

Pupil premium strategy statement:



1. Summary information			
School	Ryhope Infant School Academy		
Academic Year	2018.19	Total PP budget	Approx. £87,980
Total number of pupils	176 (Rec – Y2) + 20 Nursery	Number of pupils eligible for PP (Rec-Y2)	59

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	PP eligible pupils baseline in Reception Class is lower than their peers.
B.	Baseline levels for many areas of development, particularly the prime areas, are below age-related expectations with data for C & L and PSE in particular being below for those children eligible for PP.
C.	PP boys performed considerably less well than PP girls by end of Rec in GLD
D.	PP boys performed less well than PP girls in Reading/Writing and Maths by end of KS1.
E.	PP children performed significantly less well than non PP children in achieving Greater Depth in Reading, Writing and Maths by the end of KS1.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A	Pupil attendance still needs to improve
B	Many pupils do not have access to additional cultural opportunities.
C	Many pupils come from homes that may be unable to support a positive reading culture and do not have easy access to quality books and reading environments.
D	Children joining school in Reception may not have not been to RISA Nursery. Since 2015 this has increased from approx. 10% to 30% due partly to additional private provision for 3 and 4 year olds in Ryhope.

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Further improve the rate of progress for eligible pupils in Reception Class	More pupils eligible for PP in Rec make rapid progress from their very low starting points to meet the GLD expectations by the end of their Reception year.

B.	Improve the rate of progress at Key Stage 1 so that more Higher Ability pupils eligible for the grant achieve Greater Depth in more subjects.	Pupils eligible for PP identified as high ability make at least the same progress as 'other' pupils identified as high ability (achieving 3's on EYFSP) so that both groups make more progress by the end of Key Stage 1 in maths, reading and writing.
C.	Ensure that gender does not inhibit progress and attainment in all curriculum areas.	The rate of progress to accelerate so that the gap between boys and girls narrows across all subjects by the end of KS1.
D.	Increase the progress of those eligible for PP in reading and writing across Key Stage 1 but particularly by the end of Y2.	The gap between pupil progress for eligible pupils and their peers is reduced rapidly so that all pupils make rapid progress in reading and writing across Y1 & Y2.
E.	Increase the rate of attendance for those eligible for the grant.	Reduce the % of Persistently Absent pupils who are eligible for the grant so that it matches other groups. Increase the % of families (pupils) eligible for the grant who engage with the school family learning programmes and family support services so that basic needs are met.

4. Planned expenditure

Academic year

2018.19

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?
Further improve the rate of progress for eligible pupils in Reception Class	Redeployment of staff – SENCo to take on role of EYFS lead. Additional Teacher for 3 mornings per week to ensure smaller numbers of pupils in teaching groups Additional staff will ensure quality first teaching across Rec.	Leadership will ensure that the additional teacher is the SENCo who can be effectively used to support progress in Early Years through improving quality first teaching both directly and indirectly through CPD.	Progress review meetings with team leader and HT. Monitoring timetable in place including lesson obs and work scrutiny. Ensure that assessment is accurate and appropriate.	HT/DHT	Termly
Improve the rate of attainment at Key Stage 1 ensuring that more pupils eligible for the grant make outstanding progress and potentially achieve Greater Depth in reading.	Increase TA and teacher focus on the reading pedagogy using whole school CPD by RR/BRP trained teachers/support staff.	Additional high quality CPD for staff in reading. Involve parents from the early stages of reading to ensure that they can support their child effectively.	Progress review meetings with team leader and HT. Reading improvement is a key driver for our School Improvement Plan (SIP) and incorporates regular reporting mechanisms with Governor involvement.	HT/CTL's	Termly
All teachers improve their ability to use formative assessment as a tool for improvement.	Assessment clearly identified as a means to improve through CPD focus.	Great teaching is defined as that which leads to improved student progress. CPD to focus on feedback as opposed to marking.	Progress review meetings with team leader and HT. Monitoring timetable in place including lesson obs and work scrutiny.	HT/CTL's/ Teachers	Termly

