair given to those pupils eligible for PP. 	Evaluative data indicated that PP frequented the book fair less often. Instilling a love for reading in the early years is vitally important and is promoted by engaging in 'real' books.	Tokens will be sent home to PP pupils prior to the book fair arriving in school in a sealed envelope	Literacy Leader - TD	£290
D. Increased attendance rates for pupils eligible for PP.	<ul style="list-style-type: none"> New Lead Learning Mentor appointed to be pro-active, monitor attendance and follow up quickly on absences. High profile and proactive. First day response provision by Admin Team. PP attendance will be tracked and 	To improve attainment for this group of learners they need to be attending school more often. By providing enrichment opportunities this will broaden life experiences, provide enjoyment and allow pupils to fully access the curriculum.	Thorough briefing and regular meetings with HT and Lead Learning Mentor about existing absence issues. Discuss new approach to school processes and implement change smoothly.	Lead Learning Mentor - TM	Learning Mentor Team and TA interventions inc in £31, 590
	<ul style="list-style-type: none"> Children receive organised school trips and activities free of charge. 				£740
	<ul style="list-style-type: none"> Children in Years 1 and 2 receive free swimming lessons in school time. 				£1400
	<ul style="list-style-type: none"> Lunchtime Music Club 				£200
	<ul style="list-style-type: none"> Children are able to participate in one free club each half term from the wide range of extra-curricular clubs which are offered at lunchtime or after school. 				£1500

	<ul style="list-style-type: none"> Targeted pupils attend holiday clubs provided by Premier Sports. 				£300
	<ul style="list-style-type: none"> Sociogram Surveys are completed for all children during October and again in July. 	<p>Early identification of children who may require intervention or support with their friendships, these children are then targeted for support. We are also able to provide targeted support for families, support with form filling and drop in opportunities at a convenient time.</p>			<p>HLTA management release time and staff meeting time. TA and Learning Mentor intervention time inc in £31, 590</p>
Total budgeted cost					£37,960

6. Review of expenditure						
Previous Academic Year		2015 –2016			Total PP budget	£37, 960
Total number of pupils on roll		270	Number of pupils eligible for PP	8.89%		
Strategy	Rationale	Estimated Impact			Lessons Learned	Cost
Educational Trips and Activities Children receive organised school trips and activities free of charge.	Children develop in all areas of the curriculum through participating in educational trips and visits and through their supporting activities in the classroom. This enables all children to take part in a full range of activities regardless of cost which broadens their life experience, provides enjoyment and allows them to fully access the curriculum.	All children attended at least two school trips or visits during the year. Parents/Carers appreciated the value of these trips and are more willing to contribute to other school activities (both time and money) because of this.			Continue funding	£828
School Swimming Lessons	Children in Years 1 and 2 receive free swimming lessons in school time. This enables all children to fully access the curriculum.	All Year 1 and Year pupils swim weekly, learning essential life skills. Children who were previously absent from school on some swimming days now fully attend. Children develop self-esteem, water safety and enhance their levels of physical activity by taking part in these lessons. Some more able swimmers were identified to take part in the weekly funded lunchtime Elite Swimming Club and performed a synchronised swimming display for parents, carers and staff. Pupil questionnaire 2016 states 85.3% of pupils think swimming lessons are a good idea and many identify it as they best thing about Ridgeway.			Would have continued funding the Elite Swimming Club however due to Industrial Action and Work to Rule this has had to be postponed.	£787
After School and Lunchtime Clubs	Children are able to participate in one club each half term from the wide range of extra-curricular clubs which are offered at lunchtime or after school.	Children, whose parents could not previously afford for them to take part in these clubs, now regularly attend. Children develop confidence, self-esteem and a wide range of skills by attending the variety of clubs offered. Parents/Carers appreciate the value of these clubs and are more willing to contribute to other school activities (both time and money) because of this.			Continue funding	£1108
School Milk	From January 2015 all children receiving the Pupil Premium must be offered a free carton of milk in school each day.	This contributes to a healthy diet and helps to provide nutrition and energy to enable children to concentrate and participate in all school activities. Children with a healthy diet are more likely to keep well and have good attendance at school.			Continue funding	£1673

