

Ryarsh Primary School Pupil Premium strategy statement

1. Summary information					
School	Ryarsh Primary School				
Academic Year	2017/18	Total PP budget	£20,220	Date of most recent PP Review	n/a
Total number of pupils	210	Number of pupils eligible for PP	12	Date for next internal review of this strategy	Jan 2018

2. Current attainment - Due to very small pupil numbers (1 pupil in 2017 and 3 pupils in 2016) Ryarsh figures given here are a 2 year average				
	PP Ryarsh	non-PP Ryarsh	PP National (2016)	non-PP National (2016)
% achieving the expected standard in reading, writing and	100%	75%	39%	60%
Average scaled score for reading	101.8	105.9	99.8	103.8
Average scaled score for writing	103.0	106.1	n/a	n/a
Average scaled score for maths	104.8	105.5	100.6	104.0

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Lack of breadth of reading and writing experience limits children's language skills
B.	Learning behaviours, including aspirations and determination to succeed
External barriers	
C.	Lower attendance for PP children limits these children's learning time in school, affecting their progress.

4. Desired outcomes		Success criteria
A.	To improve progress rates in reading for PP group	Narrow the gap in reading in average progress rates for PP and non-PP groups (currently PP -1.7, non-PP +0.8)
B.	To continue to increase attendance for PP group	Attendance for PP group reaches 96% (currently 95.8%)
C.	Support PP children's language development	Children's vocabulary and enjoyment of books is increased and this is evident in higher attainment in reading and writing

5. Planned expenditure

Academic year

2017/18

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?
Continue to improve progress for mid/high attaining pupils, especially in reading	CPD on teaching reading within an outstanding quality of provision.	Many PP children attaining at the expected levels have potential to do even better. The Teaching & Learning Toolkit shows that feedback strategies have high impact on learning. Ofsted 2014 report on PP includes successful focus on helping more able pupils reach their potential.	Targets have been set to narrow the gap in progress measures for PP and non-PP groups. Review impact on all PP children's learning 6 times per year. Feedback from staff following CPD.	DC/RA	Jan 2018 and termly
Continue to strengthen our teachers and TAs' skills in supporting learning	CPD on questioning and self-reflection for all teachers and TAs, including updated quality of provision framework. Continue whole-school focus on Growth Mindset.	Quality of provision is high throughout the school and this has supported recent gains in outcomes in Years 1-6. Continued CPD will further strengthen and develop the quality of teaching and learning which will affect all children including PP children. Evidence shows that excellent teaching disproportionately benefits PP children.	Review impact on children's learning 6 times per year. Feedback from staff following CPD.	DC/RA	

Support staff understanding of attachment and trauma	Provide CPD on enabling learning with children affected by trauma and poor attachment	Previous attachment training for the whole staff has resulted in a whole-school understanding of signs of attachment difficulties in school. This has been useful for many children, including our formerly looked after children. New staff joining the school team since our last training now require updated training.	Use CPD provided by Dandelion Time and Virtual School Kent	DC/RA	Dec 2017
Total budgeted cost					£1000

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?
Raise aspirations and improve learning behaviours.	Provide additional in-class interventions and 1-1 TA support with weekly 'learning mentor' sessions for PP children.	1-1 support has a positive impact last year on attainment. Learning mentor style support using growth mindset strategies has a positive impact on learning behaviours. The Teaching & Learning Toolkit shows that 1-1 tuition has moderate impact on learning. We follow guidance on making sessions short, regular and for a set time (6-12 weeks) to result in optimum impact.	Review impact on children's learning 6 times per year.	CH, AH	Jan 2018 and termly

Support children's language development	Continue a PP lunchtime book club for Year 2 and 3 children.	Our PP children are generally good readers but some lack a wide range of reading experiences or discussion on reading. The book club will include opportunities for children to select and buy their own books using online bookstores and share them with each other. The book club had a high impact on our younger readers last year.	Use regular pupil feedback. Look for wider evidence of improved enjoyment of reading impacting positively on reading and writing attainment in class.	RA	Jan 2018 and termly
	Provide an Author's workshop day for PP children.	This was successful last year at engaging children in the creative writing process and providing inspiration for writing.	Ensure timely and relevant follow-up by class teachers and during 1-1 sessions. Involve PP parents.	RA	March 2018
Support children's emotional needs.	Professional counsellor to provide counselling sessions for selected PP children.	Emotional needs can be a barrier to full engagement in learning. Counselling services will be provided if considered beneficial, drawing on the views of children, families and staff. This can be bought in for individual children as required.	Liaison with children, parents and counsellor. Use professional counselling service. Draw on the counsellor's expertise to provide CPD for staff.	DC	Jan 2018 and termly
Total budgeted cost					£17,620

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?
Increase attendance for PP children	Improve communication with families regarding attendance, implement attendance projects with SLO, and introduce new rewards systems for attendance.	Attendance is rising following an increased focus and new rewards systems introduced last year. Children respond well to rewards and our school council will select the rewards, making them child-led.	Take advice from our SLO (Schools Liaison Officer) and continue to review attendance much more frequently during this academic year.	RA	Jan 2017 and termly
To support children in retaining their basic skills and enthusiasm for learning through the summer break, facilitating a good start to the new academic year.	Summer holiday tuition for targeted PP children provided in their homes by member of SLT.	Previous high impact of this strategy.	Review with children and parents before and after tuition. Review with class teachers on return to school.	DC/AL	September 2017

