

Pupil Premium Strategy Review 2018-2019 and Planned Expenditure 2019-2020

1. Summary Information					
School Name	Ratby Primary School				
Academic Year	2018-2019	Total PP Budget	£66,460	Date of most recent PP review (if applicable)	13 th June 2018
Total number of pupils	375	Number of pupils eligible for PP	43	Date of next internal review of this strategy	June 2020
		Number of Ever 4	4		
		Number of LAC	3		

2a. Current attainment				
	All Pupils Ratby	All Pupils Nationally	Disadvantaged Ratby	Disadvantaged Nationally
% achieving expected standard or above in reading writing and maths (KS2 SATs)	65%	65%	63%	51%
Reading Progress Measure KS1-KS2	-1.25	0	-1.10	- 0.61
Writing Progress Measure KS1-KS2	+2.14	0	+ 0.94	- 0.51
Maths Progress Measure KS1-KS2	-1.25	0	-2.23	- 0.72

2b. Attendance	
% absences of all pupils	96.8%
% absence of pupils eligible for PP funding	4.6%
% persistent absenteeism of all pupils	94.6%
% persistent absenteeism of pupils eligible for PP funding	15.3%

Summer 2019 - % working at Age-Related Standards											
Pupil Numbers			Reading			Writing			Maths		
			Pupil Premium	Non - Pupil Premium	Diff	Pupil Premium	Non - Pupil Premium	Diff	Pupil Premium	Non - Pupil Premium	Diff
FS	PP: 8	Non-PP:37									
Y1	PP: 10	Non-PP: 37	50%	81%	-31%	40%	76%	-36%	40%	84%	-44%
Y2	PP: 2	Non-PP: 59	50%	76%	-26%	50%	70%	-20%	50%	81%	-31%
Y3	PP: 11	Non-PP: 52	73%	90%	-17%	73%	79%	-6%	82%	87%	-5%
Y4	PP: 9	Non-PP: 49	67%	81%	-14%	56%	80%	-24%	56%	88%	-32%
Y5	PP: 8	Non-PP: 31	75%	74%	+1%	25%	65%	-40%	50%	71%	-21%
Y6	PP: 10	Non-PP: 40	73%	90%	-17%	82%	90%	-8%	73%	85%	-12%

2c. Barriers to future attainment (For PP eligible pupils only)

Academic Barriers (Issues to be addressed in school)

A.	Improve reading fluency and comprehension skills for pupils eligible for PP
B.	Improve writing outcomes across school for pupils eligible for PP
C.	In some year groups pupils eligible for PP identified as high attaining are making less progress than other high ability pupils
D.	Improve mathematical reasoning and problem solving across the school

Additional Barriers (Issues that affect PP pupils outside of school e.g. attendance)

D.	Parents of some pupils eligible for PP do not support or help pupils to practise basic skills and reading at home.
E.	Attendance for a few pupils eligible for PP are below the whole school target (90%). This reduces their school hours and causes them to fall behind on average
F.	Some pupils have a severe medical condition affecting attendance and progress.
G.	Some pupils have additional Special Educational needs for which they have an EHCP

