

Pupil Premium Strategy Statement 2017/18

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.



1. Summary information					
School	Ryelands Primary and Nursery School				
Academic Year	2017-18	Total PP budget	£297,220	Date of most recent PP Review	Sept 2017
Total number of pupils	409 (incl 50 Nursery)	Number of pupils eligible for PP	238 (66%)	Date for next internal review of this strategy	Sept 2018

2. Current attainment – July 2017	Pupils eligible for Pupil Premium	National Average (all groups)	Difference
% achieving in reading, writing and maths	41%	67%	-26%
% making progress in reading	+0.38	+0.33	+0.05
% making progress in writing	+0.88	+0.17	+0.71
% making progress in maths	+1.44	+0.28	+1.16

Attainment Points to note (based on in school data)

- Disadvantaged children in EYFS have performed better than non-disadvantaged children. (+13 change from 2015-2016 data)
- Disadvantaged *significantly outperformed* non-disadvantaged pupils in phonics screening.
- KS2- Although assessments have changed, it can be noted that the gap between disadvantaged and non-disadvantaged has closed.
- KS1 TA data – Writing gap between Disadvantaged and non-disadvantaged has reduced to -20 from -35.
- KS1 TA (2016) Writing gap was at -35. 2017 data for Year 3 is 60 v 66.6. Gap has reduced to -6.6.
- Writing is still a key focus area for the disadvantaged group.

3. Barriers to future attainment	
In-school barriers	
A.	The school has a high percentage of vulnerable pupils who require a wide range of additional support in order for them to be ready to learn.
B.	Well over half of the pupils on roll are entitled to a free school meal and there an increasing number of Looked After children on roll.
C.	Pupils entitled to PPG are less likely to achieve well in Writing, as the gap between these pupils and others is still a cause for concern
External barriers	
D.	The school serves an area of considerable deprivation; over 80% of pupils are from home in Wards categorised as E or E* in terms of multiple deprivation.

E.	Attendance is carefully tracked and improvements are being sustained, a significant amount of input is required to ensure attendance remains in line with national expectations.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For disadvantaged pupils, the proportions achieving these outcomes are similar to, or improving in relation to, those for other pupils in school.	<ul style="list-style-type: none"> • EYFS: No significant difference between PPG/Non PPG children • Phonics: No significant difference between PPG/Non PPG children • KS2: Writing - Decrease the gap; less than or equal to -15 (-26 2016/17) • KS1: Writing - Decrease the gap; less than or equal to -10 (-20 2016/17)
B.	Continue the high profile of attendance within school, given the new targets.	<ul style="list-style-type: none"> • 96% attendance for children entitled to PPG
C.	Improve pupil support and outcomes, including improved effective communication, through engagement with parents / carers, stakeholders and agencies	<ul style="list-style-type: none"> • Parents evenings and attendance at workshops: 85+% • Improve the % parents / carers returning the parental questionnaire to 50+% • Sustain the 96% KS2 parents who indicate that the school works in close partnership with parents • Sustain the 100% KS2 parents who indicate that the school helps to support their child's learning at home

5. Planned expenditure					
Academic year	2017/2018				
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	Cost Review Date
Improve outcomes for children entitled to PPG, including the more able. For disadvantaged pupils, the proportions achieving	Subsidise a non-teaching Deputy Headteacher to oversee teaching and learning and outcomes for PPG children.	Having a senior leader in school with specific oversight of PPG in school ensures that there is a 'champion' for PPG pupils to ensure they make at least expected progress in school. Linking with a governor will ensure that there is a clear overview of how the funding is allocated and what difference it was making.	✓ Data tracked and monitored to check progress and if any interventions were working – and then appropriate adjustments made	DHT	£27,000

