

Ryarsh Primary School Pupil Premium strategy statement

1. Summary information					
School	Ryarsh Primary School				
Academic Year	2018/19	Total PP budget	£18,780	Date of most recent PP Review	n/a
Total number of pupils	210	Number of pupils eligible for PP	7	Date for next internal review of this strategy	Jan 2019

2. Current attainment - Due to very small pupil numbers Ryarsh figures given here are a 3 year average				
	PP Ryarsh	non-PP Ryarsh	PP National (2017)	non-PP National (2017)
% achieving the expected standard in reading, writing and	75%	84%	48%	67%
Average scaled score for reading	101.0	106.9	n/a	n/a
Average scaled score for writing	102.2	106.9	n/a	n/a
Average scaled score for maths	101.6	106.4	n/a	n/a

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, determination to succeed and emotional well-being
External barriers	
C.	Historic lower attendance for PP children has limited these children's learning time in school, affecting their progress.

4. Desired outcomes		Success criteria
A.	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
B.	To maintain high attendance for PP group	Attendance for PP group remains above 96.5% (2017/18 97.1%)
C.	To support PP children's emotional well-being and readiness to learn	Children's learning behaviours improve, as evidenced by pupil voice, Learning Walk feedback and teachers' views

5. Planned expenditure

Academic year

2018/19

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?
Improve pupil outcomes in writing	Use of improved feedback and personal writing targets for PP children. Continued use of shared writing projects.	The EEF Teaching and Learning toolkit shows that feedback strategies have the highest impact on learning. Shared writing projects, with clear audience and purpose, have been successful in inspiring all writers to improve their writing outcomes.	Targets have been set for all PP children, reviewed termly.	DC/RA	Jan 2019 and termly
Widen pupils' reading experiences to increase pupil engagement	Provide regular reading opportunities in school. Track and support reading at home.	There is a clear correlation between enjoyment of reading at home and reading outcomes in school.	Monitor levels of home reading in each class.	DC/RA	
Improve the impact of CPD opportunities for teachers and teaching assistants	Widen CPD opportunities for all class-based staff. Continue whole-school focus on Growth Mindset.	Quality of provision is high throughout the school. 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	

Total budgeted cost

£3,000

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?
Support emotional well-being, language development, improve learning behaviours and provide additional 1-1 learning support	Provide additional in-class interventions and 1-1 TA support with weekly 'learning mentor' sessions for all PP children.	1-1 support and additional in-class interventions has a positive impact last year on attainment. Learning mentor style support and ongoing 1-1 support has supported language develop and readiness to learn for our PP children.	Review impact on children's learning 6 times per year. Create new target and review summaries for each child.	RA	Jan 2019 and termly
Increase use of pupil voice, including raising aspirations, sense of ownership and involvement in learning	Use individual pupil conferencing for teachers and pupils to review their termly assessment and work together to identify strengths and areas for development.	On our visits to three contrasting Outstanding primary schools in June 2018, greater use of pupil voice, including assertive mentoring strategies, were identified as key factors in these schools' success. In 2018 we will be trialling individual pupil conferencing at the end of Term 1 and Term 2, with all PP children selected to participate.	Review impact and identify successful practice.	RA	October 2018 and termly

Support children's language development	Continue participation in the Book Trust Letterbox Club. Introduce opportunities for debating. Provide additional support and rewards for regular reading at home.	Our PP children are generally good readers but some lack a wide range of reading experiences or reading and writing materials at home. The Letterbox Club materials have been positively received by children and families. Other local schools have found debating to be a successful tool for promoting speaking and listening skills.	Use regular pupil feedback. Look for wider evidence of improved enjoyment of reading impacting positively on reading and writing attainment in class.	RA	Jan 2019 and termly
Total budgeted cost					£13,000

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?
Maintain high levels of attendance for PP children	Maintain improved communication with families regarding attendance, implement attendance projects with SLO, and continue rewards systems for attendance.	Attendance for our PP groups has shown a significant increase over the last 3 years. Improved rates of attendance allow children to benefit from greater learning time in school.	Take advice on attendance from our SLO (Schools Liaison Officer) and continue to review attendance frequently during this academic year.	RA	Jan 2019 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	July 2019
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 2019
Total budgeted cost					£2,000