3. Review of expenditure for previous year – 2018-2019

i. Quality of teaching for all

Action	Intended Outcomes	Estimated impact: Did you meet the success criteria? (Include impact on non PP pupils if appropriate).	Lessons Learned (and whether you will continue this approach)	Cost																																																						
To embed SSIF Project Reading Strategies across school including: Whole Class Reading, Teacher Reading to the Class, Literacy Shed, Word Aware	Improve reading fluency and comprehension skills for all pupils	<p>SSIF Reading Project strategies had an impact on all pupils improving fluency and comprehension skills. Particularly on the development of pupils asking and answering their own questions and inference. This was evident in learning walks. Pupil progress meetings highlighted areas needing focus for improvement and strengths.</p> <p><i>Reading across the school progressed in all year groups. Smaller class sizes had a big impact on this. Reducing class size appears to result in around three months' additional progress for pupils, on average.(EFF)</i></p> <p>EYFS</p> <table border="1"> <thead> <tr> <th>Reading EYFS 2+</th> <th>Nat 18</th> <th>Rat18</th> <th>Diff</th> <th>Nat 19</th> <th>Rat19</th> <th>Diff+</th> </tr> </thead> <tbody> <tr> <td>EXS+</td> <td>77%</td> <td>84%</td> <td>+7.0%</td> <td>76.9%</td> <td>80%</td> <td>3.1%</td> </tr> <tr> <td>GDS/HA</td> <td>18.6%</td> <td>20%</td> <td>+1.4%</td> <td>18.6%</td> <td>30%</td> <td>11.4%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Reading EYF 2+</th> <th>Disadv Ratby</th> <th>All Pupils Nationally</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2018 (5pupils)</td> <td>40%</td> <td>77%</td> <td>-37%</td> </tr> <tr> <td>2019 (6 pupils)</td> <td>67%</td> <td>77%</td> <td>-10%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Reading KS1</th> <th>Nat 18</th> <th>Rat18</th> <th>Diff</th> <th>Nat 19</th> <th>Rat19</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>EXS+</td> <td>78%</td> <td>75%</td> <td>+3%</td> <td>77%</td> <td>75%</td> <td>+2%</td> </tr> <tr> <td>GDS/HA</td> <td>29%</td> <td>26%</td> <td>+3%</td> <td>30%</td> <td>25%</td> <td>+5%</td> </tr> </tbody> </table>	Reading EYFS 2+	Nat 18	Rat18	Diff	Nat 19	Rat19	Diff+	EXS+	77%	84%	+7.0%	76.9%	80%	3.1%	GDS/HA	18.6%	20%	+1.4%	18.6%	30%	11.4%	Reading EYF 2+	Disadv Ratby	All Pupils Nationally	Gap	2018 (5pupils)	40%	77%	-37%	2019 (6 pupils)	67%	77%	-10%	Reading KS1	Nat 18	Rat18	Diff	Nat 19	Rat19	Diff	EXS+	78%	75%	+3%	77%	75%	+2%	GDS/HA	29%	26%	+3%	30%	25%	+5%	<p>Improve a love of reading across the school.</p> <p>Continue to develop inference and deduction skills and use and understanding of vocabulary using CPD of Word Aware and Rose Payne Training</p> <p>Moved to a whole class reading session – although this benefitted the less able it appears to have had detrimental affect on more able outcomes. –</p> <p>2019/2020 moving to combination of whole class and guided reading.</p> <p>Reading café will not continue due to low turn outs (no more than 5 parents/pupils)</p> <p>Scrutinise the books we have in the reading schemes we use for greater enthusiasm and developing of skills.</p> <p>Ensure the library has a wide variety of genres and interests.</p> <p>Provide PP pupils with appropriate and challenging books (Pie Corbett Reading Spine Books) given to each PP pupil each half term – Hard to access impact.</p> <p>School to move to PM Benchmarking in order to ensure pupils in KS2 are selecting appropriate book choices, improving their</p>	Pre/Post Teaching £21,798.50
