

Pupil premium strategy statement: *Ridgeway Primary School*



1. Summary information					
School	Ridgeway Primary School				
Academic Year	2017/18	Total PP budget	£18,320	Date of most recent PP Review	
Total number of pupils	204	Number of pupils eligible for PP	13	Date for next internal review of this strategy	Sept. 2017

2. Current attainment		
Based on 12 pupils eligible for PP across the whole school	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (KS2 national average)</i>
% achieving in reading, writing and maths	90%	83% (tbc)
% making progress in reading	87%	83% (71%)
% making progress in writing	97%	83% (76%)
% making progress in maths	87%	72% (75%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Speech and Language – poor oral language skills
B.	Fewer life opportunities to enable greater depth understanding and thinking.
C.	Social Interactions and emotional barriers to learning - Low self-esteem / low confidence / poor focus and concentration
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance and punctuality

4. Desired outcomes

<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in EYFS & KS1.	<ul style="list-style-type: none"> ▪ Pupils eligible for PP in KS1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations
B.	Ensure the percentage of pupils eligible for PP achieving 'Greater Depth' in reading, writing and maths increases.	<ul style="list-style-type: none"> ▪ Number of Pupils eligible for PP achieve 'Greater Depth' increases. (figures in brackets from KS2 2016/17) <ul style="list-style-type: none"> ○ reading (0%), ○ writing (20%) ○ maths (60%)
C.	Increased confidence and emotional well-being among those identified children. This will result in increased engagement in lessons and resilience/behaviours for learning. This will impact positively on the quality of work in children's books.	<ul style="list-style-type: none"> ▪ Children can talk positively about themselves and can identify strengths ▪ Learning walks and interventions show increased and more positive behaviours for learning in lessons
D.	Enable vulnerable children to take part in the full curriculum, including residential visits	<ul style="list-style-type: none"> ▪ To enable all children to access the curriculum fully, be part of the shared experience, build confidence and self-esteem. ▪ To be able to access extra-curricular clubs that involve a charge.
E.	<p>Increased attendance rates for pupils eligible for PP.</p> <p>Reduce the number of lates recorded by pupil eligible for PP.</p>	<ul style="list-style-type: none"> ▪ Attendance of Pupil Premium children increases from X% (2016-17) to X% in 2017-18, in line with other pupils. ▪ Families have better support from outside agencies (MAT) where needed. ▪ Number of lates reduces from X (2016-2017)

5. Planned expenditure

Academic year **2017 – 2018**

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?
A/C/D	Targeted training: <ul style="list-style-type: none"> - Autism - Anxiety - Attachment - Physical Intervention - Speech & Language 	To enable the staff to understand particular needs and barriers and to ensure all staff can interact with specific children in a supportive and positive manner.	<ul style="list-style-type: none"> - Specialist trainers to be utilised. - Ongoing evaluation of the training accessed - Pupil discussions with targeted children 	Head	Spring term
B	Pupil Progress meetings, gaps analysis. Target setting with parents.	To enable staff to identify next steps in pupil's learning. To ensure pupils and parents have a say in target setting and monitoring progress.	<ul style="list-style-type: none"> - Meetings between teachers and SLT after each assessment point. - Revision on groups - Planning reviews. 	Head	After each assessment point – 5 points within the year
Total budgeted cost					£750

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	When will you review implementation?
B	HLTA Raising Achievement Groups	It enables specific intervention slots for the identified pupils. Also reduces group sizes for children increasing amount of pupil/teacher interaction.	Monitoring of learning, including pupil voice and book evidence. Tracking of pupil progress	Head	After each assessment point – 5 points within the year
B	TA targeted support	It enables specific intervention slots for the identified pupils. Also reduces group sizes for children increasing amount of pupil/teacher interaction.	Monitoring of learning, including pupil voice and book evidence. Tracking of pupil progress	Head	After each assessment point – 5 points within the year
A/B	Boosters KS1	Ensuring targeted support to enable the children to reach their potential – meeting their targets in the Phonics Screening and Year 1 and Year 2 assessment	Review of session planning. Give staff time to effectively identify the needs of the children. Monitoring pupil voice and book evidence. Tracking of pupil progress	Head KS1 Teachers	June 2018 – with the results of final assessments
B	Boosters KS2	Ensuring targeted support to enable the children to reach their potential – meeting their targets in the end of KS2 assessments	Review of session planning. Give staff time to effectively identify the needs of the children. Monitoring pupil voice and book evidence. Tracking of pupil progress	Head KS2 Teachers	July 2018 – with the results of SATs
A/B/C	Pastoral Support: Nurture / ELSA	Develop our provision to support the emotional wellbeing of the children leading to better academic outcomes.	Review ELSA / Nurture impact measures after each sequence of work.	SENCO	After each sequence of work from Jan - July
Total budgeted cost					£14,290

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	When will you review implementation?
C/D	Forest Schools programme	It is a specific programming to enhance the self-esteem and confidence which enables better learning.	Teach observations of pupil attitudes in class Using data from the Forest School assessment. Evidence in pupil interviews Academic Progress	Head / SS	After each 10 week unit of work
B/C/E	Behaviour and attendance incentives. Increase importance of attendance – newsletter and weekly reward Termly letters to parents below 95% attendance or high number of lates.	Support the correct learning behaviour and attitude in school based on an individual's achievements. Incentivise excellent attendance with 'treats' to increase punctuality and attendance.	Learning walks and pupil voice. Attendance reviews and tracking	Head	Termly for attendance Ongoing monitoring of behaviour
D	Subsidy visits, internal clubs & milk	This enables all children to be able to access the curriculum fully, be part of the shared experience, build confidence and self-esteem.	Discussions with staff involved. Evidenced by witnessing children who are highly motivated and enthusiastic learners.	SBO	Annual review of participation for activities and uptake of residential visits during the summer term.
Total budgeted cost					£2,500