

Ringway Primary School:2018-2019 Pupil Premium Strategy and Self-evaluation

1. Summary information for 2018-2019							
Total number of pupils	182	Number of pupils eligible for pupil premium funding	41 (23% of total on roll) FSM & Ever 6= 36 Service children= 1				
Number of pupil premium children in each year group: Reception= 4 Yr1= 5 Yr2= 4 Yr3= 8 Yr4=6 Yr5= 8 Yr6= 6							
Total pupil premium budget:	£54 420	Amount per pupil: Reception class to Year 6 =£1,320 Early Years (Nursery)= £300 Armed forces children =£300 Pupil Premium Plus children = £2,300					
Date of external pupil premium review:		Dates of internal half termly reviews: WB 12.11.18 Green = School above the national attainment figures for other pupils (not disadvantaged). Red = Below					
2. Key indicators summer 2018: Early Years and Phonics			PPF = Pupil premium funding				
NA = National Average			Pupils not eligible for PPF	Pupils eligible for PPF	In school gap	2017 national averages for pupils not eligible for PP	Attainment gap when compared to national others
77% of Reception class achieving a Good Level of Development (GLD) 30 in cohort 4 PP 26 non-PP Emerging NA = 71.4%			77% 20/26	75% 3/4	-2%	73%	+4%
86% achieving expected standard in the 2018 Year 1 Phonics Check 28 in cohort 4 PP 24 non-PP Emerging NA = 82.5%			20/24 83%	100%	+17%	84%	-1%
End of Key Stage 1 (Year 2) attainment data			29 in cohort 7 PP 22 non-PP				
90% reaching expected standard in reading Emerging NA = 75.4%			21/22 95%	5/7 71%	-24%	79%	+16%
31% reaching a high score/working at greater depth in reading NA = 25.6%			8/22 36%	0/7 0%	-36%	28%	+8%

76% reaching expected standard in writing Emerging NA = 69.9% 17% reaching a high score/working at greater depth in writing ENA = 15.9%	18/22 82% 5/22 23%	4/7 57% 0/7 0%	-25% -23%	72% 18%	+10% +5%
72% reaching expected standard in maths Emerging NA = 76.1% 21% reaching a high score/working at greater depth in maths ENA = 21.8%	19/22 86% 6/22 27%	2/7 29% 0/7 0%	-57% -27%	79% 23%	+7% -4%
End of Key Stage 2 (Year 6) attainment, progress Key Stage 1 to Key Stage 2 and attendance data 18 in cohort 6 PP 12 non-PP NAO=2017 national averages for pupils not eligible for PP. Not PP PP Within school gap NAO Attainment gap when compared to NAO					
67% reaching expected standard in reading, writing & maths ENA = 64% 11% reaching a high score/working at greater depth in reading, writing & maths 10%	8/12 67% 2/12 17%	4/6 67% 0/6 0%	0% -17%	67% 11%	0% +6 %
83% reaching expected standard in reading Emerging NA = 75% 39% reaching a high score/working at greater depth in reading ENA = 27.8% Progress Scores	9/12 75% 6/12 50%	6/6 100% 1/6 17%	+25% -33%	77% 29% +0.3	-2% +21%
78% reaching expected standard in writing Emerging NA = 78% 17% reaching a high score/working at greater depth in writing ENA = 19.7% Progress scores	8/12 67% 3/12 25%	6/6 100% 0/6 0%	+33% -25%	81% 21% +0.2	14% +4%

78% reaching expected standard in maths Emerging NA = 76% 28% reaching a high score/working at greater depth in maths ENA = 23.3% Progress scores	10/12 83% 4/12 33%	4/6 67% 1/6 17%	-16% -16%	80% 27% +0.3	+3% +6%
Attendance % Reception to Year 6 The DFE have not published PP and non- PP attendance statistics this year, so the national figures for pupils not eligible for free school meals have been inserted.	95.62%	95.07%	-0.55%	96.3%	-0.68%
Persistently absent % Reception to Year 6 (Pupils with an attendance rate of 90% or below)	9.03%	6.9%	-2.13%	6.2%	-2.83%

