

# Ryarsh Primary School Pupil Premium strategy statement

## 1. Summary information

<b>School</b>	Ryarsh Primary School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£13,500	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	210	<b>Number of pupils eligible for PP</b>	6	<b>Date for next internal review of this strategy</b>	Jan 2020

## 2. Current attainment - 2019 KS2 outcomes

In the 2019 KS2 SATs, our Year 6 cohort had 2 PP children and 28 non-PP children.

	Reading		Writing		Maths		GPS		Combined reading, writing and maths
	Expected or above %	High %							
<b>Ryarsh PP</b>	50	27	50	0	50	18	50	0	0
<b>Ryarsh Non-PP</b>	89	0	97	27	89	0	93	39	82

In terms of average scaled scores:

	Reading	Maths	GPS
<b>Ryarsh PP</b>	98.5	99.5	98.5
<b>Ryarsh Non-PP</b>	106.1	105.2	106.5

In terms of progress:

	Reading	Writing	Maths
<b>Ryarsh PP</b>	0.1	-0.3	-0.1
<b>All children</b>	0.2	1.4	-1.1

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.

3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b>		
A.	Lower engagement with reading limits both love of reading as well as learning of key reading skills.	
B.	Learning behaviours, including aspirations and determination to succeed.	
<b>External barriers</b>		
C.	Historic lower attendance for PP children has limited these children's learning time in school, affecting their progress.	
D.	For some children, early trauma can impact on their emotional well-being and mental health.	
4. Desired outcomes		Success criteria
A.	Support PP children's reading development	There is a clear increase in children's engagement with reading both in school and at home. Children have made an increasing level of progress with their reading attainment,
B.	Children's aspirations to success increase and there is an improvements in their learning	The children are driven and highly motivated to succeed. There are demonstrable improvements to their aspirations and this is evidenced in their improved progress.
C.	To maintain high attendance for PP group	Attendance for PP group is 97.0% (2018/19 - 97.1%)
D.	To support PP children's emotional well-being and mental health	Clear improvements are made to the whole school environment to support children's well-being and mental health. For the children this area impacts on most, they are provided with additional opportunities to improve their emotional well-being and mental health and this leads to clear improvements in their approach to school and learning

5. Planned expenditure					
<b>Academic year</b>		<b>2019/20</b>			
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.					
<b>i. Quality of teaching for all</b>					
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?

<p>Improve pupil outcomes in reading</p>	<p>Make improvements to whole school approach to reading. Invest in an increasing amount of books. Increase incentives for the children. Work alongside parents more to engage reading at home.</p>	<p>With their being many changes to our school environment, now is the appropriate time to make sure that we update our reading environment to promote a love of reading e.g. classrooms, displays, whole school library. With reading underpinning access to many other areas of learning, it is vital to make sure all of our children improve their reading skills as well as their love for reading.</p>	<p>Targets have been set for all children (including PP children), reviewed termly.</p>	<p>DC/CH</p>	<p>Jan 2019 and termly</p>
<p>Improve the children's emotional well-being and mental health</p>	<p>Improve the school environment to promote personal development, emotional well-being and mental health. Engage in more experiences at whole school level and classroom level to promote strong mental</p>	<p>Following on from our work on using the Kent Mental Health Framework, we are now going to change our school environment to improve the sense of belonging for all our children. By providing an increasing range of assemblies and themed days, we want to raise the profile of mental-health and emotional well-being in order to provide a foundation for our future plans to provide more opportunities to develop the children's social and emotional learning.</p>	<p>Opportunities have been identified and dates have been set for these experiences.  Staff CPD will take place to review and improve learning environment.  Learning walks will focus on the use of personal development displays around the school.</p>	<p>DC</p>	

	health and emotional-wellbeing.				
Improve the impact of CPD opportunities for teachers and teaching assistants.	Widen CPD opportunities for all class-based staff.	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 benefits PP children significantly.	Review impact on children's learning 6 times per year. Feedback from staff following CPD.	DC	
<b>Total budgeted cost</b>					<b>£7,000</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve pupil outcomes in reading (improve love for reading and reading skills).	Provide more 1:1 adults support to develop love of reading and reading skills.  Provide with increasing range of personally selected books to read.	Analysis of 2019/2020 outcomes throughout the school show that for many children, their reading progress is not as strong as other areas. With reading underpinning many other areas of curriculum learning, it is vital that this area is addressed as it will provide a stronger platform for success in other curriculum areas.  By increasing the children's enjoyment of reading as well as their reading skills, this	Use of pupil voice  Meet with parents to review engagement with reading at home.  Monitor reading at home through use of reading records.	DC/CH	Termly tracking of reading attainment.