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Continue to embed Marking Policy, especially with 4 new teachers and new HLTA to ensure consistency in approach with a focus on ensuring Higher Ability pupils are suitably challenged in feedback.	Improved progress for high attaining pupils at both KS1 and KS2, especially for those eligible for PP .	<p>New marking and feedback policy implemented across the school in Jan 2018 after the SLT researched and trialled new feedback strategies Pupils now have verbal feedback and shown how to improve their work. Impact has been seen in all year groups. Improved level of oral feedback from both teachers, LSAs and peers seen across the school in all year groups. Clear focus seen in these sessions.</p> <p>Some high attaining pupils need further improved progress. Continue to monitor during phase meetings and pupil progress meetings. Staff have been The marking and feedback policy has improved Quality First Teaching across the school. Evidence is clear in Learning walks and observations. The variability in external studies suggests that quality of teaching is more important than group size, emphasising the value of professional development for teachers. (EEF)</p> <p><i>The EFF Toolkit states that feedback provides an additional 8+ months progress on attainment. High impact has been seen across the school and teachers have embraced the policy and succeeded in making it a success.</i></p>	Continue to monitor embedding of the recent Marking and feedback policy. Share good practice through observations and learning walks for new members of staff. Continue to focus on challenging high attaining pupils during phase meetings and pupil progress meetings.	N/A																																																						
Develop and embed T4W Fiction Teaching in school as a result of whole school CPD.	To improve outcomes in writing across school and the consistency in approach to teaching writing across school. To ensure teaching sequence is matched to the needs of the class through planning linked to Cold Write Analysis	<p>T4W strategies are clearly becoming embedded – See learning walks, lesson obs, book and planning scrutiny monitoring and evaluation.</p> <p>EYFS</p> <table border="1"> <thead> <tr> <th>Writing EYFS 2+</th> <th>Nat 18</th> <th>Rat18</th> <th>Diff</th> <th>Nat 19</th> <th>Rat19</th> <th>Diff+</th> </tr> </thead> <tbody> <tr> <td>EXS+</td> <td>73.7%</td> <td>78%</td> <td>+4.3%</td> <td>73.7%</td> <td>80%</td> <td>+6.3%</td> </tr> <tr> <td>GDS/HA</td> <td>11.1%</td> <td>12%</td> <td>+0.9%</td> <td>10.9%</td> <td>20%</td> <td>+9.1%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Writing EYF 2+</th> <th>Disadv Ratby</th> <th>All Pupils Nationally</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2018 (5pupils)</td> <td>40%</td> <td>77%</td> <td>-37%</td> </tr> <tr> <td>2019 (6 pupils)</td> <td>67%</td> <td>77%</td> <td>-10%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Writing KS1</th> <th>Nat 18</th> <th>Rat18</th> <th>Diff</th> <th>Nat 19</th> <th>Rat19</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>EXS+</td> <td>70%</td> <td>71%</td> <td>+1%</td> <td>69%</td> <td>70%</td> <td>+1%</td> </tr> <tr> <td>GDS/HA</td> <td>29%</td> <td>26%</td> <td>+3%</td> <td>25%</td> <td>30%</td> <td>+5%</td> </tr> </tbody> </table>	Writing EYFS 2+	Nat 18	Rat18	Diff	Nat 19	Rat19	Diff+	EXS+	73.7%	78%	+4.3%	73.7%	80%	+6.3%	GDS/HA	11.1%	12%	+0.9%	10.9%	20%	+9.1%	Writing EYF 2+	Disadv Ratby	All Pupils Nationally	Gap	2018 (5pupils)	40%	77%	-37%	2019 (6 pupils)	67%	77%	-10%	Writing KS1	Nat 18	Rat18	Diff	Nat 19	Rat19	Diff	EXS+	70%	71%	+1%	69%	70%	+1%	GDS/HA	29%	26%	+3%	25%	30%	+5%	Writing outcomes have improved across school with the exception of GDS Writing in KS2. This was cohort specific. School to invest in T4W Non-Fiction Training and T4W Teacher Books to ensure T4W is fully embedded across school so that standards can be built on year on year. Focus for SLT to be provision for more able writers	
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Writing KS1	Disadv Ratby	All Pupils Nationally	Gap
2018 (8 pupils)	38%	70%	-32%
2019 (1 pupil)	100%	70%	+30%

