

## Pupil Premium Strategy Statement – Ringstead Church of England Primary School

Summary Information			
<b>Academic Year</b>	2017/18	<b>Pupil Premium Budget</b>	£15,700
<b>Total Number of Pupils</b>	95	<b>Number of pupils eligible for Pupil Premium</b>	15

Current Attainment Information		
	Pupils eligible for Pupil Premium	Pupils not eligible for Pupil Premium (national average)
<b>EYFS</b>		
% achieving GLD at the end of EYFS - July 2017	50%	Not Available
<b>Year 1 Phonics</b>		
% achieving the expected standard in Year 1 phonics screening – July 2017	67%	84%
<b>Key Stage 1</b>		
% achieving expected or above in Reading at the end of KS1 – July 2017	100%	78%
% achieving expected or above in Writing at the end of KS1 – July 2017	50%	71%
% achieving expected or above in Maths at the end of KS1 – July 2017	50%	78%
<b>Key Stage 2</b>		
% achieving expected or above in Reading at the end of KS2 – July 2017	0%	71%
% achieving expected or above in Writing at the end of KS2 – July 2017	0%	79%
% achieving expected or above in Maths at the end of KS2 – July 2017	0%	75%
% achieving expected or above in Reading, Writing and Maths combined at the end of KS2 – July 2017	0%	60%

Please note that these numbers refer to small pupil cohort groups.

Barriers to future attainment (for pupils eligible for Pupil Premium)	
<b>In-school barriers</b>	
<b>A</b>	A proportion of children join the school significantly below age related expectations particularly in relation to social skills and communication and language.
<b>B</b>	Children in school eligible for Pupil Premium with multiple vulnerabilities – SEND / EHA / LAC / EAL
<b>C</b>	Fewer children who are eligible for Pupil Premium are reaching expected or above at the end of KS1 and KS2.
<b>External Barriers</b>	
<b>D</b>	Access to extra-curricular activities such as trips and after school clubs means that children have limited life experiences and also has an effect on their ability to interact fully with their peers.

Desired Outcomes		Success Criteria
<b>A</b>	EYFS GLD for pupils eligible for Pupil Premium to be broadly in line with national for all pupils.	As there are only 4 pupils currently eligible in the year group, at least three of these pupils will achieve GLD at the end of EYFS.
<b>B</b>	Pupils with multiple vulnerabilities to make rapid progress to ensure that they are able to narrow the attainment gap with their peers with teaching staff and family support workers supporting children and parents with needs to ensure progress is not hindered.	Children with multiple vulnerabilities will make rapid progress and will meet their target. Regular progress meetings will identify early intervention needed and ensure that children remain on track.
<b>C</b>	Percentage of children achieving expected or above at the end of KS1 and KS2 to be broadly in line with national non-pupil premium pupils and reduce the gap between pupil premium and non-pupil premium pupils for greater depth.	As there are only 3 pupils currently eligible in Y2 and 1 pupil eligible in Y6, at least one of these pupils in each KS will achieve expected in Reading, Writing and Maths at the end of KS1 and KS2.
<b>D</b>	Eligible pupils to be supported to attend all trips and given access to extra-curricular clubs where they demonstrate an interest / aptitude. School funding will enable costs to the parent to be eliminated or kept to a minimum.	Eligible pupils will have opportunities to attend extra-curricular clubs and trips that extend their learning. The school will provide Magical Maths and Mad Science clubs for eligible pupils in order to increase engagement.