3. Current attainment and progress: October 2018					
PPF = Pupil premium funding					
When the 2018 national figures are published they will be added to the chart and the 2017 data will be removed.	Pupils not eligible for PPF	Pupils eligible for PPF	In school gap	2017 national averages for pupils not eligible for PP	Attainment gap when compared to national others
Reception class achieving a Good Level of Development (GLD) 28 in cohort 4 PP 24 non-PP	75%	25%	-50%	73%	+2%
% on track to pass the 2019 Year 1 Phonics Check 30 in cohort 5 PP 25 non-PP	68%	60%	-8%	84%	-16%

Year 2 27 in cohort 4 PP 23 non-PP	43%	50%	+7%	79%	-36%
% achieving expected standard or above in reading.	0%	0%	0%	28%	-28%
% achieving a high score/working at greater depth in reading.					
% achieving expected standard or above in writing.	39%	50%	+11%	72%	-33%
% achieving a high score/working at greater depth in writing.	0%	0%	0%	18%	-18%
% achieving expected standard or above in maths.	35%	50%	+15%	79%	-44%
% achieving a high score/working at greater depth in maths.	0%	0%	0%	23%	-23%

Year 6 21 in cohort 6 PP 15 non-PP	40%	17%	-23%	67%	-27%
% achieving expected standard or above in reading, writing & maths	0%	0%	0%	11%	-11%
% achieving a high score/working at greater depth in reading, writing & maths					
% achieving expected standard or above in reading.	73%	50%	-23%	77%	-4%
% achieving a high score/working at greater depth in reading.	0%	0%	0%	29%	-29%
% achieving expected standard or above in writing	40%	50%	+10%	81%	-41%
% achieving a high score/working at greater depth in writing	0%	0%	0%	27%	-27%
% achieving expected standard or above in maths	47%	50%	+3%	80%	-33%
% achieving a high score/working at greater depth in maths	0%	0%	0%	27%	-27%
Years 1 to 6				No national data for Years 1 to 6	No national data for Years 1 to 6
% making expected progress in reading (as measured by the school)	89%	81%	-8%		
% making expected progress in writing (as measured by the school)	97%	84%	-13%		
% making expected progress in maths (as measured by the school)	91%	89%	-2%		

4. Barriers to future attainment for pupil eligible for pupil premium funding in 2018-2019	
A.	There can be a lack of home educational support and aspirations.
B.	13 % of PP pupils are also on the SEND register.
D.	Poor basic skills, including communication and language skills - an increasing number of children requiring additional speech and language support.
E	Low self-esteem and low aspirations of some Pupil Premium children.
F	Wellbeing – PP pupils sometimes don't have the same opportunities or levels of care as non-PP peers

5. Intended outcomes and success criteria for summer 2019											
A.	Early Years: 68% of the cohort to achieve a GLD (Good Level of Development) and 25 % of pupil premium children to achieve GLD.										
B.	Year 1 phonics screening: 87% of cohort to pass the phonics test and 80 % of pupil premium children.										
C.	End of KS1(Year 2) % of pupil premium pupils to achieve expected standard: Reading 100%, Writing 75%, Maths 75%. The gap between our disadvantaged pupils and others nationally to close significantly.										
D.	End of KS2 (Year 6) % of pupil premium children to achieve expected standard: Reading 83%, Writing 83%, Maths 67%. The gap between our disadvantaged pupils and others nationally to close significantly.										
E.	To ensure all of our high attaining pupils, including those in receipt of pupil premium funding achieve at or above the higher threshold /are working at greater depth.										
<div><div>End of KS1 (Year 2): % of PP children achieving at greater depth</div><div>Reading50%Writing50%Maths50%</div></div> <div><div>End of KS2 (Year 6): % of PP children achieving at greater depth</div><div>Reading17%Writing17%Maths50%</div></div>											