Writing KS2	Nat 18	Rat18	Diff	Nat 19	Rat19	Diff
EXS+	76%	75%	+1%	78%	88%	+10%
GDS/HA	19%	25%	+6%	20%	27%	+7%

Writing KS2	Disadv Ratby	All Pupils Nationally	Gap
2018 (10 pupils)	50%	78%	-28%
2019 (8 pupils)	75%	78%	-3%

ii. Targeted Support

Action	Intended Outcomes	Estimated impact: Did you meet the success criteria? (Include impact on non PP pupils if appropriate).	Lessons Learned (and whether you will continue this approach)	Cost
Small group work, targeted interventions for: Fine Motor Control Basic Writing of Sentences Number – Accurate Counting Phonics Speech & Language Forest School Provision	Improve oral language skills and basic skills in EYFS	Targeted interventions had a significant impact on all pupils in EYFS. Children enjoyed participating in the structured activities. All pupils were engaged and developed their skills. Forest Schools – clear evidence during lesson observations of pupil enjoyment and enthusiasm, self-confidence, participation, have all had an impact on pupils' emotional wellbeing and problem solving abilities. Communication of pupils developed over the sessions.	Continue to plan targeted interventions. Forest schools to be implemented in other year groups after another teacher has been trained to lead these sessions.	PP Champion £12,360 Pastoral Lead. £ 8,429.00
HLTA and CS to have dedicated time each week to target PP pupils in 1:1 and small groups through pre and post teaching Write Away Together Intervention/On Track Maths	Accelerated progress for pupils eligible for PP identified as having SEND	HLTA and CS timetabled clearly and had great impact on PP/SEND pupils. HLTA and CS reports weekly on progress made during planned sessions. Teachers have shared focus and objectives to be achieved during these sessions. PP Coordinator has completed half termly analysis forms to track impact of provision and met with staff to discuss outcomes. <i>EEF Toolkit Evidence indicates 1:1 tuition can be effective (5+ months progress) however in some cases groups of 2 or 3 have been equally or even more successful.</i>	Continue timetabling and monitoring of PP provision by PP Coordinator. PP coordinator to continue to analyse impact and progression each half term. HLTA and CS to continue to write up weekly and half termly reports to monitor progression. Continue to use Write Away Together and On Track Maths during interventions. The EEF Toolkit states that targeted small group work has an additional progress on attainment. This needs to continue in the subsequent year to develop individuals' needs. EP to provide Precision Teaching Training to LSAs and Teachers to identify those in need of additional 1:1 Support	As above
Attendance improves for pupils	Monthly monitoring by Attendance	Attendance has been tracked, monitored and improvement seen. Letters sent out to those who have had low attendance.	Headteacher to meet regular with BEP Attendance Officer to ensure	Built into BEP Top Slice

eligible for PP as identified 'persistent absentees'.	Officer, especially of PP pupils		Nat 17/18	Rat 17/18	Diff	Nat 18/19	Rat 18/19	Diff	disadvantaged pupils with PA or close to PA are targeted as this group as higher PA than all pupils and those Nationally.	
		Attendance	95.8%	96.8%	+1.0%	96.1%	97.1%	+1.0%		
		Disad(FSM) Attendance	93.7%	91.9%	-1.8%	93.2%	94.1%	-0.9%		
		PA	8.7%	4.4%	+4.3%	8.4%	4.4%	+4.0%		
		Disad(FSM) PA	33%	19%	-14%	23%	18%	-5.0%		
*only Aut/Spr data for 18/19 available at this time.										
iii. Other approaches										
Action	Intended Outcomes	Estimated impact: Did you meet the success criteria? (Include impact on non PP pupils if appropriate).				Lessons Learned (and whether you will continue this approach)				Cost
Provide support to parents through open evenings and reading café, reading challenges and all PP provided with Pie Corbett Story Spine Book each half term to promote reading for pleasure at home.	Pupils eligible for PP are supported in the development of basic skills Provide breakfast for PP pupils attending Reading café.	<p>Low take up of PP pupils attended the reading café regularly after they had been invited. Those that did attend improved their enthusiasm for reading, vocabulary work and inference through completing the weekly reading challenges. Pupils received Dojo and house points for completion.</p> <p>Parent involvement and engagement has shown in research to</p> <p>Magazine subscriptions of First News were used to develop a love of reading and to make pupils more globally aware.</p> <p>Parents and pupils enjoyed receiving a new book but it is difficult to assess the impact on reading progress.</p>				<p>Reading café had a low take up. A different time slot was tried but this did not improve numbers. The reading café will no longer take place.</p> <p>Reading open afternoons for parents and links and tips to be put on the school website.</p> <p>New ways to engage parts need to be developed.</p> <p>Parent reading workshops to take place to support parents of KS2 pupils in improving reading skills at home.</p> <p><i>Increasing parental engagement in primary and secondary schools had on average two to three months' positive impact (EFF)</i></p>				Magazine Subscriptions £796 Pie Corbett Reading Spines £2057
Additional lunchtime coaches employed Lunchtime Challenges – Sports Leaders	To develop ALL pupils'(including those eligible for PP) levels of health, fitness, concentration, self-esteem	<p>Good take up of activities during lunch time.</p> <p>Lunch time activities were planned during the summer term by Sports Leaders. Pupils really enjoyed these tasks and the Sports Leaders enjoyed taking control and running the activities.</p> <p><i>EFF Toolkit shows an additional 2+months progress on attainment through sports participation.. It has had impact – high participation in clubs at lunch time and less behaviour issues.</i></p>				<p>Number of lunchtime behaviour incidents has declined as a result of more structured activities available.</p> <p>Y6 Sports Leaders to continue to plan and run activities at lunchtime.</p> <p>Continue to provide Sports coach activities at lunch time (Metcalf Sports).</p> <p>SLT member to attend 'Positive Lunchtime' training and implement further improvements.</p>				Sports coaches £7,655.5
Development of Forest School provision starting with EYFS	Development of pupils oral skills, self-esteem, self-confidence and problem solving skills	<p>LSA has provided high quality sessions for all EYFS pupils. Significant impact seen. During these sessions pupils have been enthused and participated well. Over the 6 sessions pupils have developed different skills which have helped them to develop as individuals both physically, mentally and emotionally.</p> <p><i>EEF toolkit shows an additional 4 months on attainment through outdoor and adventurous learning.</i></p>				<p>Build on the success of Forest Schools in EYFS. This provision was included as the EFF Toolkit shows that the impact of Early Years Interventions is and additional five months progress.</p>				LB Forest School Training £799