Planned Expenditure					
Academic Year: 2017/18					
1. Quality of Teaching for All					
Desired Outcome	Chosen Action / Approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff Lead	When will you review implementation?
<b>A &amp; C</b>	TA targeting extra reading and writing and phonic work for identified pupils.  Coaching sessions for TA to ensure high quality phonics sessions are delivered	Y1 phonics score for Pupil Premium pupils higher than non-pupil premium pupils nationally following targeted support from TA.	Challenging targets will be set for each pupil based on their starting points. Termly reviews of the effectiveness of phonics and English interventions. Pupil progress meetings with teachers.	RB (English Lead / DHT)	Termly meetings with RB (DHT) and LB (HT) to review effectiveness of interventions.
<b>A &amp; C</b>	Class organisation to ensure that experienced TA is based with Y6 class to enable targeted support and more focused teaching for all.	Experienced TA enables teaching to be more carefully tailored to meet pupils needs. Children are set challenging targets and in time this enables the gap to narrow with national non-Pupil Premium pupils.	Termly monitoring of progress data. Pupil progress meetings with teachers. Learning walks / observations of teaching by LB (HT) / RB (DHT) Book and planning monitoring.	LB (HT / Maths Lead) / RB (English Lead DHT)	Termly meetings with RB (DHT) and LB (HT) to review progress data.
<b>B</b>	1:1 and small group intervention sessions	A percentage of teaching assistant salary across the school is funded by Pupil Premium to fund specific interventions identified as necessary. This is to support good pupil progress and enables focused sessions for specific children to overcome barriers in their learning. The use of an experienced teacher to deliver intervention sessions specifically to Y6 for 1.5 days per week will also support this.	Termly reviews of the effectiveness of intervention programmes. Pupil progress meetings with teachers. Learning walks by LB (HT) / RB (DHT)	LB (HT / Maths Lead) / RB (English Lead DHT)	Termly meetings with RB (DHT) and LB (HT) to review effectiveness of interventions.
<b>Total Budgeted Cost</b>					£10,180

Planned Expenditure					
Academic Year: 2016/17					
2.		Targeted Support			
Desired Outcome	Chosen Action / Approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff Lead	When will you review implementation?
<b>B</b>	Employment of Family Support Worker	The employment of a FSW for one day per week will ensure that those pupils whose personal and social circumstances present a barrier to their learning can be targeted early to ensure that these barriers are reduced. The FSW works with specific pupils and their families identified through internal referral systems or a social care directive to ensure that home life is stable and supportive for the child.	Internal referrals ensure that children and their families can be targeted early. Reviews of work when completed will be monitored.	LB (HT)	Termly meetings with LB (HT) ensure that workload is manageable and reviews impact for individual pupils.
<b>A, B &amp; C</b>	HLTA / Supply Cover	During the spring terms, class teachers will be released from class by a qualified HLTA during afternoon sessions so that they are able to offer booster sessions to specific, identified pupils so that pupils are able to reach their full potential by the end of the academic year. This release time will ensure that boosters are delivered by the adults who know the children best – the class teacher.	Teachers will plan clear success criteria and well paced sessions. Teachers will report progress both within sessions and over the course.	LB (HT)	Termly Pupil Progress meetings with LB (HT)
<b>Total Budgeted Cost</b>					£3,820

Planned Expenditure					
Academic Year: 2016/17					
3. Wider Opportunities for Pupil Premium					
Desired Outcome	Chosen Action / Approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff Lead	When will you review implementation?
D	Funding provided for extra-curricular clubs and transport to events	Children are targeted for clubs and sessions which are felt to be beneficial in boosting self-esteem, widening life experiences and raising aspirations. Where pupils demonstrate a particular aptitude for a sport or interest and there is a barrier to attendance this will be investigated. Transport funding will allow pupil premium pupils to participate in out of school events	Children to be referred by sports coaches, teachers or their parents.  Events will be carefully selected for purpose e.g. Magical Maths club to target high attaining pupil premium pupils.	LB (HT)	July 2018
D	Funding for Y5/6 residential visit	Residential trip in Y5/6 will be significantly reduced for pupil premium pupils from £300 per pupil to £50 per pupil. This will give children the opportunity to thrive and develop their ability to work as part of a team during this visit as well as forming lasting bonds with their peers and encountering challenges that they would not otherwise have met.	Promote attendance on residential visits. Provide a wide variety of information for parents and pupils to encourage participation.	LB (HT)	July 2018
<b>Total Budgeted Cost</b>					£1,700

