

Pupil Premium Strategy September 2018 – July 2019 and Pupil Premium Impact Statement for 2017-18

Pupil Premium is an element of school funding aimed at diminishing the gap in attainment between certain disadvantaged groups of pupils and those who are better off. In funding is calculated on the basis of £1320 for each pupil who has been eligible for free school meals in the past six years, and £2,300 for looked after children in care for more than one day or adopted from care. The funding is provided to schools, who decide how best to spend this according to local needs. We have looked at current research carefully and believe the most effective ways to support disadvantaged children's achievement, and to achieve successful outcomes for disadvantaged children is through having a whole-school ethos of attainment for all. This is fundamental to our practice and involves the effective inclusion of all our children in high quality, everyday personalised teaching.

Pupil Premium Strategy September 2018 – July 2019

1. Summary information

School	RADLEY CE PRIMARY SCHOOL				
Academic Year	2018 - 19	Total Pupil Premium budget	£12,860	Date of most recent Pupil Premium Review	Sept 2018
Total number of pupils	103	Number of pupils eligible for Pupil Premium	9	Date for next internal review of this strategy	Sept 2019

2. Current attainment

2018 SATs Results	All Y6 Pupils at Radley	Pupils not eligible for the Pupil Premium Grant at Radley	Pupils eligible for the Pupil Premium Grant at Radley (figures relate to two children)	National Average for Pupils not eligible for the Pupil Premium Grant	National Average for Pupils eligible for the Pupil Premium Grant (figures not yet released)
% achieving expected standard in all of reading, writing and maths	77%	81%	50%	64%	-
% achieving expected standard in reading	85%	90%	50%	75%	-
% achieving expected standard in writing	85%	90%	50%	78%	-
% achieving expected standard in maths	85%	90%	50%	76%	-
% achieving expected standard in all of reading, writing and maths	77%	81%	50%	64%	-

2. Barriers to future attainment (for pupils eligible for Pupil Premium, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	A number of children eligible for Pupil Premium also have complex SEN/D resulting in lower attainment for PP children in Reading, Writing and Maths in Years 3, 4 & 6 than non Pupil Premium children in those year groups.	
B.	Social and emotional skills: group dynamics, engagement in learning, emotional resilience, the ability to be able to resolve conflicts, anxiety levels and sensory processing, confidence and self-esteem.	
C.	Growth mind set to raise expectations.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Parental engagement with school on academic matters for some Pupil Premium children.	
E.	Some children eligible for Pupil Premium do not experience a range of enrichment experiences outside of school, partly as a result of the additional costs attached.	
F.	Challenging home environments for some children. In questionnaire some children stated greatest barrier to their learning as not enough sleep.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All children eligible for PP with SEN/D to make at least expected progress in reading, writing and maths, improved concentration skills – quality and quantity of children’s work will signify the improvement of concentration	Outcomes for all year groups for Pupil Premium children, including those with SEN/D are in line with or above ‘all pupils’ (Reading, writing, mathematics, GLD, PSC)
B.	Provide support to build children’s social and emotional skills	Children with poor social and communication skills, to successfully build up peer friendships
C.	Provide support to strengthen growth mind set and resilience	A ‘can do’ approach, increased concentration and the resilience to persevere Outcomes for all year groups for PP children in line with or above ‘all pupils’ (Reading, writing, mathematics, GLD, PSC)
D.	External support and specific engagement leading to improved dialogue between home and school	Improved home/school links; increased parental attendance at parents’ evenings and curriculum events for some parents.
E.	All children who are eligible for PP will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.	Children have experienced residential trips and educational visits, and been encouraged to participate in a range of extra-curricular activities

4. Planned expenditure					
Academic year	2018-2019 Pupil Premium Funding Allocation £12,860				
The three headings below demonstrate how we are using the pupil premium to improve classroom practice, provide targeted support and support whole school strategies					
1. 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	Reviewed?
A: All children eligible for Pupil Premium with SEN/D to make at least expected progress in reading, writing and maths	Quality First teaching and an inclusive approach to reduce barriers to learning.	Improved outcomes when all children have access to Quality First teaching	A focus on Quality First teaching, for all observations	Grace Slater and Julie Ilsley	Termly
B: Provide support to strengthen growth mind set and resilience	Staff meetings (for teachers and teaching assistants) delivered to address the principles and the practice behind this concept. Staff increase the amount of risk and “desirable difficulties” in lessons to raise levels of resilience and challenge.	Work on meta-cognition and self-regulation with children proven to accelerate progress (EEF toolkit + 8 months)	Timetabled into a cycle of Staff Meetings / TA Meetings	Grace Slater and Julie Ilsley	Termly
C: Provide support to build children’s social and emotional skills	PSHE lessons with focus on social and communication skills for all children. Inclusive classroom environments. Training of an Emotional Learning Support Assistant (ELSA)	Improved outcomes when children are socially adept (See above)	Observations show how teachers are addressing the social and communication skill requirements.	Grace Slater and Julie Ilsley	Termly
2. 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	Reviewed?

