

# Pupil Premium Strategy Statement: Ridgeway Infant School

1. Summary information					
School	Ridgeway Infant School				
Academic Year	September 2017 – July 2018			Total PP budget	£39,600 as of this plan Oct 2017
Total number of pupils on roll	263	Number of pupils eligible for PP	30 pupils 11.4% as of this plan Oct 2017. Standing at 40 pupils 15% as of Jan 2018.	Date for next internal review of this strategy	TBA

2. Current attainment based on end of year outcomes 2017				
	2016	Pupils eligible for PP (2017 school)		Pupils not eligible for PP (2017 national average)
% achieving GLD	67	78%	+6%	72% 2016
% achieving expected Y1 phonics standard	71	86%	+16%	70% 2016
% achieving expected Y2 phonics standard	100	91%	+5%	86% 2016
% achieving age related expectations in reading	82	55%	-24%	79%
% achieving greater depth expectations in reading	45	18%	-10%	28%
% achieving age related expectations in writing	73	27%	-45%	72%
% achieving greater depth expectations in writing	27	0%	-18%	18%
% achieving age related expectations in mathematics	73	45%	-34%	79%
% achieving greater depth expectations in mathematics	18	9%	-14%	23%
% of sessions missed due to overall absence	3.9	6%	■	■
% of persistent absentees	11.8	■	■	■

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
<b>A.</b>	In 2017, significantly less PP pupils achieved the expected standard+ in Reading, Writing and Mathematics compared to non-PP pupils.  Difference in: Reading 24% Writing 45% Maths 33%	
<b>B.</b>	In 2017, significantly less PP pupils achieved the expected standard+ in Writing than in Reading and Mathematics.  Of the 11 pupils: 27% achieved the expected standard+ in Writing compared to: 55% in Reading and 46% in Maths	
External barriers		
<b>C.</b>	Absence rates for pupils eligible for PP are higher than pupils not eligible for PP in school and the national average. PP 6% of sessions missed Non-PP School 4% of sessions missed Non- PP National 4% of sessions missed Persistent absentee rates are higher for pupils eligible for PP than pupils not eligible for PP in school. PP -% of pupils absent for 10% or more sessions Non-PP School 7.1% of pupils absent for 10% or more sessions Non- PP National 8.7% of pupils absent for 10% or more sessions	
4. Desired outcomes		Success criteria
<b>A.</b>	Higher levels of attainment at the end of KS1 for those pupils eligible for PP, particularly in writing.	Pupils eligible for PP achieve as well 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.
<b>B.</b>	Continue to 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 in class. Reception Leader tracks and analyses YR progress and intervention, filling any gaps in learning. Literacy Leader tracks and analyses KS1 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.
<b>C.</b>	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 94.03 % (Nov 2017) to 96.7% in line with all other pupils. 1.39PP unauthorised absences are reduced from PP 1.43 to 0.89 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

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	Cost
A. Higher levels of attainment at the end of KS1 for those pupils eligible for PP, particularly in writing.	<ul style="list-style-type: none"> <li>Writing will be a SDP priority for 2017-2018.</li> <li>PSG EAL Project participation 2017-2018; new EAL leader in place. Action/impact plan in place. EAL mentoring sessions. Staff meetings planned to develop quality first teaching and reduce passivity.</li> <li>Team Leaders track progress of PP.</li> <li>PPMs target flexible intervention.</li> <li>All staff made aware of updated PP list by TM.</li> <li>All staff target PP pupils with their sessions.</li> <li>Learning Mentor provides highly focused targeted support.</li> <li>Cross-curricular opportunities for reading and writing will be further developed by Literacy Team.</li> <li>Additional reading opportunities will be provided by TAs, CTs and volunteers.</li> </ul>	To embed a learning culture where PP pupils are high profile and targeted with intervention and support to meet their individual needs.	<ul style="list-style-type: none"> <li>SDPs will be in place by 11.11.17.</li> <li>PSG project bid will be successful.</li> <li>SLT will coach new EAL Leader.</li> <li>EAL staff meeting time will be allocated and lead by BD.</li> <li>TM will email PP list to all CTs whenever it is updated.</li> <li>PPM agenda will identify targeted support required for PP. Intervention will be planned and agreed by SLT and CTs during PPM.</li> <li>TM will receive a list of Learning Mentor support to be timetabled.</li> <li>TM will plan a timetable of support.</li> <li>Team Leaders will present tracking data at termly SLT meetings, after PPMs.</li> <li>Literacy Leader will share an evaluated Literacy SDP each term at SLT.</li> <li>Literacy, EYFS, Maths Leaders will present at Governor Committee Meetings.</li> <li>Opportunities for reading and writing will be developed across continuous provision.</li> <li>Topic book baskets and reading areas will be enhanced by Literacy budget.</li> </ul>	CG CG SLT BD  TM  TD  TD  TM KH/TD  TD  KH/TD  KH  TD	Staff management release/CPD £2000  Learning Mentor, Intervention TA and Class Based TA £30,000

