

Pupil premium strategy statement Ridgeway Primary Academy

The pupil premium is additional money which is given to state schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Contextual Information

- We have 21 children who are in receipt of Pupil premium currently 33% of these pupils have additional needs
- We spend the money way we do after careful examination of the barriers to learning faced by our pupil premium eligible pupils. It should be stated that there is no typical disadvantaged child. Each pupil has individual circumstances, which create particular barriers to learning that need different strategies
- We identified specific barriers through listening to the pupil voice, data analysis of progress and attendance, learning walks and talking to parents, staff and governors.

Summary Information about the School					
School	Ridgeway Primary Academy				
Academic Year	2018-19	Total PP budget	£28,700	Date of most recent Governor review meeting	
Total number of pupils	276	Number of pupils eligible for PP/Ever 6	21	Date for next internal review of this strategy	February 2018

Our aim is to close the attainment gap between those children who receive PPF and those who do not

Current attainment at the end of July 2018- across key stages						
	Pupils eligible for PPF			Pupils not eligible for PPF		
	Reading	Writing	Maths	Reading	Writing	Maths
% achieving expected or above in reading, writing and maths at KS1	29%	29%	29%	78%	68%	76%

[7 children]						
% achieving expected or above in reading, writing and maths KS2 [15 children]	53%	40%	33%	82%	73%	80%

Value added across Key Stage 2 for PPF children compared with all children at Ridgeway Primary Academy			
	Reading	Writing	Mathematics
School VA 2017 All pupils at Ridgeway	-1.91	-5.32	-3.66
Disadvantaged 2017 at Ridgeway	-9.52	-8.62	-8.02
School VA 2018 All pupils [unvalidated] at Ridgeway	-1.69	-1.99	-1.27
Disadvantaged 2018 [unvalidated] at Ridgeway	-1.51	+5.65	-1.60

Key Stage 2 Outcomes													
	Pupil Premium Children				Other Pupils					National non PP			
	Percentage of children at expected standard+				National	SCHOOL				National non PP			
	Com	R	W	M	Com	Com	R	W	M	Com	R	W	M
2017 (3)	67%	67%	67%	67%	67%	53%	78%	81%	73%	67%	77%	81%	80%
2018 (3)	33%	33%	67%	33%	70%	62%	71%	71%	71%	75%	80%	83%	81%
Change from 2017-18	33%	33%	0%	33%	3%	9%	9%	10%	2%				
	1 child	1 child		1 child									

This data shows ... That the numbers of children in some instances are small so care has to be taken in reaching statistical conclusions. The value added progress from 2017 to 2018 has improved for disadvantaged children. As children move through the school their attainment improves. Progress scores are unhelpful for small groups and it is often better to look at the individual.

Barriers to Future Attainment (for pupils eligible for PP) 2018-19

A.	Some pupils may not be working at an age related level and have conceptual gaps or misconceptions	
B.	Some pupils may have limited vocabulary and communication skills which can impact on learning	
C.	In some cases, learning skills may need developing, organisation, commitment, resilience	
External Barriers		
D.	In some cases ,consistent attendance and punctuality	
E.	In some cases, access to resources, such as books, libraries, internet and life experiences	
F.	In some cases, a lack of regular routines including home reading, homework, spellings and having correct equipment in school	
Desired Outcomes		
	Objective	Success criteria
A.	<p>To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations.</p> <p>To ensure pupils consolidate basic skills</p> <p>To respond rapidly with targeted teaching for pupils at risk of underachievement.</p>	<p>Pupils will meet (or exceed) age related national expectations in English and maths</p> <p>All staff will receive appropriate CPD to facilitate development and high quality teaching</p> <p>Teachers will use accurate formative assessment to adapt teaching sequences(and plans) to pupil need</p> <p>Support staff will support learning effectively</p> <p>Additional intervention sessions will take place based on gaps/needs</p> <p>Standardised tests and TA show improvement in scores. Book scrutinies support this</p>
B.	<p>To develop opportunities for oracy across the school</p> <p>To embed and sustain a reading culture that ensures all pupils read regularly and develop a “love of books”</p> <p>Pupils read regularly and have access to high quality texts</p>	<p>Teachers to use lesson study to develop vocabulary teaching</p> <p>Pupils read regularly (5x a week) outside of normal class reading</p> <p>All pupils will read for 30 mins per day in school time</p>