6. Planned expenditure 2018-2019

i. Strengthen the quality of teaching and learning				Total budgeted cost = £ 33652	
<p>Ensure high quality early intervention from all staff.</p>	<p>*Teaching Assistants to support interventions in both Key Stages</p> <p>*Analyse progress of disadvantaged pupil to determine and identify strategies/interventions to address any issues in performance.</p> <p>*All staff aware of PP children within their class and regularly track their progress and update their individual targets.</p> <p>*Class attainment of PP children tracked termly.</p> <p>*Specific interventions for SEN/PP pupils who experience difficulties in English and Maths</p> <p>*High quality planning with high expectations for all children (e.g. used the Breaking Barriers and Third Space Learning materials as a guide to planning maths lessons with a strong emphasis on applying skills and prior knowledge in a variety of contexts and basic knowledge of times tables etc.).</p> <p>*Named Governor and the rest of the Governing body have a detailed knowledge of actions.</p> <p>*Children who are on the SEN register have specific barriers to learning which can occasionally only be overcome by focused and specific programmes. These have been given allocated slots in the day and avoid English and Maths.</p> <p>*Pupils will continue to benefit from teacher and TA led interventions to support with basic skills including:</p> <ul style="list-style-type: none"> • Read, Write, Inc/ Phonics • Grammar/handwriting/letter formation/punctuation • Small group support • Toe –by-Toe • Talk Boost • Third Space Learning maths • Breaking Barriers – Numicon • Maths Key Skills <p>*Engage pupils in practical and interesting ways to apply skills and encourage group or individual work which heavily impacts on self-esteem and self-confidence.</p> <p>*Continue to plan for and embed Enterprise activities into the curriculum.</p> <p>*School visits/ residential - enriched activities occasionally funded throughout the school year</p>	<p>Analysis of school data has found that PP children make less attainment progress in all subjects compared to NPP children in KS1. In KS2, the attainment of PP and NPP children are in line with each other in writing and reading but attainment of PP in maths is still below NPP</p> <p>Analysis of school data shows that very few PP children achieve Greater Depth across the school.</p>	<p>*Staff/Key Stage meetings</p> <p>*CPD</p> <p>*Lesson and intervention observations</p> <p>*Book scrutiny</p> <p>*Data tracking and analysis</p> <p>*In-house and partnership moderation</p> <p>*Marking scheme modified to be more beneficial for sharing and planning next steps</p> <p>*Termly assessments</p> <p>*Children more confident and self – esteem raised.</p> <p>*Children will become more independent</p>	<p>HS/LR</p> <p>AW – PP Governor</p>	

Intended outcomes	Actions	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	Impact so far
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ii. Targeted support for pupil premium children.				Total budgeted cost = £12900	
Intended outcomes	Actions	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	Impact so far
<u>READING</u> Increase the percentage of Pupil Premium children achieving secure or above across Key Stage 1 and at Greater Depth in Key Stage 2	<ul style="list-style-type: none"> *RWI refresher training for 1 teacher and 2 teaching assistants *Power of Reading subscription for whole school (starting at Reception) *Start RWI from Reception *Comprehension activities timetabled weekly from Y1 – Y6 *Targeted phonics group interventions *Every child from Reception- Year 2 read with twice a week – those at risk of falling behind receive extra daily support, this is continued into KS2 *Early reading interventions from reception will prepare children for KS1 and help develop communication skills *Identify individuals for toe by toe and Stile *Identify individuals for Accelerated * English Lead given additional non-contact time to oversee and monitor reading across the school 	<ul style="list-style-type: none"> *Data shows a need to narrow the gap between PP children and NPP children in KS1 *Data shows the number of PP children achieving Greater Depth in reading is currently in line with national average 	<ul style="list-style-type: none"> *Lesson and intervention observations *Book scrutiny *Data analysis - Greater number of children meeting ARE in reading/ *Regular reading assessments to check attainment and progress *Improved progress from starting points *Increased confidence and self-esteem. *Purchase resources/ training where needed 	HS LR KSp	