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?
Improve the rate of attainment at Key Stage 1 ensuring that more pupils eligible for the grant make outstanding progress and potentially achieve Greater Depth in more subjects.	Maintain an additional p/t teacher in Y2 ensuring children are taught Basic Skills in appropriate groups. Target feedback for higher ability pupils as a key strategy to be used by teachers.	We want to invest PP in staffing to ensure that our pupils have a greater number of opportunities to focus on specific areas. Feedback and use of AfL is well documented by EEF as having significant impact. Focus on intervention, for staff who have been properly trained through CPD, is effective at raising attainment.	Improved teacher appraisal systems. Increased % of children on track and above track in end of year assessments (based on VR/SATS) will be monitored through termly pupil progress meetings. This requires effective use of data tracking system.	CTL's, HT	Termly
Ensure that PP boys make as much progress as PP girls in Y2.	An additional experienced p/t teacher to support teaching of core areas to children with AEN. This ensures 'quality first' teaching.	Some pupils need targeted support to 'catch up'. This approach ensures that teaching is provided by experienced teachers. Audit of processes and procedures to evaluate the impact of current practise has identified greater need for implementing targeted, measurable programmes.	Each Curriculum Team Leader will manage their team to best meet the children's needs, with first reference to Pupil Premium children. Effectiveness of teaching, learning and progress will be assessed during termly work scrutinies, learning walks and pupil progress meetings. Teachers Action Research will utilise findings from EEF this year. This requires effective use of data tracking system.	CTL's, HT	Termly
Y1 targeted support to ensure that pupils make accelerated progress to catch up.	Additional experienced member of Curriculum Support staff (Behaviour Lead) to work with PP/SEN children to ensure that they are ready to learn.	Programmes with a focus on Social & Emotional Learning appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. This programme will focus initially on S & E with an element of Basic Skills as appropriate.	The Y1 Curriculum Team Leader will work with the Behaviour Lead to identify children for the programme, first reference will be to the Pupil Premium/SEN children. Effectiveness of teaching, learning and progress will be assessed during work scrutinies, learning walks and pupil progress meetings.	HT, SENCo	Termly
All children are able to learn in a classroom environment.	Buy into the KS1 Behaviour Team SLA for support for up to 3 children. Ensure that support from EP is used effectively.	Staff need to feel supported to help children whose behaviour means that they find learning in a busy classroom difficult. The KS1 Behaviour team will support staff through CPD as well as children. EP support is used effectively to ensure that children's needs are met.	The SENCo will work with class teachers to identify any behaviours giving cause for concern to assess the needs.	SENCo	Termly

