



## Pupil Premium

### Intended funding and rationale

2016-2017

#### **PUPIL PREMIUM**

All members of staff and governors accept responsibility for, and are committed to meeting the needs of, any 'socially disadvantaged' children who attend our school. We believe this commitment includes their pastoral and social needs as well as their academic progress. Our school is committed to the 'narrowing the gap' between different groups of children and improving the outcomes and life chances of children. The pupil premium money will form a vital part in this process, particularly for our most disadvantaged children.

The governors will allocate pupil premium funding to support any children, or groups of children, who have been appropriately identified as being socially disadvantaged. This support will be made through the following strategies:

- Facilitating pupils access to education
- Facilitating pupils access to the curriculum
- Additional support and intervention within the school environment.

#### **What is Pupil Premium Funding?**

Pupil premium money is given to schools to support children who are considered 'Ever 6'. This means they have been eligible for free school meals, in local authority care or have parents who are/have been in the armed services in the last 6 years. Children who have been adopted also have some pupil premium funding allocation. The amount of money a school receives is determined by the number of children in the school who meet these criteria. The pupil premium funding must be spent on activities or initiatives that support this group of children, meet their needs and enable them to achieve in line with children who are not in the pupil premium group.

#### **How do we spend our Pupil Premium funding?**

Staff and governors at Ryhill J, I & N are fully committed to the pupil premium agenda. In order to meet the needs of this group of children, who have a wide range of needs and abilities, we utilise our pupil premium funding creatively to ensure all needs are catered for as much as we are able. Our pupil premium money is used to support pastoral and social needs as well as the academic progress of our pupil premium children.

### **Reporting Pupil Premium**

It is the responsibility of the governors to explain pupil premium expenditure to parents. Ryhill J, I & N School will include the expenditure report annually within this policy which will be revised annually and placed on our website. This report will provide details of how pupil premium money will be used and the intended impact on the attainment and progress of the pupils who were targeted.

The allocation and the impact on pupil outcomes will be reported to the Governors annually. Parents will be able to obtain information about pupil premium from the school website. This will be updated annually. The responsibility for the report will be undertaken by a senior member of the leadership team. The report will be supported by data.

### **Measuring the impact**

The impact of the spending will be measured in various ways. Half termly assessments will be made of the impact of interventions that can be measured against the National Standards. These will be analysed and progress measures taken to see the effectiveness of the interventions being used. End of year data will also be used to assess the effectiveness of interventions aimed at improving achievement and progress in reading, writing, maths and SPaG. Records of mentor meetings and interventions where the impact cannot be measured with data will be overseen by the Pupil premium coordinator and their impact measured through other means such as pupil questionnaires, pupil interviews, observations and book scrutinies. Attendance will be closely monitored by the Learning mentor and reported back to the Pupil premium coordinator to assess the impact of schemes aimed at improving attendance.

### **Main barriers to educational achievement faced by eligible pupils at Ryhill**

There are several barriers which may prevent Pupil Premium children at Ryhill achieving their full potential and which we aim to address through our spending of the Pupil Premium grant.

- Emotional and social barriers – children are not ready to learn due to a range of social and emotional barriers which impacts on their concentration in the classroom and their participation in lessons
- Lack of access to a wide range of reading materials
- Lack of male role models for reading
- Lack of access to a range of writing stimuli
- Lack of access to outdoor areas which stimulate and promote physical and social development
- Attendance
- Participation in physical activities and exercise
- Lack of access to a wide range of activities and experiences that broaden knowledge and understanding of the world and promote self-confidence and self-belief

Number of Pupils and Total Amount 2016-2017	
Total Number of Pupils on Roll	243
Total Number of Pupils Eligible for Pupil Premium	59
% of Pupils Eligible for Pupil Premium	24.3%
Amount of Pupil Premium received per pupil	£1,320
Amount of Pupil premium Funding per pupil Nursery	£195
Total Amount of Pupil Premium Funding Received	£64,340

Use of funding 2016-2017		
Project / Object	Intended Impact	Approximate cost
<b>Foundation Stage</b>		
Continuous provision resources	Improve the indoor learning environment in nursery and reception	£3000
Outdoor area improvements and resources	Improve the outdoor learning environment in nursery and reception	£5000
<b>KS1</b>		
Resources for Key stage 1 continuous provision area	Improve reading, writing, maths and phonics standards in KS1	£7000
Staffing for Key Stage 1 continuous provision area	HLTA and TA to deliver high quality teaching and group work for children in the continuous provision area	£20000
<b>KS2</b>		
One to one tutoring for KS2 children	Y5 and Y6 teachers to deliver booster sessions after school	£0
After school booster sessions	My Lexia and Mathletics booster groups for KS2 children	£0
Access to drama and arts specialists	Enhance children's learning in literacy and develop their writing skills	£5000
Maths Booster sessions	Maths boosters to enhance progress and attainment – use of mathletics	£0
Maths Catchup Maths through PE (Featherstone Rovers)	HLTAs to deliver Maths Catchup to KS2 children to raise attainment in maths. Featherstone Rovers to deliver a 10 week maths through PE programme aimed at Y5 and Y6 PP	£4000
Music project	Y4 children initially to take part	£1750

	in music sessions aimed at boosting reading	
Featherstone Rovers Readers	Rugby players to read with individual children and encourage them to read outside of school – positive male role models	
<b>Whole School</b>		
Learning Mentor Interventions	Effective use of leaning mentor groups to impact on standards and emotional well-being.	£4000
ICT programmes and access improvement	Use of a range of ICT programmes to target literacy and maths	£10000
Sports participation	Extra-curricular sports activities and competitions. Sports teacher from Hemsworth used to develop teaching and planning	£3000
Small group interventions	Effective use of teaching assistants to ensure improvement in attainment and achievement – intervention map	£4000
Breakfast Club	Improve attendance / punctuality of targeted pupil premium pupils	£500
Mentoring groups	Use Mentors to address emotional and social well-being as well as ensuring academic progress and challenge	£500
Access to Open futures and forest schools	Classes to each have access to P4 C in lessons and Cook it and Grown it with TA – encompassing social skills as well as maths and literacy skills	£2000
<b>Total estimated spending</b>		<b>£65,000</b>

### **Rationale for spending: From The Sutton Trust-EEF Teaching and Learning Toolkit**

- Sports participation – average impact on achievement = +3months
- Phonics interventions – average impact = +4 months
- One to One tuition – average impact = +5 months
- Access to wide range of ICT – average impact = +4months
- Early years intervention – average impact = +6 months
- Arts participation – average impact = +1 months

### **Review Date of the Pupil Premium Strategies:**

**January 2017:** Focus: to see which strategies are having the most impact and address any changes that may need to be made.