	<p>Provide with individual reading incentives where appropriate.</p> <p>Monitor reading at home and support where necessary.</p> <p>Continue participation in the Book Trust Letterbox Club.</p> <p>Introduce opportunities for debating.</p>	<p>should lead to significant improvements in a number of areas.</p> <p>1:1 tuition through areas such as Beanstalk readers have had a clear and positive impact on our children. This will be extended to PP children.</p>	<p>Review impact with adults providing additional support.</p>		
<p>Children's aspirations to succeed increase and there is an improvement in their learning behaviours.</p>	<p>Weekly meeting with Headteacher to review learning and celebrate approach to learning as well as outcomes.</p> <p>Meeting with other member of the SLT to also review learning.</p> <p>Increase parental meetings to provide regular</p>	<p>1:1 support and additional in-class interventions had a positive impact last year on attainment. This approach will continue this year but be more specific to the needs of the individual children.</p> <p>Our school community is very strong and we aim to continue our work to strengthen it by meeting with parents more.</p> <p>By celebrating achievements with our children using a wider range of adults, this should provide the children with an increasing motivation to succeed.</p>	<p>Review impact on children's learning 6 times per year.</p>	DC	<p>Jan 2020 and termly</p>

	<p>feedback to the improvements in the children's approach.</p> <p>Help provide the children with an increasing range of enrichment.</p>	<p>By providing the children with more enrichment opportunities, we hope to increase their aspirations further.</p>			
<p>Improve emotional support and well-being for children that have experienced past trauma</p>	<p>Where appropriate, help to provide an increasing level of support for children through therapy/counseling sessions.</p>	<p>We appreciate that some of our children are impacted on by previous trauma and understand that these children may need to be provided with the most appropriate support depending on their level of need to ensure that are able to enjoy school and experience on-going success.</p>	<p>Monitor with parents and class teacher.</p>	<p>DC</p>	<p>Review impact as necessary for children provided with this support.</p>
<b>Total budgeted cost</b>					<b>£13,000</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Maintain high levels of attendance for PP children	Maintain improved communication with families regarding attendance, implement attendance projects required and continue rewards systems for attendance.	Attendance for our PP groups has shown a significant increase over the last 4 years. Improved rates of attendance allow children to benefit from greater learning time in school. We are very close to closing the attendance gap between out PP and non PP children.	Take advice on attendance from our SLO (Schools Liaison Officer) and continue to review attendance frequently during this academic year.	DC	Jan 2020 and termly
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/AH	September 2021
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.	DC	January 2020
<b>Total budgeted cost</b>					<b>£2,000</b>

6. Review of expenditure					
Previous Academic Year		2018/19	Total PP budget	£18,780	
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 pupil outcomes in writing	Use of improved feedback and personal writing targets for PP children. Continued use of shared writing projects.	<p>Pupil feedback was improved through the increased use of verbal feedback. It was evidenced through monitoring that there was a greater emphasis of verbal feedback so children were receiving immediate feedback that is more impactful on their learning.</p> <p>Personal writing targets were developed and helped to focus the children on key writing skills.</p> <p>The use of the Christmas shared writing projects helped to engage the children further with writing.</p> <p>Overall, high writing standards were maintained with 84% of children reaching the expected standard and 34 % exceeding. For PP children, 86% reached the expected level with 14% exceeding.</p>	It was very pleasing that our PP children attainment levels are in line with our non PP attainment levels at the expected levels. When we analysed why there was a gap with the higher attaining PP and non PP children, it was felt that many of these children do not possess a stronger author voice due to lower engagement with reading than some of our other children working at the higher level. This is reflected in our current PP strategy.	£1000	
Widen pupils' reading experiences to increase pupil engagement	Provide regular reading opportunities in school. Track and support reading at home.	There was an increase in the amount of children reading at home across the school since the start of the year, as evidenced in our reading monitoring data from Term 6.	There still needs to be more done to improve the reading engagement levels throughout the whole school. Based on our analysis of the progress of PP children in reading, we will be making this a key focus of a strategy for 2019-2020 due to slightly	£2500	