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?
Improve the rate of attainment at Key Stage 1 by improving access to teacher led wider opportunities.	Improve the range of additional visits/visitors for eligible pupils to inspire writing, reading and maths application of basic skills	Visits & visitors embracing arts participation for instance have shown that benefits for learning appear to be more achievable with younger learners according to EEF.	Teachers will identify work to be covered and pupils identified. The success will be monitored by targeted children remaining on-track for ARE, or better throughout the year. This requires effective use of data tracking system.	Class teachers, CTL's, HT	Termly
Increase the rate of attendance for those eligible for the grant.	Deployment of staff to improve attendance, learning and well-being support.	PA attendance is not always as strong as it could be due to environmental factors affecting a child's health and well-being. Research confirms that school attendance affects achievement, especially absences not due to illness.	Monitored by Extended Services Manager/DDSL. Continuing issue in the school improvement plan and regularly reported to HT and Governors.	Extended Services Manager/ HT/CTL's	Half-termly
Access to educational visits for all.	To ensure that all children are able to attend visits by subsidising these for all and therefore making them more affordable. Increase the number of additional 1 st hand learning opportunities for pupils.	This subsidy is essential to reflect the income for families as a result of the government's welfare reforms and in order to ensure that all children can participate.	How this subsidy is used will be monitored by the School Business Manager.	SBM/HT	Termly
Access to outdoor learning and allotment area.	Deployment of a member of the Facilities team to support staff to use the allotment /garden/growing areas.	According to research 10% of children and young people (aged 5-16 years) have a clinically diagnosable mental problem, yet 70% of children and adolescents who experience mental health problems have not had appropriate interventions at a sufficiently early age.	Teachers will include this in planning which will be monitored by HT and CTL's.	HT/CTL's	Termly
Improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning.	'Circle time' a bespoke programme based upon Family Nurturing/SEAL & Therapeutic Story writing.	Social & Emotional Learning programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school.	The success will be monitored by PP children remaining on-track for ARE and then accelerating progress by the end of KS1. This requires effective use of data tracking system.	HT/CTL's	Termly
All staff are able to support all children to make at least good progress.	CPD sessions to be organised to support staff. CPD may be in-house or provided by external sources and may be linked to other settings eg RJS or DHIA.	Staff need to feel supported to help children whose behaviour means that they find learning in a busy classroom difficult.	CPD needs will be assessed in September 2018 and regular feedback sought from staff.	HT/DHT	Half-Termly
Total budgeted cost					£ 87,980

The impact of how we spend our Pupil Premium Funding (data)

In 2018/19 91.7% of our Early Years pupils in receipt of pupil premium achieved a good level of development compared to 72% all pupils nationally 2018.

In 2018/19 46% of our pupils in receipt of pupil premium funding achieved the expected standard in the Phonics Screening Check compared to 82% all pupils nationally 2018.

In 2018/19 we had 12 Pupil Premium pupils which were also on the SEND register. Assessment shows that pupils made accelerated progress towards achieving their individual targets.

<u>Summary of outcomes 2018/19</u>			
	<i>RISA Pupils eligible for PP</i>	<i>RISA Pupils not eligible for PP</i>	<i>National for all pupils 2017/18</i>
% of pupils achieving the GLD in Reception	91.6%	69.1%	72%
% of boys achieving the GLD in Reception	83.3%	52%	65%
% of girls achieving the GLD in Reception	100%	77.8%	78.4%
% of pupils achieving the expected standard in Phonics Year 1	47.6%	76.9%	82%
% of boys achieving the expected standard in Phonics Year 1	58.3%	83.3%	79%
% of girls achieving the expected standard in Phonics Year 1	50%	75%	86%
% of pupils achieving the expected standard in Phonics Year 2	20%	71.4%	92%
% of boys achieving the expected standard in Phonics Year 2	25%	60%	
% of girls achieving the expected standard in Phonics Year 2	0% (0/1)	100% (1/1)	
% of pupils achieving at least the expected standard in reading KS1 (Year 2)	63.6%	78%	75%

% of boys achieving the expected standard in reading KS1 (Year 2)	46.2%	78.3%	71%
% of girls achieving the expected standard in reading KS1 (Year 2)	88.9%	94.4%	80%
% of pupils achieving Greater Depth in reading KS1 (Year 2)	9%	39%	26%
% of pupils achieving at least the expected standard in writing KS1 (Year 2)	65%	75%	70%
% of boys achieving the expected standard in writing KS1 (Year 2)	53.8%	69.6%	63%
% of girls achieving the expected standard in writing KS1 (Year 2)	88.9%	88.9%	77%
% of pupils achieving Greater Depth in writing KS1 (Year 2)	4.5%	29.3%	16%
% of pupils achieving at least the expected standard in maths KS1 (Year 2)	73%	84%	76%
% of boys achieving the expected standard in maths KS1 (Year 2)	61.5%	91.3%	75%
% of girls achieving the expected standard in maths KS1 (Year 2)	88.9%	88.9%	77%
% of pupils achieving Greater Depth in maths KS1 (Year 2)	4.5%	41.5%	22%