

## 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 25 children who are in receipt of Pupil premium currently 28% 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					
<b>School</b>	Ridgeway Primary Academy				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£31,680	<b>Date of most recent Governor review meeting</b>	February 2019
<b>Total number of pupils</b>	276	<b>Number of pupils eligible for PP/Ever 6</b>	24	<b>Date for next internal review of this strategy</b>	February 2020

**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 2019- across key stages						
	Pupils eligible for PPF			Pupils not eligible for PPF		
	Reading	Writing	Maths	Reading	Writing	Maths
<b>% achieving expected or above in reading, writing and maths at KS1</b>	40%	20%	60%	75%	64%	81%

[5 children]						
% achieving expected or above in reading, writing and maths KS2 [18 children]	61%	39%	39%	85%	77%	89%

Value added across Key Stage 2 for PPF children compared with all children at Ridgeway Primary Academy			
	Reading	Writing	Mathematics
School VA 2018 All pupils at Ridgeway	-1.58	-1.93	-1.20
Disadvantaged 2018 at Ridgeway	-1.49	+5.64	-1.59
School VA 2019 All pupils [unvalidated] at Ridgeway	-1.30	-1.60	-1.00
Disadvantaged 2019 [unvalidated] at Ridgeway	-4.03	-7.06	-3.60

Key Stage 2 Outcomes													
	Pupil Premium Children				Other Pupils					National non PP			
	Percentage of children at expected standard+				National	SCHOOL							
	Com	R	W	M	Com	Com	R	W	M	Com	R	W	M
2018 (3)	33%	33%	67%	33%		62%	71%	71%	71%	75%	80%	83%	81%
2019 (3)	67%	67%	67%	67%	51%	82%	90%	90%	92%	70%	80%	83%	81%
Change from 2018-19	+33%	+33%	0%	+33%		+20%	+19%	+19%	+21%				

This data shows ... That the numbers of children in some instances are small so care has to be taken in reaching statistical conclusions. Attainment has improved for children in receipt of pupil premium at the end of Key Stage 2 and for children not in receipt of pupil premium. The value added progress from 2018 to 2019 for children in receipt of pupil premium has dipped. This is partly attributable to children reaching expected standards but not achieving greater depth. 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) 2019-20

<b>A.</b>	Some pupils may not be working at an age related level and have conceptual gaps or misconceptions
<b>B.</b>	Some pupils may have limited vocabulary and communication skills which can impact on learning
<b>C.</b>	In some cases, learning skills may need developing, organisation, commitment, resilience

#### External Barriers

<b>D.</b>	In some cases ,consistent attendance and punctuality
<b>E.</b>	In some cases, access to resources, such as books, libraries, internet and life experiences
<b>F.</b>	In some cases, a lack of regular routines including home reading, homework, spellings and having correct equipment in school

#### Desired Outcomes

	<b>Objective</b>	<b>Success criteria</b>
<b>A.</b>	<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>Regular retrieval practice and an understanding of cognitive load theory will support learning</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>B.</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>Teachers to use lesson study to develop vocabulary teaching and the teaching of reading.</p>

	<p>Pupils read regularly and have access to high quality texts</p> <p>Sounds Write phonics scheme is embedded across the school</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> <p>In EYFS pupils in receipt of pupil premium will read twice daily.</p> <p>All pupils in receipt of pupil premium 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>
<b>C.</b>	<p>Pupils will be organised, resilient, enthusiastic learners</p>	<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>
<b>D.</b>	<p>All disadvantaged pupils will meet national expectations for attendance and punctuality</p>	<p>All our disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils.</p>
<b>E</b>	<p>School will deliver an engaging, broad and varied curriculum</p>	<p>Age appropriate skills and knowledge will be taught within a thematic approach. The curriculum will be redeveloped to focus on progression of concepts</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>

<b>F.</b>	Pupils will have opportunities in school to read, consolidate x tables  The school will increase opportunities for parents to engage with learning	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 Pupils will read at least 5X a week Pupils will complete x tables rock stars practice sessions each week
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**Actions to be taken Sept 2019- July 2020 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.**