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Personal, social and emotional development: making relationships	94.0%	89.7%	4.3%																																													
WCET Music Lessons provided by LSMS	Development of pupils' musical skills through whole class teaching	By choosing guitars rather than brass the enthusiasm in music lessons has improved. Thus pupils are more engaged during the sessions. Termly performances have shown progression and attainment in musical skills. Gold Music Award achieved in July 2018 after data and planning scrutiny by LSMS. <i>The EFF toolkit shows that Arts participation adds an additional 2 months progress on attainment. Therefore, this needs to continue.</i>	LSMS to continue to provide weekly guitar/ukelele sessions. School to fund.	LSMS WCET £3,600																																												
Welfare Support including before and after school care, counselling and afterschool clubs.	Provide opportunities for pupils eligible for PP to access before and after school care when needed as well as attend after school clubs. Provide counselling for individual pupils to promote the mental health and well-being of pupils agenda.	Pupils receiving counselling sessions have really benefitted and developed. Marked improvement of behaviour, emotional and well-being has been seen. Pastoral worker has provided pastoral care which has had significant impact on pupils eg helping individuals to access their lesson, emotional well-being, social and friendship issues, family break ups, building self- esteem and confidence etc. <i>The EFF Toolkit research shows that an additional 4 months attainment is evident when social and emotional learning is being planned for.</i>	Route to Resilience introduced across school and this now needs further embedding with pupils, staff and parents through promotion of Character Muscles in assemblies, PSHE and weekly achievement assembly. . Continue to provide counselling opportunities for those pupils who require it. Continue pastoral provision across the school by pastoral worker. Social and emotional learning underpins the teaching at Ratby Primary school to ensure that all pupils can access the curriculum.	Sports coaches £7,655.50 (see above) Pastoral Lead (built into costs of Cover Supervisor above)																																												
Provide pupils with the necessary resources, uniform, equipment to access school life and homework as well as extra-curricular opportunities provided by residential.	Family Support including homework packs, uniform, trips, residential, milk, swimming Provide homework packs to support pupils.	Uniform and homework packs have been provided and accepted by PP pupils. Improvement in the number of pupils eligible for PP completing homework to expected standard and been maintained for the introduction of this provision from last year. Uniform funding ensures that the school uniform policy and expectations are complied with. Appropriate PE clothing is evident in PE lessons as well. Funding has been provided for milk. This provides a nutritional boost and keeps pupils hydrated between breakfast and lunch, helping them to concentrate and learn. All pupils eligible for PP accessed the residential due to significant cost reduction. These opportunities enriched their lives giving life experiences and providing significant impact on well-being, independence, confidence, team building and social skills. Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. <i>On average, pupils who participate in adventure learning interventions make approximately four additional months' progress.(EFF)</i>	We will continue to provide this funding in 2018-2019. Parents will be allocated a specific amount. They will be able to order through the school office what they feel is relevant for their child.	Uniform, Clubs and Subsidised Trips £4,300 Homework Packs £1000 Subsidised Residential £2,500 Milk £500 Swimming £500 My Maths £325																																												