	Sounds Write phonics scheme is embedded across the school	<p>Pupils who need to will have 1-1 opportunities to read on a daily basis</p> <p>Quantity/quality of reading will be tracked weekly</p> <p>Children will access read theory weekly</p>
C.	Pupils will be organised, resilient, enthusiastic learners	<p>There is increased provision to develop skills and personal qualities within school. Attitudes to learning and engagement with learning are monitored through pupil progress meetings and this shows an improving picture.</p> <p>All children will have a mentor</p>
D.	All disadvantaged pupils will meet national expectations for attendance and punctuality	All our disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils.
E	School will deliver an engaging, broad and varied curriculum	<p>Age appropriate skills and knowledge will be taught within a thematic approach</p> <p>Pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day</p> <p>Provision will be made for pupils to access online programmes in school if they can't access them outside of school</p>
F.	<p>Pupils will have opportunities in school to read, consolidate x tables</p> <p>The school will increase opportunities for parents to engage with learning</p>	<p>Communication books show increased engagement of families with children reading more often. Parental surveys and attendance at parents meetings etc. show parents are engaging with their child's education</p> <p>Pupils will read at least 5X a week</p>

		Pupils will complete x tables rock stars practice sessions each week
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Actions to be taken Sept 2018- July 2019 to close the attainment gap

The overall aim is to close the attainment gap between **NATIONAL non PP and PP children in our school and to accelerate the progress of the disadvantaged group.**

Objective / Desired outcome	Success criteria	Strategies	Cost	Staff lead	Evaluation	Impact	Lessons learned
A. To improve the attainment and progress of disadvantaged learners	Across the school data shows that the attainment of disadvantaged learners is improving over time.	1.High quality teaching for all supported by high quality CPD for staff accessed through the teaching school and other identified sources of good practice e.g. participation in maths mastery programme, phonics training 2. Research lesson study focused on developing vocabulary	8600	SLT	Programme of learning walks and book scrutinies carried out by SLT half termly and subject coordinators on a regular basis. Standardised tests and pupil progress meetings show increase in attainment scores for PP children.	At the end of KS2 67% of children in receipt of pupil premium reached the expected standard in Reading, Writing and Maths. In Year 1 100% of children in receipt of pupil premium reached the required phonics standard. Pupil progress meetings effectively identify progress and where further support is needed.	Where children in receipt of pupil premium have additional needs these need to be identified as early as possible. Individual impact trackers can show progress over time not only in terms of attainment but also in other areas which may be necessary first to improve progress.
A. To reduce the gaps between disadvantaged learners in school and non-disadvantaged	Data shows that the gaps are decreasing year on year.	1.To purchase specific intervention materials aimed at closing gaps in skills and knowledge in English and maths 2. Provide individual support for specific learning needs and	1750	SLT	Monitoring of intervention sessions. Through pupil progress meetings analysing progress of children	Teachers have reported that intervention materials purchased have increased knowledge and begun to close gaps in English and maths.	To look at the effectiveness of pre-teaching and responsive intervention to supplement intervention programmes when appropriate.