<p>B. Continue to improve phonic skills for pupils eligible for PP from Reception.</p>	<ul style="list-style-type: none"> <li>• 2 day RWI INSET planned for whole staff in Sept 2017.</li> <li>• RWI development day Aut 2 lead by Literacy Leader.</li> <li>• Highly effective intervention TA placed in YR team.</li> <li>• 10 hrs per week Intervention TA appointed.</li> <li>• PSG EAL Research Project. EAL leader in place, action/impact plan written and EAL mentoring sessions to develop quality first teaching. Quality First Teaching staff meetings planned by EAL Leader.</li> <li>• Role Play areas will develop language and communication.</li> <li>• RTime will be planned regularly from YR.</li> </ul>	<p>To spread the expertise across school in order to impact on pupils earlier in school and to speedily fill gaps in learning.</p>	<ul style="list-style-type: none"> <li>• Half termly reading assessments with DHT.</li> <li>• Literacy Leader delivers regular TA training during Weds morning slot.</li> <li>• YR Leader creates and evaluates a termly PP tracking grid with the YR team. This is rolled out to Y1 and Y2.</li> <li>• Regular meetings with EAL Leader and SLT.</li> <li>• PSHE Lead will monitor planning to ensure RTime is planned across school.</li> </ul>	<p>TD</p> <p>TD</p> <p>KH</p> <p>SLT</p> <p>RD</p>	<p>CPD Budget £2000</p> <p>Management Release £1000</p> <p>Learning Mentor, Intervention TA and Class Based TA £30,000</p>
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## 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
<p>A. Higher rates of progress in writing.</p>	<ul style="list-style-type: none"> <li>• Targeted, tracked and planned intervention of flexible groups in Y1 and Y2. Weekly groups led by team TAs or CTs.</li> </ul>	<p>Some pupils need targeted support and others different learning provision.</p>	<ul style="list-style-type: none"> <li>• Identified as an intervention group on PPM agenda.</li> <li>• Room booking out system implemented to ensure sessions can be taught on a weekly basis and not interrupted.</li> <li>• These groups are evaluated and amended after each PPM.</li> <li>• Impact overseen at termly PPMs and tracked by HT.</li> </ul>	<p>HT/DHT</p> <p>TD</p> <p>HT/DHT</p>	<p>Learning Mentor, Intervention TA and Class Based TA £30,000</p>