4. Barriers to future attainment (For PP eligible pupils only)	
Academic Barriers (Issues to be addressed in school)	
A.	Improve reading fluency and comprehension skills for pupils eligible for PP
B.	In some year groups pupils eligible for PP identified as high attaining are making less progress than other high ability pupils
C.	Improve mathematical reasoning and problem solving across the school
D.	Early Language Delay and lack of understanding of vocabulary and a number of pupils starting school each year with SALT involvement.
Additional Barriers (Issues that affect PP pupils outside of school e.g. attendance)	
D.	Parents of some pupils eligible for PP do not support or help pupils to practise basic skills and reading at home.
E.	Attendance for a few pupils eligible for PP are below the whole school target (90%). This reduces their school hours and causes them to fall behind on average

5. Intended outcomes (specific outcomes and how they will be measured)		Success Criteria
A.	Improved reading outcomes for pupils eligible for PP in all year groups	Pupils eligible for PP make good progress by the end of year to ensure that all pupils eligible for PP meet age-related expectations.
B.	Accelerated progress for pupils eligible for PP identified as high attaining in all subjects	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across KS1 and KS2 in reading, writing and maths.
C.	Improved mathematical reasoning and problem- solving skills for all pupils eligible for PP in KS1 and KS2, especially for more able pupils	Pupils eligible for PP make good progress by the end of year to ensure all pupils eligible for PP meet age-related expectations or higher
D.	Pupils eligible for PP are supported in their basic and reading skills	PP are supported with the development of basic and reading skills
E.	Attendance improves for eligible pupil for PP identified as 'persistent absentees'	Raise the attendance of any pupils eligible for PP and classified as 'persistent absentees'
F.	To improve the mental health of all pupils across the school	Good progress of the mental health of all pupils across the school

6. Planned expenditure					
School Name	Ratby Primary School				
Academic Year	2019-2020	Total PP Budget	£58,680	Date of most recent PP review (if applicable)	
Total number of pupils	372	Number of pupils eligible for PP	43	Date of next internal review of this strategy	June 2020
		Number of Ever 4	4		
		Number of LAC	3		

The three headings enable you to demonstrate how you are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all.