these outcomes are similar to, or improving in relation to, those for other pupils in school.	An additional maths group in both Upper Key Stage 2 (1 hour per day)	Maths outcomes for Key Stage 2 2016/17 showed this had a positive impact on outcomes; All children – 65% at ARE DISADVANTAGED – 66% at ARE Non-DISADVANTAGED – 64% ARE Gap: + 2	<ul style="list-style-type: none"> ✓ Outcomes for disadvantaged pupils are outcomes are similar to, or improving in relation to, those for other pupils in school. ✓ Teaching and Learning outcomes will be at least 'good' ✓ See 'desired outcomes' above 	Lee Dougan	£4,000
	Additional teaching assistant support in the Early Years Foundation Stage (1 additional TA2b in each Reception class) to implement a range of targeted learning interventions with children at risk of not achieving expected outcomes.	When this support was put in place last year disadvantaged children in EYFS performed better than non-disadvantaged children. (+13 change from 2015-2016 data).		EYFS Team Leader	£16,200
	Additional teaching assistant time to support children in Key Stage 1 with additional needs (non-SEN funded pupils).	When this support was put in place last year the gap between disadvantaged children and other was reduced. There is still room for further improvement therefore this has been continued for this year.		Key Stage 1 Team Leader	£15,500
	Additional teaching assistant support in Lower Key Stage 2 to support teaching and learning in classrooms.	When this support was put in place last year the gap between disadvantaged children and other was reduced. There is still room for further improvement therefore this has been continued for this year.	See 'desired outcomes' above	Key Stage 2 Team Leader	£15,500
	Additional Teaching Assistant Level 3 to deliver specific interventions for KS1 PPG children in English and Mathematics	Level 3 TA Required to deliver specific writing interventions this year to reduce the gap between disadvantaged and others.	See 'desired outcomes' above	Key Stage 1 Team Leader	£12,500
	Increased PPA release time for phase team leaders and subject leaders to support improvements in teaching and learning.	Providing additional time enables team leaders and subject leaders to focus on developments with their respective areas (with a focus on disadvantaged children)	See 'desired outcomes' above	HT/DHT	£6,000

	2 additional staff members for the welfare team to support healthy diet, play and behaviour at lunchtimes.	Improved health and wellbeing for vulnerable children in relation to their non-PPG peers.	See 'desired outcomes' above	HT/DHT Luchtime Welfare Lead	£6,300
Total budgeted cost					£103,000
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	Cost Review Date
<p>Improve pupil support and outcomes, including improved effective communication, through engagement with parents / carers, stakeholders and agencies</p> <p>Continue the high profile of attendance within school, given the new targets.</p>	<p>Employing a pupil support manager to oversee all of the additional provision and support that is in place to meet the needs of vulnerable pupils and their families; including attendance, child protection and liaison with external pupil support agencies such as the Children's Centre, CAMHS, Children's Social Care, Barnardoes for example. The PSM will also lead the school's team of learning mentors and make referrals to support additional services where necessary.</p>	<p>The Pupil Support Manager is an integral role in a school. The team make an invaluable contribution to outcomes for children. Provision is well documented in PPG case studies.</p>	<p>Attendance targets reached</p> <ul style="list-style-type: none"> ✓ 96% attendance for children entitled to PPG <p>Behaviour targets reached</p> <ul style="list-style-type: none"> ✓ Reduce the gap between PPG and Non PPG pupils achieving TLC's ✓ See 'desired outcomes' above 	<p>Pupil Support Manager</p>	<p>£32,500</p>
	<p>Phase and class based learning mentors to support children with additional needs, such as; poor attendance, emotional support, social and behavioural issues and to improve family linking.</p>	<p>As the school has a high percentage of vulnerable pupils who require a wide range of additional support in order for them to be ready to learn, Learning Mentors play a key role in ensuring this happens.</p>	<ul style="list-style-type: none"> ✓ Significant % of the school population accessing support from the Pupil Support Team at least once over the academic year. ✓ See 'desired outcomes' above 	<p>Learning Mentors in school</p>	<p>£96,900</p>

	Maintenance of existing Nurture provision in Key Stage 1 with a teacher (SENCo/Nurture teacher) and learning mentor	Nurture is used to support vulnerable pupils, break down barriers to learning and accelerate progress; this includes ongoing resourcing.	<ul style="list-style-type: none"> ✓ Accelerated progress for pupils receiving nurture intervention ✓ Repatriation of nurture pupils to main school classes - 70% 	SENDCo	£25,000
	Educational Psychologist support three days per term to identify need and learning programmes for children with special educational needs	For disadvantaged pupils any specific learning needs not already identified are recognised and appropriate provision put in place in collaboration with the school SENCO.	✓ See 'desired outcomes' above	SENDCo	£6,300
	Speech and language teacher support to improve outcomes for children with speech difficulties and to provide expertise for the EYFS teaching team.	For disadvantaged pupils any specific speech and language issues not already identified are recognised and appropriate provision put in place in collaboration with the school SENCO.	✓ See 'desired outcomes' above	SENDCo	£1,300
	Child and Adolescent Mental Health Services – a key worker to support vulnerable pupils half a day each week.	A key worker to support vulnerable pupils.	See 'desired outcomes' above	Pupil Support Manager	£6,200
Total budgeted cost					£168,200
iii. Other approaches					
Additional Music tuition.					£1,910
Part funding of school trips and visits for families facing financial hardship.					£1,000
Part funding of breakfast club provision to support pupil welfare.					£2,600
1:1 Tuition for Y6 PPG pupils in the build up to KS2 end of year assessments					£1,000
Additional catering provision and subsidy of Key Stage 1 milk.					£2,000
Web Based Reading Resource					£1,000
Total budgeted cost					£9510

Total Pupil Premium Grant Spending: £280,710