B. Improve phonic skills from Reception.	<ul style="list-style-type: none"> <li>Learning Mentor sessions will be planned to provide language and communication, blending and reading intervention.</li> <li>Highly effective intervention TA placed in YR team.</li> <li>10 hrs per week Intervention TA appointed.</li> </ul>	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"> <li>Identified as an intervention group on PPM agenda.</li> <li>YR Leader creates and evaluates a termly PP tracking grid with the YR team. This will be rolled this out to Y1 and Y2.</li> <li>Learning Mentor creates a detailed timetable of intervention, identifying different vulnerable groups.</li> <li>Impact evaluated and amended after each PPM and tracked by HT.</li> </ul>	HT/DHT  KH  TM	Learning Mentor, Intervention TA and Class Based TA £30,000
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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"> <li>Book tokens for twice yearly book fair given to those pupils eligible for PP.</li> </ul>	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	<ul style="list-style-type: none"> <li>Tokens will be sent home to PP pupils prior to the book fair arriving in school in a sealed envelope</li> </ul>	TD	£300
C. Increased attendance rates for pupils eligible for PP.	<ul style="list-style-type: none"> <li>Lead Learning Mentor will be pro-active, monitor attendance and follow up quickly on absences and punctuality. High profile and responsive.</li> <li>First day response provision by Admin Team.</li> <li>PP attendance will be tracked and reported to Governors each term.</li> </ul>	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.	<ul style="list-style-type: none"> <li>Thorough briefing and regular meetings with HT and Lead Learning Mentor about existing absence issues.</li> <li>Regular re-evaluation of approach to school processes and implementation of change if necessary.</li> </ul>	TM	Learning Mentor, Intervention TA and Class Based TA £30,000
	<ul style="list-style-type: none"> <li>Children receive organised school trips and activities free of charge.</li> </ul>				£1365
	<ul style="list-style-type: none"> <li>Children in Years 1 and 2 receive free swimming lessons in school time.</li> </ul>				£492
	<ul style="list-style-type: none"> <li>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.</li> </ul>				£1380





	<ul style="list-style-type: none"> <li>Targeted pupils attend holiday clubs provided by Premier Sports.</li> </ul>				£300
	<ul style="list-style-type: none"> <li>Open Coffee Mornings and targeted 1:1 sessions for P/Cs will be offered.</li> </ul>	Targeted support for families will be provided, including support with form filling, nurture, Talk English (if			Learning Mentor, Intervention TA and Class Based TA £30,000
	<ul style="list-style-type: none"> <li>Purchase of Pupil Premium Checking Software</li> </ul>	All pupils eligible for the pupil premium will be identified. An accurate list will be generated and this will be regularly updated and shared with all staff. This will inform more accurate census data and impact on school budget.	<ul style="list-style-type: none"> <li>Learning Mentor will ensure all staff have up to date information about PP in their class.</li> <li>SBM will ensure census information is accurate.</li> <li>Learning Mentor and SBM will roll out request for information to Y1 and Y2 families.</li> <li>Information request will be in accordance with data protection.</li> </ul>	<p>TM</p> <p>SW</p> <p>TM/SW</p> <p>TM/SW</p>	£700
<b>Total budgeted cost</b>					<b>£39,600</b>

6. Review of expenditure						
Previous Academic Year		2016 –2017			Total PP budget	£38,280
Total number of pupils on roll		270	Number of pupils eligible for PP	10.7%	37, 960	
Strategy	Rationale	Estimated Impact			Lessons Learned	Cost
<b>Educational Trips and Activities</b>  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	£1320
<b>School Swimming Lessons</b>	Children in Years 1 and 2 receive free swimming lessons in school time. This enables all children to fully access the curriculum.	Up until Summer 2017all Year 1 and Year pupils went swimming 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 cancelled.	£951



<b>After School and Lunchtime Clubs</b>	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	£1334
<b>School Milk</b>	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	£2021
<b>Book Tokens</b>	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 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	£145
<b>Music Club</b>	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	£1131
<b>Holiday Club</b>	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

<b>Teaching Assistant to provide small group and 1:1 interventions</b>	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	£31,338
<b>Pupil Attendance Manager on site 5 days a week</b>	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 was less than national for sessions missed and persistent absences for this group of learners (2015-2016, we are awaiting national data for 2017).	Continue funding	
<b>Enhanced Learning Mentor Team</b>	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	
<b>Total budgeted cost</b>				<b>£38,280</b>

	School 2017		National 2017	
	PP	All	PP	All
Sessions missed %	6.0	4.0		4.0
Gap between PP and Non PP	2.0			
Persistent absence (% of pupils who missed 10% or more sessions)		7.1		8.7
Gap between PP and Non PP	