To improve children's motivation and engagement in their learning.	Subsidy of extra-curricular learning experiences	Positive impact seen previously, especially for residential experiences in Years 5/6.	Review with children, parents and class teachers.	RA	January 2018
Total budgeted cost					£1,600

6. Review of expenditure

Previous Academic Year	2016/17	Total PP budget	£28,147
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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																																			
Improve progress for mid/high attaining pupils	CPD on quality first teaching, including AfL and feedback.	High: CPD and feedback for all staff has been successful and the overall quality of provision has improved as follows:	A comprehensive program of CPD through the year for teachers and TAs results in a highly skilled staff able to deliver consistently good and outstanding provision. This is particularly important for our PP children, as well as others. Our CPD program is tailored to staff's needs, both individually, in their job roles and as a whole staff. Our whole school focus on Growth Mindset is resulting in better learning behaviour. Our CPD program and Growth Mindset focus will continue.	£1200																																			
Continue to strengthen our teachers and TAs' skills in supporting learning	CPD on scaffolding strategies for all TAs. Continue whole-school focus on Growth Mindset.	<table border="1" style="margin-bottom: 10px;"> <thead> <tr> <th></th> <th style="text-align: center;">July 2016</th> <th style="text-align: center;">July 2017</th> </tr> </thead> <tbody> <tr> <td>Outstanding</td> <td style="text-align: center;">57%</td> <td style="text-align: center;">71%</td> </tr> <tr> <td>At least Good</td> <td style="text-align: center;">86%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>RI</td> <td style="text-align: center;">14%</td> <td style="text-align: center;">0</td> </tr> </tbody> </table> <p>Attainment of PP children has improved as follows:</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2" style="text-align: center;">July 2016</th> <th colspan="2" style="text-align: center;">July 2017</th> </tr> <tr> <th></th> <th style="text-align: center;">At</th> <th style="text-align: center;">Above</th> <th style="text-align: center;">At</th> <th style="text-align: center;">Above</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td style="text-align: center;">87</td> <td style="text-align: center;">20</td> <td style="text-align: center;">85</td> <td style="text-align: center;">46</td> </tr> <tr> <td>Writing</td> <td style="text-align: center;">80</td> <td style="text-align: center;">0</td> <td style="text-align: center;">85</td> <td style="text-align: center;">23</td> </tr> <tr> <td>Maths</td> <td style="text-align: center;">87</td> <td style="text-align: center;">20</td> <td style="text-align: center;">77</td> <td style="text-align: center;">31</td> </tr> </tbody> </table> <p>We have met and exceeded all of our success criteria which were to improve the PP outcomes to Reading</p>				July 2016	July 2017	Outstanding	57%	71%	At least Good	86%	100%	RI	14%	0		July 2016		July 2017			At	Above	At	Above	Reading	87	20	85	46	Writing	80	0	85	23	Maths	87	20
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		30% above, Writing 15% above and Maths 30% above.		
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
Raise aspirations and improve learning behaviours.	Provide additional in-class interventions and 1-1 TA support with weekly 'learning mentor' sessions for PP children.	High: The 1-1 sessions have been successful in improving addressing gaps in learning and improving children's learning behaviours and self-confidence. Parent feedback s also very positive. Our reviewed provision maps shows the impact of individual interventions. Overall, the success of interventions and 1-1 support is reflected in raised attainment for PP children (see data in section above). All outcomes success criteria were met and exceeded.	Continue for all PP children with the same member of staff, so that pupil/staff mentoring relationship can continue. Ensure that sessions retain focus on writing as well as emotional literacy where needed.	£25,550
Support children's language development.	Introduce a PP lunchtime book club.	High: Children have enjoyed their Book Club sessions, with positive feedback from children and parents. Overall, reading attainment for our PP group is outstanding. All outcomes success criteria were met and exceeded, but reading is particularly high with 85% at and 46% exceeding age related expectations for our PP group.	Book club was successful with both age groups but was particularly successful for our KS1 children. This was because they were able to engage with and enjoy a range of high quality picture books, which were accessible to all the group. In KS2 we have a wider range of reading ability and found that longer chapter books were harder to share and enjoy together. We will continue book club for our Year 2/3 PP children and address our older children's reading through 1-1 sessions.	£310

Support children's language development.	Provide an Author's workshop day for PP children.	Medium: The PP children really enjoyed their day, which was led by the author Karin Littlewood. The most successful aspect was writing inspiration and creativity. Outcomes for writing show that our success criteria was met, but percentage of PP children exceeding age related expectations in writing is still lower than in reading or maths.	Continue to offer another Author's workshop day and ensure relevant follow-up by class teacher and in 1-1 sessions.	£504
Support children's emotional needs.	Buy in the services of a professional counsellor to provide counselling sessions for selected PP children.	High: counselling supported preparedness for learning by increasing levels of wellbeing and facilitating a settled start to a new academic year. Confidential records and individual entry/exit data gives further detail.	We will review the ongoing needs of our PP children and buy in this service again at any point in the future, as required.	£490