ICT Lunchtime Club	All children attend the club one lunchtime per week for at least a term and follow a series of sessions based around a particular area of the curriculum.	The sessions are fun and help to give the children more confidence in using the computers, tablets and netbooks available in school. Last year's focus on maths has helped to develop the children's skills in this area and to make it fun. This year's focus will be on literacy; communication and language using the creation of comic books to make this accessible and fun for the children.	ICT TA no longer a role in school due to budget constraints	£780
ICT Maths Booster Group	Children who are less confident or more passive learners respond well to learning through the exciting use of ICT. Children provided with essential reinforcement time.	This intervention group has contributed to the good end of year results in Year 2: Of the 20 pupils targeted 55% exceeded their target.	ICT TA no longer a role in school due to budget constraints	£1,170
ICT Family Homework/E-Safety Club	During the Pupil Premium interviews several children said that they did not have access to computers at home. Children and their parents can attend the Homework Club after school each Thursday evening to use computers and tablets to research for homework or to use the Mathletics site.	Several families have attended these sessions regularly; children have enjoyed using the Mathletics site with their family to develop their maths skills and have gained confidence using ICT generally. The TA running these sessions has attended the 'Digital Families' training and this has been useful as parents/carers have been able to ask questions about using the internet safely with their children and gain information on appropriate relevant sites to use with their children. One family in particular have been very grateful to be able to access this club as they cannot afford this sort of technology at home and asked if their older children can also attend.	ICT TA no longer a role in school due to budget constraints	£300
Book Tokens	When the school Book Fair comes to school (twice yearly) all Pupil Premium children are given a £5 book token to spend at the fair.	This has generated real excitement amongst the children and raised the profile of reading for enjoyment and sharing books together with some parents who would not have otherwise have visited the Book Fair. Teachers encouraged children to choose a book and ensured they were able to purchase it by speaking to parents/carers after school. There was a 100% uptake at the last Book Fair and we aim to ensure that this is	Continue funding	£140
Music Club	A qualified music teacher comes into school on a Friday lunchtime to run a music session for half an hour. All children are encouraged to attend the sessions for a half term and those that wish to can attend further sessions when space is available. The sessions are based around a theme and aim to introduce the children to a variety of instruments and styles	Some children have asked to take part in this club several times, they have enjoyed the fun, games based sessions and have learned valuable skills. Some children have been reluctant to join the club at lunchtimes and so this club is now also run as an after school club which they can attend free as part of the Pupil Premium Package.	Continue funding if pupils are interested. Consider changing the focus	£936

Holiday Club	Premier Sports run Holiday Clubs for children over the summer and Easter holidays. They offer reductions to school for disadvantaged children to attend. We have targeted children where we know there is a particular need.	We have helped several families by providing places to children where parents/carers have health problems and find the longer holidays difficult to manage. We have also provided these places to children where supervision may be challenging over the holidays or whose behaviour is difficult to manage. The clubs are either sport or dance based and have provided the children with skills in these areas as well as raising their confidence and self-esteem. Children have been kept safe over the holidays.	Continue funding if vulnerable pupils would benefit.	£40
Story Sack/Sensory Club	All children attended the club for a half term during lunchtime.	These sessions, run by a Teaching Assistant introduced the children to books and reading by the use of story sacks. These fun sessions provided opportunities for the children to explore books and stories with an adult which in turn helps to encourage them to read and enjoy books much more. Children have also been given the opportunity of using the Rainbow Sensory Room in small groups with a Teaching Assistant. These sessions have provided quality, relaxation time with the opportunity to talk and discuss in a social environment.	Would have continued funding the Story Sack/Sensory Club however due to Industrial Action and Work to Rule this has had to be postponed.	£65
Yoga Bugs Club	External provider runs a yoga-bugs club after school for 45 mins every week for 5 weeks.	These sessions provide a positive and calm end to the school day, impacting upon children's behaviour in a positive way; a relaxed calm and enjoyable start to their evening is ultimately promoted.	Consider funding again	£131
Teaching Assistant to provide small group and 1:1 interventions	To provide intervention to fill gaps in learning, raise confidence and self-esteem.	These sessions run by Teaching Assistants focus on the learning needs of individuals and groups of children. Priorities are identified and discussed with SLT who then plan quick targeted intervention. A particular focus has been on developing reading fluency and communication skills.	Continue funding	£33,642
Pupil Attendance Manager on site 4 days a week	High profile and proactive.	The Attendance Manager is able to closely monitor and follow up lateness and absences in order to increase attendance of all groups of learners. HT tracks and reports this termly to governors. The school gap is less than national for sessions missed and persistent absences for this group of learners (2015-2016).	Continue funding	

Enhanced Learning Mentor Team	All children and their families have access to a Learning Mentor for advice and time to talk.	We have focused on gaps in learning and emotional well-being by developing children's and their parent/carers resilience in a safe and secure environment. Sociogram Surveys are completed for all children during October and again in July to identify children who may require intervention or support with their friendships, these children are then targeted for support. We are also able to provide targeted support for families, support with form filling and drop in opportunities at a convenient time.	Continue funding	
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Total budgeted cost £41,600

	School 2015		National 2015	
	PP	Non PP	PP	Non PP
Sessions missed %	3.6	3.9	5.1	3.3
Gap between PP and Non PP	-0.3		+1.8	
Persistent absence (15% missed)	1.8	2.8	5.6	1.7
Gap between PP and Non PP	-1.0		+3.9	