6. Review of expenditure					
Previous Academic Year		2017/18	Total PP budget	£20,220	
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
Continue to improve progress for mid/high attaining pupils, especially in reading	CPD on teaching reading within an outstanding quality of provision.	High: changes to the teaching of reading, including use of VIPERS strategies in class teaching led to strong outcomes. Mid/high attaining pupils at KS1 showed excellent outcomes, including in reading. At KS2, overall outcomes in reading were excellent, with		We will continue to use this teaching model for reading. Our next focus is widening children's reading for enjoyment, particularly for fluent readers in KS2.	£800

		very high attainment and a positive progress score of +1.0. PP outcomes in reading were strong, with all children reaching their individual targets and one child exceeding their target by reaching a high reading outcome.		
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.	High: Learning Walk evidence shows that teachers and TAs are highly skilled in questioning children and scaffolding successful learning experiences. Children's learning behaviour, including Growth Mindset strategies, is also a strength.	Further CPD is planned to strengthen the quality of communication and interaction by all staff.	£500
Support staff understanding of attachment and trauma	Provide CPD on enabling learning with children affected by trauma and poor attachment	Medium/High: CPD was provided for all teachers and teaching assistants. Teachers attended two staff meeting sessions on attachment training in Autumn 2017. One TA attended the two day Dandelion Time course 'Enabling Learning in children with poor attachment/trauma', with key learning passed onto colleagues during in-school teaching assistant training.	Staff do feel more confident in supporting children with poor attachment in developing their capacity to learn in a safe school environment. This is beneficial to all vulnerable children, including formerly looked after children and others. We will continue to ensure all staff are mindful of attachment issues.	£200
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: All 11 PP children were timetable weekly support, covering a range of individual issues. Common themes included language support for speaking, listening, reading and writing and emotional support. The impact on individual pupil outcomes was positive.	To work most effectively, this approach requires clear communication between the 1-1 TA and class teacher and flexible timetabling so that 1-1 work complements their in-class learning. We will continue with this approach, increasing the number of hours per week to give more flexibility more sessions for each child each year.	£15,000
Support children's language development	Continue a PP lunchtime book club for Year 2 and 3 children.	High: enjoyment of reading through provision of high quality books is a central theme of our support for PP children's language development, which has an impact in all curriculum areas as well as personal development. In addition to lunchtime book clubs, all PP children have been provided with the first parcel from the Book Trust Letterbox club.	This will continue throughout 2018/19 with the remaining 5 parcel from the Book Trust Letterbox club being given to each child.	£1,533
	Provide an Author's workshop day for PP children.	Medium for younger children, low for older children: PP children in Year 3 and below responded positively to working with our visiting author and this did provide them with a useful context for developing their writing. For older children, our author was not successful in inspiring children in Years 4-6 to write.	Our visiting authors are used to working with larger groups of able writers, so asking them to work with a smaller group of more reluctant writers is challenging. Overall we found that it is difficult for teachers to provide enough support to our visiting authors to make this a success for all learners. Consequently we will not be continuing with this approach.	£490
Support children's emotional needs.	Professional counsellor to provide counselling sessions	Medium: counselling was provided for two children, with positive impact on both. Further details held in school but not shared here due to confidentiality.	This is a successful strategy as an immediate response to individual children's emotional needs. Counselling remains available for PP children and may be particularly important for our formerly looked after children. Next	£420