		<table border="1" data-bbox="759 98 1420 724"> <thead> <tr> <th>Class</th> <th>Non-regular readers at home</th> <th>Reading at home 3-4 times a week</th> <th>Reading at home 5+ times a week</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>1</td> <td>0</td> <td>29</td> </tr> <tr> <td>1</td> <td>4</td> <td>4</td> <td>22</td> </tr> <tr> <td>2</td> <td>1</td> <td>2</td> <td>27</td> </tr> <tr> <td>3</td> <td>3</td> <td>2</td> <td>25</td> </tr> <tr> <td>4</td> <td>7</td> <td>14</td> <td>9</td> </tr> <tr> <td>5</td> <td>5</td> <td>10</td> <td>15</td> </tr> <tr> <td>6</td> <td>16</td> <td>7</td> <td>7</td> </tr> <tr> <td>Total</td> <td>37 (18%)</td> <td>39 (19%)</td> <td>134 (64%)</td> </tr> </tbody> </table> <p data-bbox="759 804 1397 1002">The table above shows that we had 83% of our children regularly reading at by the end of the previous academic year. This has been 88% at the end of term 4 but the reduction in year 6 home readers after the SATs impacted on these numbers.</p>	Class	Non-regular readers at home	Reading at home 3-4 times a week	Reading at home 5+ times a week	R	1	0	29	1	4	4	22	2	1	2	27	3	3	2	25	4	7	14	9	5	5	10	15	6	16	7	7	Total	37 (18%)	39 (19%)	134 (64%)	<p data-bbox="1453 70 2013 140">lower rates of progress in reading compared to other areas for many of PP children.</p>	
Class	Non-regular readers at home	Reading at home 3-4 times a week	Reading at home 5+ times a week																																					
R	1	0	29																																					
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Total	37 (18%)	39 (19%)	134 (64%)																																					
<p data-bbox="136 1059 405 1214">Improve the impact of CPD opportunities for teachers and teaching assistants</p>	<p data-bbox="434 1059 728 1294">Widen CPD opportunities for all class-based staff. Continue whole-school focus on growth mindset.</p>	<p data-bbox="759 1059 1426 1174">The school participated in growth mindset workshops during growth mindset week where there was a focus on ‘overcoming barriers’.</p> <p data-bbox="759 1219 1420 1369">CPD opportunities were widened for all teachers last year through the use of a new CPD library and lesson studies. These were in addition to our usual CPD approach.</p>	<p data-bbox="1453 1059 1980 1174">Staff have more varied CPD opportunities and this reflected in our end of year provision judgements for each classes.</p> <p data-bbox="1453 1219 1995 1369">Our continued focus on growth mindset improved the learning behaviour around the school. The school will have a greater focus on well-being and mental health next</p>	<p data-bbox="2040 1059 2123 1086">£1000</p>																																				

			year in order to improve pupil's learning behaviour.	
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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 including weekly 'learning mentor' sessions for all PP children.	Learning mentor sessions were used and there was a clear impact on the children's learning behaviours and this was evidenced during many observations of the classes.	Whilst this mentoring support has continued to have a strong impact in the school, we believe that it could be strengthened further by providing more structure and clearer aims for each child during this time. Our mentoring sessions this academic year will reflect this.	£12,430
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.	Staff were provided with additional release time for pupil conferencing in order to review their work and this fed into the parent consultation approach that was led by the children in year 5 and year 6. This increased the amount of pupil voice significantly with children feeling a greater sense of ownership over their learning.	Staff valued this process for individual children but this was not provided consistently throughout the year due to difficulties in providing release for each class teacher.	£200
Support children's language development	Continue participation in the Book Trust Letterbox Club. Introduce opportunities for debating.	Children received their Book Trust Letterbox club packs and these were used with adults to engage children in reading. Staff felt as though this engaged the children well and this will continue as part of our strategy for future years.	Impact was good with the Letterbox Club and will continue. Further reading resources will be researched and invested in to improve the reading provision for PP children.	£1000

	Provide additional support and rewards for regular reading at home.															
<b>iii. Other approaches</b>																
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>												
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 continued at 97.0%. <table border="1" data-bbox="757 735 1400 948"> <tr> <td></td> <td>2016-17</td> <td>2017-18</td> <td>2018-2019</td> </tr> <tr> <td>PP attendance</td> <td>95.8%</td> <td>97.1%</td> <td>97.0%</td> </tr> <tr> <td>Whole school attendance</td> <td>97.0%</td> <td>97.5%</td> <td>96.9%</td> </tr> </table>		2016-17	2017-18	2018-2019	PP attendance	95.8%	97.1%	97.0%	Whole school attendance	97.0%	97.5%	96.9%	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
	2016-17	2017-18	2018-2019													
PP attendance	95.8%	97.1%	97.0%													
Whole school attendance	97.0%	97.5%	96.9%													
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 try to include more families next year.	£350												

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.	Continue to support PP children's involvement in trips and residential experiences, especially for PP children in Year 4 and 5. Research new enrichment experiences that could be provided.	£200
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## 7. Additional detail

### Pupil Premium Outcomes

#### In-school data Years 1-6

Whilst writing data shows that the gap between non PP and PP children is almost none, there are emerging gaps in other subjects that will be addressed next academic year. With only 6 pupil premium children in the school this academic year, these percentages can fluctuate by significant amounts.

	Reading		Writing		Maths	
	Expected or above %	Exceeding %	Expected or above %	Exceeding %	Expected or above %	Exceeding %
July 2019 Ryarsh PP	71	14	86	14	71	14
July 2019 Ryarsh Non- PP	88	42	85	34	91	35
July 2018 Ryarsh PP	82	36	91	18	82	27
July 2018 Ryarsh Non- PP	93	47	88	39	91	42
July 2017 Ryarsh PP	85	46	85	23	77	31

<i>July 2017 Ryarsh Non- PP</i>	92	46	86	32	92	41
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