

Pupil Premium Strategy Statement: Ramshaw Primary School



1. Summary information					
School	Ramshaw Primary School				
Academic Year	2017/18	Total PP budget	£17,160	Date of most recent PP Review	Dec 2017
Total number of pupils	74	Number of pupils eligible for PP	16	Date for next internal review of this strategy	Dec 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	50%	75%
% making at least expected progress in reading	100%	100%
% making at least expected progress in writing	50%	100%
% making at least expected progress in maths	100%	100%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Disengagement - reading is not being reinforced at home.
B.	Poor language /vocabulary is hindering age related expectations being achieved for English
C.	Disengagement - the concentration and focus of these PP children is often poor; additional work is often not completed, poor work ethic and attitudes to learning prevents sustained and meaningful progress.
External barriers	
D.	Attendance rates for some pupils eligible for PP are 81.34%. This reduces their school hours, opportunities to learn and causes them to fall behind.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve reading and comprehension skills for pupils eligible for PP in Reception class, to enable them to meet age related and higher expectations in English	Pupils eligible for PP in all classes make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Higher rates of progress in Writing across KS1 & 2, especially for higher attaining pupils eligible for PP.	Pupils eligible for PP make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in reading and writing. Progress measured by Rising Stars, Teacher Assessment, Accelerated Reader and school-to-school moderation.

C.	Resilience and independence of these children to be developed.	Fewer incidents of children needing support to complete homework. Increased engagement seen in Lesson Observations. Work scrutiny indicates that amount and quality of work produced is improving.
D.	Attendance of small core of Persistent Absentee Pupil Premium Children rises to above 95%	Reduce the number of persistent absentees among pupils eligible for PP to 5% or below. Overall PP attendance improves from 82% to 96% in line with non-PP pupils.

5. Planned expenditure					
Academic year		2017/18			
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?
Improved Reading, Comprehension, Speaking and Listening skills throughout the school. Improved progress for high attaining pupils	Staff appointments and training on high quality feedback. Staff modelling correct use of English and reminding children of correct usage. Staff training on developing oracy through CPD. Involvement of Durham University Debating Society in developing communication skills. Accelerated Reader Guided reading Sessions Beanstalk Individual Reading Sessions 1 to 1 and small group provision of Nessy,, Language Link, Word Wasp, Talking Dales, Lexia Core Clicker Plus, Phonics Consolidation and Speech & language Therapy. Language for Learning Activities	We recognise that quite often, our children will write as they speak. We want to emphasise the marked differences between formal, written English and informal spoken English. We want to educate children to communicate clearly and effectively, with purpose and using standard and correct forms of English. We want to develop children's vocabulary so that it permeates through to both their speech and also their writing. We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective. We want to combine this additional provision with regular interventions and Beanstalk helpers.	CPD selected using evidence of effectiveness. Use INSET days to deliver training. Using staff meetings to deliver training and to develop agreed strategies. Observation of interventions and termly tracking of progress against Age Related Expectations.	Head Teacher	Jan 2018

Improved progress in Writing, especially for high attaining pupils and lower attaining disadvantaged pupils.	Weekly small group sessions in Writing for disadvantaged pupils with experienced practitioner, in addition to standard lessons. Write from the Start	High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to adopt resources and practices to provide stretch and encouragement for these pupils.	Observation of interventions and termly tracking of progress against Age Related Expectations.	Deputy Head Teacher	Jan 2018
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Total budgeted cost					£8,160 (permeates all areas of provision).
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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?
Resilience and Independence of children to be developed.	Staff supporting a targeted cohort of children with specific references to areas of development. Staff to model and encourage independence and to provide encouragement, challenge and reward to embed good working practice and a strong work ethic.	We find that some children can 'give up' if challenged to be out of their comfort zone. Some children may display a disengagement in lessons and find it difficult to complete their homework.	Appointment of dedicated staff to prepare and deliver support and intervention sessions. Lesson/peer observations.	Head Teacher Teaching Assistants	Jan 2018

Total budgeted cost					£0
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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?
D. Increased attendance rates	Part time Parental Support Adviser employed to monitor pupils, support families in getting children to school and follow up quickly on absences. First day response provision. Subsidies of Breakfast & After School Clubs.	Children need to be at school to ensure attainment and progress is maintained.	Thorough briefing of Parental Support Adviser about existing absence issues. PSA, secretary and Head Teacher, will collaborate to ensure new provision and standard school processes work smoothly together.	Parental Support Adviser	Jan 2018

Total budgeted cost £2,000

6. Review of expenditure

Previous Academic Year

2015-2016

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
Improvements in lessening the difference between PP and non-PP pupils across the curriculum and across year groups..	Staff trained on improving Reading and Writing courses to enable them to identify and provide targeted bespoke support to acquire at least basic skills and ideally parity with Non-PP or better.	Success criteria: partially met with PP children approaching non-PP score and on occasion, exceeding them.	Training and provision have gone well with observations indicating some very good progress with our PP children, again, especially in Maths	Training and staffing costs £8,160

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
Improved Reading and Writing Results.	One to one and small group tuition delivered by qualified teacher and teaching assistants using planned programmes.	High: observed increased progress amongst participating children compared to peers, as measured using Accelerated Reader scores. Success criteria: met.	This seemed to be most effective when the focus area was determined by practitioners based on their observations of the pupils. We will continue next year.	£1000 – dedicated Lexia and Nessy software.

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
Improve children's attendance and enjoyment in school.	Subsidising Breakfast Club and After-School Clubs for some of our disadvantaged children. Providing enhanced curricular experiences.	Success Criteria: Met. We take steps to identify what it is that appeals to our children - what it is that makes them tick. We then engage the services of outdoor providers who can add elements to our curriculum that the children find really enjoyable. As a result, children's attitudes to learning and their engagement are heightened, resulting in better learning behaviour and resulting in better achievement.	Next year we will try to broaden after-school activities and perhaps start a homework club with parental engagement to encourage attendance.	£1500 Breakfast Club subsidy. £2000 After School Club subsidy. £1000 curricular enhancements £1500 PSA.