<b>Review of Expenditure</b>			
<b>Academic Year: 2016/17 - £22,600</b>			
<b>1. Quality of Teaching for All</b>			
<b>Desired Outcome</b>	<b>Chosen Action / Approach</b>	<b>Estimated Impact – did you meet the success criteria (include impact on pupils not eligible for pupil premium if appropriate)</b>	<b>Lessons Learned</b>
<b>A &amp; C</b>	TA targeting extra reading and writing and phonic work for identified pupils at KS1.	The percentage of disadvantaged pupils achieving a GLD at the end of EYFS rose significantly from 0% in 2016 to 50% in 2017	Interventions at EYFS ensured that a greater proportion of pupils achieved a GLD at the end of EYFS. These now need to be further developed to further increase this percentage and ensure that a proportion of disadvantaged pupils are able to achieve 'exceeding' across all ELGs
<b>A &amp; C</b>	Class organisation to ensure that Y2 and Y6 are small year groups to enable targeted support and more focused teaching for all.	The percentage of disadvantaged pupils achieving the expected standard in the Y1 phonics screening decreased from 100% in 2016 to 67% in 2017.	Phonics interventions demonstrated an impact for a proportion of pupils as there was an increase in the percentage of disadvantaged pupils achieving the expected standard – this now needs further development to increase this percentage.
<b>B</b>	1:1 and small group intervention sessions	The percentage of pupils in KS1 achieving the expected standard in Reading increased from 50% in 2016 to 100% in 2017. 0% of pupils achieved the expected standard in Writing and Maths in 2016 and this increased to 50% in 2017 in both subjects. 0% of children achieved greater depth within the expected standard in both 2016 and 2017.  At KS2, in 2016 100% of disadvantaged pupils achieved the expected standard in Reading, Writing and Maths. However this was not reflected in 2017 when 0% of disadvantaged children achieved the expected standard.	Interventions at KS1 were successful in raising the proportion of disadvantaged pupils in Writing and Maths achieving the expected standard in Maths. They now need further development to increase the proportion of pupils achieving greater depth within the expected standard.  Greater focus upon interventions is required in KS2 to ensure that the percentage of pupils achieving the expected standard in increases to be at least in line with national.  It should be noted that these are small cohorts and the school has constructed case studies to demonstrate why specific pupils did not achieve the expected standard.
<b>Total Cost</b>			<b>£10,650</b>



2.		Targeted Support	
Desired Outcome	Chosen Action / Approach	Estimated Impact – did you meet the success criteria (include impact on pupils not eligible for pupil premium if appropriate)	Lessons Learned
B	Employment of Family Support Worker	50% of EYFS disadvantaged pupils achieved a GLD in 2017 in comparison to 0% in 2016.  100% of Y2 disadvantaged pupils achieved the expected standard in Reading in comparison to 50% in 2016 and 50% in Writing and Maths in 2017 compared to 0% in 2016.	Interventions in Y3, Y5 and Y6 did not have the same impact as in other year groups. However, pupils in these year groups had multiple vulnerabilities including SEND.  Progress of PP pupils in EYFS / Y1 / Y4 was significantly above that of other pupils and this good practise requires further dissemination to the wider staff.
A, B & C	HLTA / Supply Cover	Disadvantaged pupils in Y1 and Y4 achieved ARE at least in line with other pupils and therefore demonstrates that the gap has been narrowed between disadvantaged pupils and their peers in these year groups.	
			<b>Total Cost</b>   £9,780
3.		Wider Opportunities	
Desired Outcome	Chosen Action / Approach	Estimated Impact – did you meet the success criteria (include impact on pupils not eligible for pupil premium if appropriate)	Lessons Learned
D	Funding provided for extra-curricular clubs and transport to events	100% of PP pupils attended trips offered to them.	By funding trips and extra-curricular activities in this way, we have ensured that all pupils have the same opportunity to experience these regardless of their economic background.  Greater research is needed into which extra-curricular clubs PP pupils would prefer to access to ensure that they do so and greater engagement with parents is required to ensure that they are fully aware that the school will fund such clubs.
D	Funding for Y5/6 residential visit	100% of PP pupils are registered to attend the upcoming Y5/6 residential.  Extra-curricular clubs are offered to all PP children and they are encouraged to attend. A core group of these pupils attend these clubs and access all that is available to them while the remainder of PP pupils prefer not to access any of the opportunities available to them.	
			<b>Total Cost</b>   £2,200

SATs, phonics assessment and in-house data for 2016/17

Attainment:

Foundation Stage:

	Reaching GLD (%)
Total No of Pupils: 10	
No of Pupil Premium Pupils: 3	
Pupil Premium Pupils	50%
Non Pupil Premium Pupils	86%