	for selected PP children.		year it will be provided if considered beneficial, drawing on the views of children, families and staff.													
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, and introduce new rewards systems for attendance.	High: attendance continued to rise for all children and PP children. PP children's attendance reached our highest ever figure, 97.1%, narrowing the gap between their attendance and the whole school. <table border="1" data-bbox="757 694 1400 865"> <thead> <tr> <th></th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>PP attendance</td> <td>93.5%</td> <td>95.8%</td> <td>97.1%</td> </tr> <tr> <td>Whole school attendance</td> <td>96.7%</td> <td>97.0%</td> <td>97.5%</td> </tr> </tbody> </table>		2015-16	2016-17	2017-18	PP attendance	93.5%	95.8%	97.1%	Whole school attendance	96.7%	97.0%	97.5%	A wide range of attendance measures were successful, including rewards and improved information and contact for parents. Approach will continue with the aim of maintaining attendance at this high level.	£100
	2015-16	2016-17	2017-18													
PP attendance	93.5%	95.8%	97.1%													
Whole school attendance	96.7%	97.0%	97.5%													
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.	High for families that participated: children from two families received summer holiday tuition. Children and parents were extremely positive about the support and felt that it did improve transition to their new year groups. Tuition covered basic maths skills (times tables and number bonds) and reading to prevent these skills from being lost during the summer holiday period.	Continue to offer tuition and include more families next year.	£340												

To improve children's motivation and engagement in their learning.	Subsidy of extra-curricular learning experiences	High: Feedback from teachers and children shows widespread positive benefits of children's involvement in trips and residential experiences. Alongside other strategies, this supported the overall wellbeing and engagement of PP children in Year 5 and 6.	Continue to support PP children's involvement in trips and residential experiences, especially for PP children in Year 5 and 6, where our most costly and rewarding residential trips take place.	£1,160
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7. Additional detail

Pupil Premium Outcomes

2018 KS1 outcomes

In our 2018 KS1 cohort there were 2 PP children and 28 non-PP children.

- Our PP group outperformed the non-PP group in all areas, with 100% combined expected.
- Our PP children made excellent progress in writing through KS1, both reaching Greater Depth in writing after having met, not exceeded, the ELG for writing at the end of the Foundation Stage. Progress in Maths and Reading through KS1 was also strong.

	Reading		Writing		Maths		Combined reading, writing and maths
	Expected or above %	GDS %	Expected or above %	GDS %	Expected or above %	GDS %	
Ryarsh PP	100	50	100	100	100	100	100
Ryarsh Non- PP	82	39	86	32	86	39	78

In-school data Years 1-6

Over the last three years, our PP strategies have resulted in a narrowing of the gap between our PP and non-PP groups at the above expected standard. Improvements were seen in 2016-17 and these have been maintained into 2017-18. Attainment overall is high for our PP children.

	Reading		Writing		Maths	
	Expected or above %	Exceeding %	Expected or above %	Exceeding %	Expected or above %	Exceeding %
July 2018	82	36	91	18	82	27

Ryarsh PP						
July 2018 Ryarsh Non- PP	93	47	88	39	91	42
<i>July 2017 Ryarsh PP</i>	<i>85</i>	<i>46</i>	<i>85</i>	<i>23</i>	<i>77</i>	<i>31</i>
<i>July 2017 Ryarsh Non- PP</i>	<i>92</i>	<i>46</i>	<i>86</i>	<i>32</i>	<i>92</i>	<i>41</i>
<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>

2018 KS2 outcomes

In our 2018 KS2 SATs, our Year 6 cohort had 4 PP child and 26 non-PP children.

- Within this group of PP children, SEN and lower baseline starting points result in significant differences between the final attainment measures between PP and non-PP groups. However, individual data shows good progress from KS1 levels for 3 of these 4 children. Progress rates for PP and non-PP groups are not yet available, but will be added here once they are published.
- In the two previous years, 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 all areas, but this has not yet been reflected in outcomes at the end of KS2, apart from for reading. This key difference in attainment is also evident in the average scaled scores.

	Reading		Writing		Maths		GPS		Combined reading, writing and maths
	Expected or above %	High %							
Ryarsh PP	75	25	100	0	50	0	75	0	50
Ryarsh Non-PP	96	50	100	54	96	38	96	46	92

Overall, our PP groups are small, resulting in headline percentages that fluctuate from year to year. Detailed evidence on individual children is held in school rather than published here.