<p>A:All children eligible for PP with SEN/D will make at least expected progress in reading, writing and mathematics</p>	<ul style="list-style-type: none"> All children will know and understand the immediate Next Steps in their learning through teacher feedback and self-reflection, as a result of the whole school Quality First teaching approach. Extra TA time allows PP pupils to discuss their Next Steps in greater detail, and consider ways to make additional progress. Individual and small group English and Maths support/interventions for targeted children <ul style="list-style-type: none"> WAT – Write Away Together RWI – Read, Write, Inc 	<p>Effective feedback proven to be one of the most effective means through which progress can be made (EEF toolkit: +9 months)</p> <p>Specific and targeted interventions and small group tuition proven to accelerate progress (EEF toolkit: +4 months)</p>	<ul style="list-style-type: none"> Assessment data monitored to evaluate progress after each targeted intervention. Comparative progress analysis of PP and non PP children reading/writing/maths Pupil Premium children focus for: observations; work scrutiny; pupil interviews + Learning Walks. Termly pupil progress meetings with headteacher. Individual strategies to enhance learning for children at risk of not making expected progress. 	<p>Julie Ilsley (SENCo)</p>	<p>Termly</p>
<p>B: Provide support to strengthen growth mind set and resilience</p>	<ul style="list-style-type: none"> Integral part of school ethos – assemblies; class expectation Groups of children are supported by TA. through discussion and reflection. 	<p>Accelerated progress of those children with a resilient approach to their learning.</p>	<ul style="list-style-type: none"> A focus for Lesson Observations Staff Meeting time for discussion and revisiting of the concept 	<p>Julie Ilsley (SENCo)</p>	<p>Termly</p>
<p>C: Provide support to build children’s social and emotional skills</p>	<ul style="list-style-type: none"> Training of an Emotional Support Teaching Assistant (ELSA) Attractive provision of an ELSA/children work space Children timetabled to work with ELSA – PP children prioritised Break time buddy system for individuals who struggle to form friendships or who struggle to play in large groups. PSHE sessions 	<ul style="list-style-type: none"> Children able to communicate effectively with their peers, able to engage more effectively with learning activities. Happier, more confident children 	<ul style="list-style-type: none"> Discussions with ELSA PSHE Learning Walks Monitoring of break time incidents 	<p>Julie Ilsley (SENCo)</p>	<p>Termly</p>
Total budgeted cost					<p>£10,060</p>

3. 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	Reviewed?
D: External support and specific engagement leading to improved dialogue between home and school	Parental attendance at parents' evenings and curriculum events for some parents.	Home / school engagement	PP parents given priority access to times at Parents' Evenings, additional arrangements made available	Grace Slater	Termly
E: All children to have the opportunity to access wider curriculum, attend residential visits and broaden experiences in a rich curriculum.	Subsidise cost of visits and activities for PP pupils, including residential visits; funding provided to ensure all are included. PP pupils will be given priority for places in after school clubs. Forest School and Outdoor Gardening sessions for PP children	Arts/ Sports/ Outdoor Adventure learning have proven to accelerate progress (EEF toolkit: +2 months).	Children engaging in a range of enrichment opportunities will be logged and tracked on individual PP case studies. Case studies will be completed termly in order to build up the impact over time and the parent and pupil voice will be used to help inform the ongoing program of events and activities on offer.	Grace Slater Class Teachers	Termly
Total budgeted cost					£2,800

