



## Pupil Premium

### Intended funding and rationale

2017-2018

#### **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 2017 - 2018	
Total Number of Pupils on Roll	238
Total Number of Pupils Eligible for Pupil Premium	53
% of Pupils Eligible for Pupil Premium	22.2%
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	£68,640

Project / Object	Intended Impact
Continuous provision resources	Improve the indoor learning environment in nursery and reception
Outdoor area improvements and resources	Improve the outdoor learning environment in nursery and reception
HLTA and TA interventions: <ul style="list-style-type: none"> <li>➤ Reading Recovery</li> <li>➤ Read, Write, Ink</li> <li>➤ Maths interventions</li> </ul>	HLTA and TA to deliver high quality teaching and group work for children to ensure accelerated progress and achievement
Additional Y2 teacher	Year 2 to be split into 2 groups for literacy and maths 3x a week to allow targeted group work and same day interventions so that children make accelerated progress
Additional Y6 teacher	Target group for Y6 children to allow small group focused work so that children make accelerated progress JP to be released x2 a week to boost and provide targeted interventions and same day intervention - to ensure a higher percentage of children achieve EX and GD standards
One to one tutoring for KS2 children	Y6 teachers to deliver booster sessions after school to allow targeted support
After school booster sessions	My Lexia and Mathletics booster groups for KS2 children to improve maths skills
Mentoring programme in Y4-6	Children to be assigned a mentor and their academic progress and achievement as well as social skills and attitudes to be monitored and assessed. Rewards given in the form of credits for achievement in these areas and whole class rewards provided. This will provide challenges to children and an incentive to achieve and make rapid progress in all areas of school life
Access to drama and arts specialists as after school club	Enhance children's learning in literacy specifically reading and speaking and listening
Learning Mentor Interventions	Effective use of leaning mentor groups to impact on standards and emotional well-being.

Access to drama and arts specialists	Enhance children's learning in literacy and develop their writing skills
ICT programmes and access improvement	Use of a range of ICT programmes to target literacy and maths and ensure rapid progress <ul style="list-style-type: none"> <li>➤ My Lexia</li> <li>➤ Mathletics</li> <li>➤ Education City</li> </ul>
Sports participation	Extra-curricular sports activities and competitions. Sports teacher from Hemsworth used to develop teaching and planning
HLTA and TA training for reading	Improve reading standards in KS1 and provide children with more challenge
Breakfast Club	Improve attendance / punctuality of targeted pupil premium pupils
Access to Open futures	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
<b>Total estimated spending</b>	

### **2017/18 Pupil Premium Costings**

2017/18 Original Budget Estimate	72,900
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<b>2017/18 Decrease in Pupil Premium</b>	<b>2,940</b>
2017/18 Confirmed Pupil Premium Allocation	<b>69,960</b>
<b>HLTA Costing:</b>	
LB - 2 hours per week	1,534
CC - 8 hours per week	6,137
AE - 6 hours per week	4,603
	<b>12,274</b>
<b>Year 2 Teacher Costing:</b>	
MB - 3 morning sessions per week	15,793
<b>Year 6 Teacher Costing:</b>	
JL - 2 afternoon sessions per week	5,529
<b>ICT</b>	
Mathletics Subscription	

	1,058
My Lexia Subscription	2,040
	<b>3,098</b>
<b>Dance Afterschool</b>	
Artis - Murmur cost for afterschool	1,950
<b>Learning Mentor</b>	
XS - 11 hours per week	5,648
<b>Breakfast Club Subsidy (estimate based on last year)</b>	1,538
<b>Breakfast Club Reading Focus time?</b>	
DY - 1.25 hours per week	642
<b>CD additional Tuesday afternoon employment</b>	1,455
<b>Afterschool Clubs:</b>	
DY 1 hour	513
DB 2 hours	1,027
SL 2 hours	1,027
AL 4 hours	2,011
	<b>4,578</b>

## **Rationale for Spending**

### **Setting (Additional Y2 teacher and Y6 teacher)**

In Key Stage 1 the results from 2016 2017 show that there is a need to improve the number of Disadvantaged children reaching the Greater Depth standard in all areas but in particular in reading and maths. There also needs to be a narrowing of the gap between Disadvantaged and non-Disadvantaged children. Although not significant at ARE, the gap at the GD standard is significant.

In KS2 the weakness for Disadvantaged children was in the Greater Depth standard.

Setting has been used in KS2 for the past 4 years and has had a significant impact on results. This model will now be used in Year 2 with the intention that it will have the same impact on results due to the smaller group sizes and focussed booster groups which allows for same day intervention.

In Year 6 the class teacher will be released twice a week to do booster sessions with a focus on Greater Depth writing

### **Learning Mentor programme (with SLT):**

One barrier to learning that has been identified from 2016-2017 is attitude to learning and learning behaviours. As a result of this, a Learning Mentor programme is to be established in 2017-2018 with a focus on Disadvantaged children and boys. This will aim to monitor learning attitudes and behaviours and offer class rewards to children for achieving their targets in these areas as well as a place to discuss their work, achievements and how to improve. This will then allow better attitudes to learning, more engagement in the classroom and so attainment and progress should improve.

### **Open Futures:**

In 2016-2017 the open futures work in school had an impact on children's learning attitudes and behaviours. Children enjoyed the outdoor aspect of gardening in which maths and literacy was included and they also enjoyed the cook-it side of the Open futures and were applying a variety of maths and literacy skills whilst also learning more about their topic. This allowed more engagement from all children in the Curriculum and is a project we will continue this year to maintain levels of engagement and different ways of teaching the Curriculum.

### **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 2018:** Focus: to see which strategies are having the most impact and address any changes that may need to be made.