learners nationally		group support for pupils with similar needs			receiving intervention Book scrutinies		
<p>B. Opportunities are developed across the curriculum to develop oracy and expand vocabulary.</p> <p>There is a culture which supports the love of reading.</p> <p>.</p>	<p>Children will have a wider vocabulary</p> <p>All children read regularly and enjoy reading .</p>	<p>1. Research lesson study focused on developing vocabulary</p> <p>2. Reading miles initiative</p> <p>3. Reading books to be monitored weekly.</p> <p>4. Disadvantaged children who need it to read to an adult on a daily basis</p> <p>5. All staff are trained in sounds write phonics</p> <p>6. More phonically based reading books are purchased across EYFS and KS1</p> <p>7. Phonics intervention group for children in Y3 who still need support Children will access read theory weekly</p>	2000		<p>Book scrutinies show that children are developing a wider vocabulary as evidenced in written work</p> <p>Communication books show that children are reading more often.</p> <p>Phonics scores are improving in Year 1</p>	<p>There is some evidence of improvement in vocabulary development for some children but this needs to be a long term initiative.</p> <p>Not all children are reading regularly at home.</p> <p>Phonics scores have improved showing that children are more confident in decoding.</p>	<p>Vocabulary development needs to be ongoing. The introduction of knowledge organisers with supporting vocabulary can support this.</p> <p>All children in receipt of pupil premium need to read daily in school not only to support vocabulary development but also to promote fluency and a love of reading.</p>
C. To develop organised, resilient and enthusiastic learners	<p>There is increased provision to develop skills and personal qualities within school.</p> <p>Attitudes to</p>	<p>To train an ELSA</p> <p>To introduce a nurture group</p> <p>To introduce a social and communication groups</p>	5350	SLT mentors	To evaluate pupils' engagement in lessons and readiness to learn through discussions with staff, pupil	The introduction of a trained ELSA has been very effective in raising the self esteem, social skills, friendship skills and supporting anger management	To have a more structured programme of support in relation to learning mentors.

	learning and engagement with learning are monitored through pupil progress meetings and this shows an improving picture.	To establish core strength group To provide emotional and social support for PP pupils to ensure they feel ready to learn Access to professional service to support pupil well being EPIC (Educational psychology in Communities To introduce a system of mentors			progress meetings ,pupil discussions and surveys	for those children who need it Feed back from teachers and ELSA records show attitudes to learning and personal skills have improved for those children accessing support.	
D. To improve the attendance of disadvantaged pupils	All our disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils	Disadvantaged pupils whose attendance is poor targeted to attend breakfast club Pastoral lead to track attendance of disadvantaged pupils The school will contact parents proactively if attendance slips	5500	Karen Johnson Head of School	Attendance at breakfast club to be monitored Termly monitoring report	Attendance at Breakfast club was deferred until the Autumn term Attendance has improved for some children but not all.	To monitor the uptake of children in receipt of pupil premium at Breakfast club To monitor attendance and punctuality more regularly- half termly.
E. To extend opportunities for	There is clear evidence that the number of children	Funded opportunities on residential trips, school trips, clubs etc	3000	SLT	To monitor PP children's attendance at and	Teachers have ensured that children are regularly accessing TTRS and read theory	Take up of extra curriculum clubs needs to be further monitored and the range of

<p>disadvantaged learners</p>	<p>accessing additional opportunities provided by the school is increasing</p> <p>Children who are able to access online programmes</p> <p>The curriculum will be revisited and developed in line with Learn-at policy</p>	<p>Children are given opportunities in school to access TTRS and read theory</p> <p>Over the year staff will engage in CPD to develop the curriculum</p>			<p>participation in additional opportunities on a termly basis.</p> <p>Access to online programs will be monitored through half termly pupil progress meetings</p>	<p>in school if they are unable to at home.</p> <p>Funded opportunities were available to ensure children could access additional opportunities</p> <p>Curriculum development work is developing a 3D knowledge and skills based curriculum</p>	<p>clubs extended. External Club operators to be encouraged to offer a number of free places.</p> <p>To further develop the curriculum over time and ensure that knowledge is retained through working on cognitive load theory and retrieval</p>
<p>F. To provide more opportunities for families to engage in their child's learning</p>	<p>Communication books show children reading more often.</p> <p>Parents are invited into school on a regular basis for workshops etc</p>	<p>Phonics workshops and invites to lessons,</p> <p>E safety events</p> <p>Secret reader in reception</p> <p>Reading workshops</p> <p>Teachers to ensure all children reading regularly and children who need extra support are</p>	<p>2500</p>	<p>SLT</p>	<p>Monitor communication books</p> <p>Analyse parental surveys and attendance at events</p>	<p>There were opportunities to attend phonics workshops and lessons this year, this wasn't taken up by all families</p> <p>Although some children were reading regularly at home this was not the case for all children.</p>	<p>Teachers to ensure parents of children in receipt of pupil premium are aware of events for parents in school.</p> <p>All children in receipt of pupil premium to read daily in school.</p>

		reading 1-1 on a regular basis Children accessing TTRS practice regularly					
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