Pupil Premium Impact Statement for 2017-18

5. Review of expenditure

Previous Academic Year

2017-2018

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Gap between % of PP children achieving age related expectations in reading, writing and maths compared to % of non PP pupils achieving age related expectations in reading, writing and maths to have narrowed by the end of the academic year	Quality First teaching and an inclusive approach to reduce barriers to learning. All children to know and understand the immediate Next Steps in their learning through teacher feedback and self-reflection, as a result of the whole school Quality First teaching approach.	Success criteria met in Years 3 + 4 however significant factors as to why criteria not met in other years, included new EAL pupils joining cohorts and significant SEN needs Y6 KS2 SATs Reading Writing and Maths – School Achieved 50% against the National Average of 48% (Disadvantaged Pupils)	Yes and, with careful monitoring, to continue.	See 'Targeted Support' section below
All children eligible for PP with SEN/D will make at least expected progress in reading, writing and maths.	Quality First teaching Interventions as appropriate	For children eligible for PP with SEN/D making at least 'Expected' progress for 2017-18, the end of year analysis (5 children) for those who had made this progress was: <ul style="list-style-type: none"> • Reading 60% • Writing 60% • Maths 80% 	Yes and, with careful monitoring, to continue. Additional interventions to be put in place.	See 'Targeted Support' section below

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A: Gap between % of PP children achieving age related expectations in reading, writing and maths compared to % of non PP pupils achieving age related expectations in reading, writing and maths to have narrowed by the end of the academic year	<p>Quality First teaching</p> <p>Specific interventions to raise attainment and ensure 'Good' progress being made</p> <ul style="list-style-type: none"> • Third Space maths • 1:1 tutoring in reading + maths • WAT writing programme <p>Small group support in reading, writing and maths</p> <p>Extra TA time allows PP pupils to discuss their Next Steps in greater detail, and consider ways to make additional progress</p>	<p>Success criteria met in Years 3 + 4 however significant factors as to why criteria not met in other years, included new EAL pupils joining cohorts and significant SEN needs</p> <p>Y6 KS2 SATs Reading Writing and Maths – School Achieved 50% against the National Average of 48% (Disadvantaged Pupils) NB Data relates to a very small number of children</p>	The review of interventions means we will continue these	£6000
All children eligible for PP with SEN/D will make at least expected progress in reading, writing and mathematics	<ul style="list-style-type: none"> • Individual and small group English and Maths support/interventions for targeted children • 1:1 adult Reading Support - 2x weekly • Third Space Maths – 1:1 maths support • WAT – Write Away Together • 1:1 Booster Support 	<p>Interventions reviewed and shown to be value for money: progress made by all children eligible for PP with SEN/D even if not always commensurate with 'Expected'.</p> <p>End of year analysis for children eligible for PP with SEN/D making at least 'Expected' progress for 2017-18 (5 children) was:</p> <ul style="list-style-type: none"> • Reading 60% • Writing 60% • Maths 80% <p>Accelerated progress for some of both PP and non-PP pupils.</p>	Majority of these interventions to continue, alternative interventions added in as appropriate.	£3,000

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
External support and specific engagement leading to improved dialogue between home and school	<p>Increase communication with families through conversations at pick-up and drop off times, telephone and text communications, personalised invitations to special events</p> <p>PP parents given priority access to times at Parents' Evenings, or alternative arrangements outside of Parents Evenings times made available</p>	<p>PP parents given priority access to times at Parents' Evenings but most successful where alternative arrangements outside of parent evenings made.</p> <p>Increased communication through conversations at pick-up and drop off times, telephone and text communications, personalised invitations to special events all contributed to improved home/school links</p>	Strategies successful and to be continued	N/A
All children to have the opportunity to access wider curriculum, attend residential visits, attend after school clubs and broaden experiences in a rich curriculum.	<p>Subsidise cost of educational and school visits and activities for PP children.</p> <p>No charge for after school clubs provided by the school</p>	All children were enabled to engage in the wide range of curriculum and extra-curricular activities offered, including residential visits. This meant that all PP children were fully able to participate in all that was offered by the school.	We will continue this approach throughout 2018-19 as part of our inclusive ethos	£1,560

Improved attendance for some PP children	Engaging and exciting curriculum makes learning fun and children want to attend. Additional efforts made to engage with parents.	<ul style="list-style-type: none">• Attendance 2017-18 a strength within the school• Pupil and Parent questionnaires (2017-18) show that children enjoy school• Improved attendance for majority of PP children, but for some attendance remained static. However, improved home/school co-operation ensured effective communication around absences.	Approach to continue	N/A
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