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									
Increase attendance for PP children	Improve communication with families regarding attendance, implement attendance projects with SLO, introduce new rewards systems for attendance	High: attendance did improve for all children, with a significant increase for PP children. We did not quite reach our success criteria of 96% attendance for PP. <table border="1" data-bbox="757 1077 1344 1249"> <thead> <tr> <th></th> <th>2015-16</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>PP attendance</td> <td>93.5%</td> <td>95.8%</td> </tr> <tr> <td>Whole school attendance</td> <td>96.7%</td> <td>97.03%</td> </tr> </tbody> </table>		2015-16	2016-17	PP attendance	93.5%	95.8%	Whole school attendance	96.7%	97.03%	Children, including PP children, were motivated to ensure that occasional days off did not spoil their attendance record. Approach will continue into 2017/18 with additional recognition of attendance above target (ie 97% plus) as well as 100% attendance.	£100
	2015-16	2016-17											
PP attendance	93.5%	95.8%											
Whole school attendance	96.7%	97.03%											
To support children in retaining their basic skills and	Summer holiday tuition for targeted PP children provided in	High: Individual summer holiday tuition for 9 of our PP children was successful. Feedback from parents shows that it made children more enthusiastic about	Continue to offer this provision, as it has a track record of success over the past 3 summer holiday periods. Take additional	£758									

enthusiasm for learning through the summer break, facilitating a good start to the new academic year.	their homes by member of SLT.	school and helped them to make a better start to the new school year. Additionally, tuition by member of SLT strengthened home-school relationships with these families. This has contributed to a reduction in the learning 'dip' over the summer holidays and higher outcomes throughout the academic year.	steps to ensure that all families offered this provision take part.	
To improve children's motivation and engagement in their learning.	Subsidy of extra-curricular learning experiences	Medium: Feedback from teachers and children shows widespread positive benefits of children's involvement in trips and residential experiences. This has contributed to better engagement in learning and higher outcomes.	Continue to support PP children's involvement in trips and residential experiences, especially for our large numbers of PP children moving into Year 5 and 6, where our most costly and rewarding residential trips take place.	£168

7. Additional detail

Pupil Premium Outcomes 2015/16 and 2016/17

KS2:

	Reading		Writing		Maths		GPS		Combined reading, writing and maths
	Expected or above %	High %							
Ryarsh PP	100	0	100	0	100	0	100	0	100
Ryarsh Non-PP	71	33	96	42	83	21	83	42	71

In our 2017 KS2 SATs, our Year 6 cohort had 1 PP child and 24 non-PP children. As there is only 1 PP child in 2017, analysis below based on averages across our 2016 and 2017 cohorts.

- In both 2016 and 2017, 100% of PP children at Ryarsh reached the expected standard in reading, writing and maths, far outperforming the Ryarsh non-PP group and national figures at the expected standard.
- At the higher standard, the non-PP group performs more highly than our PP group. We have been successful in increasing the percentage of PP children across the school exceeding age-related expectations in reading, writing and maths, but this has not yet been reflected in outcomes at the end of KS2. This key difference in attainment is also evident in the average scaled scores.

- Progress rates for PP and non-PP groups also show interesting differences, suggesting that progress rates for PP children in reading is a key area for development:

	Progress scores		
	Reading	Writing	Maths
Ryarsh PP	-1.7	+0.7	+1.0
Ryarsh Non- PP	+0.8	+2.9	+0.5

KS1:

	Reading		Writing		Maths		Combined reading, writing and maths
	Expected or above %	GDS %	Expected or above %	GDS %	Expected or above %	GDS %	
Ryarsh PP	100	75	100	0	75	25	75
Ryarsh Non- PP	77	40	72	24	96	36	72

In our 2017 KS1 cohort there were 4 PP children and 26 non-PP children. Our PP group outperformed the non-PP group in reading expected and greater depth, writing expected and combined expected. There were no PP children in our 2016 KS1 cohort.

In-school data Years 1-6:

	Reading		Writing		Maths	
	Expected or above %	Exceeding %	Expected or above %	Exceeding %	Expected or above %	Exceeding %
July 2017 Ryarsh PP	85	46	85	23	77	31
July 2017 Ryarsh Non- PP	92	46	86	32	92	41
<i>July 2016 Ryarsh PP</i>	<i>87</i>	<i>20</i>	<i>80</i>	<i>0</i>	<i>87</i>	<i>20</i>
<i>July 2016 Ryarsh Non-PP</i>	<i>87</i>	<i>43</i>	<i>79</i>	<i>30</i>	<i>84</i>	<i>40</i>

Across the school our key priority in PP outcomes for 2016/17 was to halve the gap between PP and non-PP groups from the end of the previous year, which was successful. Significant numbers of PP children moved to exceeding in reading, writing and maths through high quality teaching for all and targeted support.