<p><u>WRITING</u></p> <p>Increase the percentage of Pupil Premium children achieving secure or above across Key Stage 1 and at Greater Depth in Key Stage 2</p>	<ul style="list-style-type: none"> *RWI refresher training for 1 teacher and 2 teaching assistants *Power of Reading subscription for whole school (starting at Reception) *Start RWI from Reception and fully resource this. *Literature works training * Teaching reading and writing through class novels * Resource and purchase new novels for classes *Early writing interventions (writing stations) from reception will prepare children for KS1 *Identify individuals for toe by toe and Stile *Identify individuals for Accelewrite *Handwriting, Grammar and punctuation individual or group interventions in each class *Opportunities to write for different audiences – in lessons and after school clubs. *Editing stations set up in classrooms encouraging pupils to self-identify errors or improvements that may be needed * English Lead given additional non-contact time to oversee and monitor writing across the school 	<ul style="list-style-type: none"> *Data shows a need to narrow the gap between PP children and NPP children in KS1 *Data shows no PP are achieving Greater Depth in Key Stage 2 	<ul style="list-style-type: none"> *Lesson and intervention observations *Book scrutiny *Data analysis - Greater number of children meeting ARE in writing *Regular writing opportunities to check attainment and progress *Improved progress from starting points *Purchase resources/ training where needed *In-house and partnership moderation *Marking scheme modified to be more beneficial for sharing next steps 	<p>HS LR KSp</p>	
<p><u>MATHS</u></p> <p>Increase the percentage of Pupil Premium children achieving secure or above across the whole school.</p>	<ul style="list-style-type: none"> * Mathletics * Third Space Learning Interventions – KS2 * Breaking barriers * Master the curriculum * After school clubs *Staff training – North East Maths Hub *Daily class interventions timetabled – mental maths/ fluent in 5 * Weekly times table test * Maths key skills individual or group interventions in each class *All classes follow White Rose Maths scheme and differentiated resources for less able as well as more able *Booster Teacher (Deputy Head) working with PP children in KS2 who are either working below or more able to ensure good progress 	<ul style="list-style-type: none"> *Data shows a need to narrow the gap between PP children and NPP children in school *The need to increase maths attainment across the whole school 	<ul style="list-style-type: none"> *Lesson and intervention observations *Book scrutiny *Data analysis - Greater number of children meeting ARE in Maths *In-house and partnership moderation *Marking scheme modified to be more beneficial for sharing and planning next steps *Weekly mental maths test to challenge and increase pace *End of unit assessments *Termly assessments *Children more confident and self – esteem raised. Children to become more independent as a result. 	<p>HS LR</p>	

<p><u>HIGH ATTAINING PUPILS</u></p> <p>Increase the percentage of Pupil Premium children achieving Greater Depth across the whole school</p>	<ul style="list-style-type: none"> *More challenging expectations and planning *Purchase challenging resources *Interventions in place not only for less-able but more-able too *Clear target setting for next steps 	<p>Very few PP children are achieving GD across the school.</p>	<ul style="list-style-type: none"> *Lesson and intervention observations *Book scrutiny *Data analysis - Greater number of children achieving GD *In-house and partnership moderation *Marking scheme modified to be more beneficial for sharing and planning next steps *End of unit assessments/Termly assessments 	<p>HS LR</p>	
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iii. Other approaches to raise the attainment and progress of pupil premium children.					Total budgeted cost = £7868
Intended outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so far
ATTENDANCE	<p>*Letters will be written to the parents of targeted pupils whose attendance falls below 96% outlining a staged approach. Stage 1: Target setting at 96% for all pupils. Stage 2: Head teacher / Parent meeting Stage 3: EWO referral This will be followed by a letter at the end of each half term with an update on individual progress towards this target.</p> <p>*Working with pupils and families to improve engagement and attempt to overcome barriers</p>	<p>Whole school attendance is 95.53% currently below the national average of 96%</p> <p>Attendance of PP children (95.07%) slightly below that of NPP children (95.62%)</p>	<p>*Attendance gap for PP pupils closes *Less PP pupils are persistent absentees.</p>	HS Office staff EWO	
ENGAGEMENT AND RAISING ASPIRATIONS	<p>*Engage pupils in practical and interesting ways to apply skills and encourage group or individual work which heavily impacts on self-esteem and self-confidence. *Continue to plan for and embed Enterprise activities into the curriculum. *School visits/ residential - enriched activities occasionally funded/ subsidised for PP throughout the school year to ensure access for all * Students are given key responsibilities around school *Council buddies, prefects, house-captains, vice-captains are all in place *After school clubs to support homework, subjects, social skills and life skills. * Offer sports clubs and festivals *Pupils given time to talk in a safe place - Chatterboxes</p>	<p>*To give a purpose for learning and real experiences. Identified barriers to future attainment include: *A lack of home educational support and aspirations * Low self-esteem and low aspirations of some Pupil Premium children *Wellbeing – PP pupils sometimes don't have the same opportunities or levels of care as non-PP peers</p>	<p>*All pp who wish to attend a trip/ residential will attend *Raised aspirations, motivations and engagements *Improved behaviour for learning *Pupils will be more resilient and have strategies to manage their emotions.</p>	HS LR	