Phonics:

	Y1 – pupils achieving the expected standard (%)
Total No of Pupils: 12	
No of Pupil Premium Pupils: 3	
Pupil Premium Pupils	67%
Non Pupil Premium Pupils	89%

	Y2 (retakes) – pupils achieving the expected standard (%)
Total No of Pupils: 8	
No of Pupil Premium Pupils: 0	
Pupil Premium Pupils	
Non Pupil Premium Pupils	75%

Year 2 – (SATs):

	Pupils achieving the expected standard in Reading (%)	Pupils achieving the expected standard in Writing (%)	Pupils achieving the expected standard in Maths (%)
Total No of Pupils: 20			
No of Pupil Premium Pupils: 2			
Pupil Premium Pupils	100%	50%	50%
Non Pupil Premium Pupils	72%	61%	78%



**Year 6 – (SATs):**

Total No of Pupils: 13 No of Pupil Premium Pupils: 3	Pupils achieving the expected standard in Reading (%)	Pupils achieving the expected standard in Writing (%)	Pupils achieving the expected standard in Maths (%)	Pupils achieving the expected standard in RWM Combined (%)	Pupils achieving the expected standard in EGPS (%)
Pupil Premium Pupils	0%	0%	0%	0%	0%
Non Pupil Premium Pupils	75%	75%	75%	75%	83%

**Attainment outcomes for pupils in non-statutory assessment year groups:**

		Pupils achieving ARE in Reading (%)	Pupils achieving ARE in Writing (%)	Pupils achieving ARE in Maths (%)
<b>Year 1:</b> Total No of Pupils: 12 No of Pupil Premium Pupils: 3	Pupil Premium Pupils	100%	67%	100%
	Non Pupil Premium Pupils	100%	89%	100%
<b>Year 3:</b> Total No of Pupils: 14 No of Pupil Premium Pupils: 3	Pupil Premium Pupils	33%	0%	33%
	Non Pupil Premium Pupils	82%	64%	82%
<b>Year 4:</b> Total No of Pupils: 16 No of Pupil Premium Pupils: 1	Pupil Premium Pupils	100%	100%	100%
	Non Pupil Premium Pupils	47%	47%	53%
<b>Year 5:</b> Total No of Pupils: 13 No of Pupil Premium Pupils: 1	Pupil Premium Pupils	0%	0%	0%
	Non Pupil Premium Pupils	50%	50%	42%

**Progress:**

**Foundation Stage:**

Total No of Pupils: 10 No of Pupil Premium Pupils: 3	Achieving good or better progress from their starting points										
	L&A	U	M&H	H&SC	SC&SA	MF&B	MR	R	W	N	SS&M
Pupil Premium Pupils	100%	100%	100%	100%	100%	100%	100%	100%	100%	33%	33%
Non Pupil Premium Pupils	86%	86%	100%	100%	100%	86%	86%	100%	100%	100%	100%

**Years 1 – 6:**

The table below shows the percentages of pupils in each year group that achieved expected or better progress across the academic year in Reading, Writing and Maths according to the school's assessment system.

	Reading	Writing	Maths
Y1 Pupil Premium Pupils	100%	100%	100%
Y1 Non Pupil Premium Pupils	100%	100%	100%
Y2 Pupil Premium Pupils	100%	50%	50%
Y2 Non Pupil Premium Pupils	72%	22%	72%
Y3 Pupil Premium Pupils	33%	0%	100%
Y3 Non Pupil Premium Pupils	72%	45%	91%
Y4 Pupil Premium Pupils	100%	100%	100%
Y4 Non Pupil Premium Pupils	73%	60%	93%
Y5 Pupil Premium Pupils	0%	0%	100%
Y5 Non Pupil Premium Pupils	83%	92%	83%
Y6 Pupil Premium Pupils	50%	100%	50%
Y6 Non Pupil Premium Pupils	90%	90%	70%

It should be noted that cohorts are very small with a maximum of 3 disadvantaged pupils in any year group. Where ARE have not been achieved by disadvantaged pupils or they have not made progress that enables them to narrow the attainment gap with their peers the school has constructed case studies to demonstrate why this is the case.