<b>Objective / Desired outcome</b>	<b>Success criteria</b>	<b>Strategies</b>	<b>Cost</b>	<b>Staff lead</b>	<b>Evaluation</b>	<b>Impact</b>	<b>Lessons learned</b>
<p><b>A.</b>To improve the attainment and progress of disadvantaged learners</p>	<p>Across the school data shows that the attainment of disadvantaged learners is improving over time.</p>	<p>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 assessment group, curriculum development group                      2. Research lesson study focused on developing vocabulary and reading                      3. To identify and meet any additional needs as early as possible                      4. To introduce individual impact trackers to monitor and track progress over time</p>	<p>8600</p>	<p>SLT</p>	<p>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.</p>	<p>To be completed Sept 2020</p>	<p>To be completed 2020</p>

<p><b>A.</b>To reduce the gaps between disadvantaged learners in school and non-disadvantaged learners nationally</p>	<p>Data shows that the gaps are decreasing year on year.</p>	<ol style="list-style-type: none"> <li>1.To implement specific intervention materials aimed at closing gaps in skills and knowledge in English and maths</li> <li>2. Provide individual support for specific learning needs and group support for pupils with similar needs</li> <li>3.To develop retrieval practice</li> <li>4. To develop pre-teaching and responsive post intervention strategies.</li> </ol>	<p>2750</p>	<p>SLT</p>	<p>Monitoring of intervention sessions. Through pupil progress meetings analysing progress of children receiving intervention Book scrutinies</p>		
<p><b>B.</b> Opportunities are developed across the curriculum to develop oracy and expand vocabulary.  There is a culture which supports the love of reading.</p>	<p>Children will have a wider vocabulary  All children read regularly and enjoy reading .</p>	<ol style="list-style-type: none"> <li>1.Research lesson study focused on developing reading and vocabulary</li> <li>2. Reading books to be monitored weekly.</li> <li>3. Disadvantaged children to read to an adult on a daily basis</li> <li>4. More phonically based reading books are purchased across EYFS and KS1</li> <li>5. Phonics intervention group for children in Y3 who still need support</li> <li>6.Children will access read theory weekly</li> </ol>	<p>3000</p>		<p>Lesson study reports shared with all staff in staff meetings  PIRA reading scores improve.  Reading records show children are reading regularly. Discussions with pupils show that they are reading widely and enjoying</p>		

		7. To introduce knowledge organisers to support knowledge and vocabulary acquisition.			what they read.		
<b>C.</b> To develop organised, resilient and enthusiastic learners	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.	To continue to develop and support ELSA To continue to develop nurture groups with a focus on social communication and attitudes to learning. To provide emotional and social support for PP pupils to ensure they feel ready to learn Access to professional services to support pupil well being To further develop the system of mentors	5330	SLT mentors	To evaluate pupils' engagement in lessons and readiness to learn through discussions with staff, pupil progress meetings ,pupil discussions and surveys and ELSA records		
<b>D.</b> To improve the attendance of disadvantaged pupils	All our disadvantaged pupils will match or exceed national	All disadvantaged pupils invited to attend Breakfast club. Pupils whose attendance is poor targeted.	5500	Karen Johnson Head of School	Attendance at breakfast club to be monitored		

	averages for non-disadvantaged pupils	Pastoral lead to track attendance of disadvantaged pupils  The school will contact parents proactively if attendance slips			Half termly monitoring report		
<b>E.</b> To extend opportunities for disadvantaged learners	There is clear evidence that the number of children accessing additional opportunities provided by the school is increasing  Children who are able to access online programmes  The curriculum will be revisited and developed in line with Learn-at policy	Funded opportunities on residential trips, school trips, clubs etc. To extend range of clubs.  Children are given opportunities in school to access TTRS and read theory  Over the year staff will engage in CPD to develop the curriculum and ensure that knowledge is retained through working on cognitive load theory and retrieval practice.	4000	SLT	To monitor PP children's attendance at and participation in additional opportunities on a termly basis.  Access to online programs will be monitored through half termly pupil progress meetings		
<b>F.</b> To provide more opportunities for families to	Communication books show children reading more often.	Phonics workshops and invites to lessons,	2500	SLT	Monitor communication books		

engage in their child's learning	Parents are invited into school on a regular basis for workshops etc	<p>E safety events</p> <p>Secret reader in reception</p> <p>Reading workshops</p> <p>Teachers to ensure all children reading regularly and daily in school.</p> <p>Children accessing TTRS practice regularly</p>			Analyse parental surveys and attendance at events		
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