ENGAGING PARENTS	<ul style="list-style-type: none"> *Regular workshops/sessions for parents to come into school and work alongside their children on various subjects/ projects *Home/school parent challenges * Parent assemblies half-termly * Punctuality and absence information published on Facebook and school website/ information sent home *Parent Evenings each term * Key assessment information meetings info meetings *E-Safety workshops *Social meetings half-termly (coffee mornings and fayres) 	<p>Identified barriers to future attainment include:</p> <ul style="list-style-type: none"> *A lack of home educational support and aspirations *Wellbeing – PP pupils sometimes don't have the same opportunities or levels of care as non-PP peers *Some PP children persistently late 	<ul style="list-style-type: none"> *More parental engagement in school * More PP families see the importance of supporting school and supporting children with educational tasks at home 	HS LR KS KSp	
CONTINUE TO IMPROVE THE PROGRESS OF PUPILS ELIGIBLE FOR PP WHO ALSO HAVE SEND	SENDCO given additional non-contact time to improve provision for SEND pupils by allowing full implementation of actions outlined in SEND review (target setting, data analysis, tracking of progress)	<ul style="list-style-type: none"> *Actions from review all embedded and new code of practice followed fully. *Differences between SEND pupils and their peers diminish. *PP children given the additional support they require 	Pupils with SEND who are also eligible for PP funding make expected or more progress by the end of the year	HS KS	

7. Review of expenditure for previous academic year 2017-2018

i. Improve the quality of teaching, learning and assessment.

Total budgeted cost = 23928

Intended outcomes	Actions	Estimated impact:	Lessons learned
Ensure high quality early intervention from all staff.	<ul style="list-style-type: none"> *Teaching assistant post to increase class support *Sports coach encourage in physical activity *Subsidising school trips * Proportion of cost of specialist visitors to school to broaden pupil experiences such as Pantomime Company – dance teacher, music specialist. *Continuation of small targeted children * Small class in Year 6 * Employment of two additional teachers to support individual/groups. 	<ul style="list-style-type: none"> *Impacted whole school not just PP children *All class has a full time Teaching Assistant *More sports teams took part in festivals, engaging all abilities of children *Residential subsidised for some PP children– allowing experiences children wouldn't normally have *2 extra support teachers in KS2– KS2 data significantly improved across school for all children 	<ul style="list-style-type: none"> *Continue with approaches *Allow for extra support in KS1

ii. Targeted support for pupil premium children.

Total budgeted cost = £10800

<p>An increase in progress and attainment in reading, writing and maths</p>	<p>*Writing carefully monitored and tracked</p> <p>*All pupils able to have access to wider experiences in school which are used as a springboard to inspire motivate and raise academic standards throughout the whole school.</p> <p>* To provide a chronological phonetic programme to raise standards in decoding, reading and writing across all children.</p> <p>* To purchase resources to support pupils – different learning styles and needs.</p>	<p>Termly assessment data from SIMS analysed and tracked across school</p> <p>75% PP achieved GLD</p> <p>100% PP achieved phonics</p> <p>KS1: R -71%, W- 57%, M 29% (0% PP children achieving GD in any subject)</p> <p>KS2: R – 100% 17%, W - 100% 0%, M- 67% 17%, GPS – 100% 33%, RWM– 67% 0% (PP GD)</p>	<p>*Continue with approaches</p> <p>* More focus on KS1 progress and attainment of PP</p> <p>* Implement more targeted interventions in school for more able children</p>
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iii. Other approaches to improve the attainment and progress of pupil premium children. Total cost = £9400 Overall £44128

Intended outcomes	Actions	Estimated impact:	Lessons learned
Increase Pupil self-confidence and self-esteem	<p>*Continue to improve co-operation and social skills for the most vulnerable</p> <p>*To focus on pupil self-confidence and self-esteem through group interventions</p>	<p>*Impacted whole school not just PP</p> <p>*Enterprise activities embedded into the curriculum engaged children in real life purpose situations</p> <p>*School visits/ residentials, occasionally funded/ subsidised for PP ensured access for all</p> <p>* Students now have key responsibilities around school (School council, buddies, prefects, house-captains, vice-captains) which have raised confidence and communication skills.</p> <p>*After school clubs supported homework and specific subject areas.</p>	<p>*Continue with approaches</p> <p>*Give pupils given time to talk in a safe place - Chatterboxes</p>

8. Additional detail

In this section you can annex or refer to **additional** information you have used to support the sections above.

- Our low number of disadvantaged pupils makes comparisons from year to year and with national data unreliable.