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
Continue to embed T4W as a strategy for teaching writing across the whole school through accessing additional T4W Non-Fiction Training	Improve Writing outcomes for all pupils, especially more able pupils.	Our aim is to develop greater consistency and further improve the quality of teaching writing across the whole school in order to lead to improved outcomes for all pupils. Talk for Writing Impact evidence highlights many examples of the raise in attainment through the embedding of T4W approach across school https://www.talk4writing.co.uk/about/ for example: At Selby Community Primary School , where around 50% of pupils are on free school meals, following the introduction of Talk for Writing the school rose from results at 22% Level 4 in 2011 to well above national averages since Talk for Writing was embedded in 2012 onwards. Despite assessments becoming more challenging, writing is now a strength of the school in every year group, with the % of pupils achieving greater depth is now double the national average.	SLT Monitoring and Evaluation throughout the year to include: book scrutinies, planning scrutinies, learning walks, pupil interviews, lesson observations. Kathryn Pennington T4W Consultancy Days	Clare Astill	Half Termly
Embed Storytime Phonics across EYFS and KS1 ensuring new staff are trained appropriately	Further raise phonics outcomes by the end of each key stage.	School Leaders felt the phonics materials needed to be updated to reflect current pupils. Research undertaken with fellow BEP schools led the school to purchase Storytime Phonics (See Church Hill Infant School outcomes). https://www.tts-group.co.uk/StoryTime+Phonics.html	Phonics Trackers collected half termly Learning Walks, Planning Scrutinies	Vanessa Savage	Half Termly
Further improve comprehension strategies of pupils in order to lead to improved outcomes for all pupils through: a combination of whole class and guided reading, use of Literacy Shed materials, embedding of previous year's training on Vocabulary Purchase and embed PM Benchmarking/ Reading Pro	Improve reading fluency and comprehension skills for pupils eligible for PP Use the EFF Toolkit to enhance QFT across the school	Other schools within BEP have invested in PM Benchmarking/Reading PRO which in conjunction with other reading strategies has led to improved outcomes. Our intention is to improve both the comprehension skills in KS2 as well as the outcomes for all pupils by ensuring pupils selecting suitably challenging materials and move up to the next level when their skills improve. <i>The EFF Toolkit states: Reading comprehension approaches deliver an additional 6 months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i>	CPD training for staff. Purchase materials to support the tracking and assessment of reading at Key Stage 2. Ensure all books in the library and classroom areas are given a Lexile to guide readers to select the right choice book with the	Clare Astill Kayleigh Denton Lisa Jones	Half Termly

			appropriate level of challenge. Learning walks and lesson observations of reading.		
Whole school approach on challenging high attaining pupils. Monitor progress and attainment through standardised tests, phase meetings, pupil progress meetings, learning walks and observations. Quality First Teaching Dedicated Small group/1:1 support from HLTA Whole class teaching rather than setting across the year group	Improve progress for pupils eligible for PP identified as high attaining	As a school we believe that robust monitoring, identifying child needs and challenging and supporting as necessary is vital to a child's development. As a school, we endeavour to collate appropriate and meaningful data, analyse and use to develop each child's full potential. Targeting specific needs to fast track pupils to get them on track. CT, HLTAs and CSto focus on ensuring they provide challenge in lessons and stretching pupils to achieve at least expected progress. <i>The evidence suggests that setting and streaming has a very small negative impact for low and mid-range attaining learners, and a very small positive impact for higher attaining pupils (EFF)</i> Rather than using setting and intervention groups during English and Maths sessions we will use whole class teaching sessions. Within class attainment: pupils with similar levels of current attainment are grouped together but all pupils are taught by their usual teacher and support staff .The aim of this type of grouping is to match tasks, activities and support to pupils' current capabilities, so that all pupils have an appropriate level of challenge. The <i>evidence on within-class attainment grouping indicates that it is likely to be beneficial for all learners, providing an average benefit of three months' additional progress. (EFF)</i>	CPD training for staff. Lesson studies and coaching and mentoring. Share good practice across the school. Quality first teaching. Monitor the progress of pupils eligible for PP identified as high attaining, each half term to ensure at least expected progress.	Lisa Jones Clare Astill Kayleigh Denton	Termly
Whole school approach on developing and embedding mathematical reasoning and problem solving. Dedicated small group/1:1 support from HLTA	Improve mathematical reasoning and problem solving skills for all pupils eligible for PP in KS1 and KS2	Evidence shows that children are naturally curious and learn to make sense of their world through exploration, questioning and reasoning. As children get older they become more self-conscious and their natural inquisitiveness is not expressed or supported as much as it could be. This is unfortunate because learning to use mathematics in meaningful ways requires being curious, asking a lot of questions and reasoning. Through reasoning, children connect ideas, gain a deeper conceptual understanding and ultimately enjoyment of maths. In short it is through reasoning that they learn that maths makes sense. This mastery approach is documented in the EFF Toolkit as having an impact of an additional five months progress. We have planned to use our PP providers for small group as the <i>EFF Toolkit states that small groups focussed on specific pupils needs has an additional 4 months progress.</i>	Share good practice across the school. Monitor the progress of pupils eligible for PP in maths. Book sampling – evidence of reasoning and problem solving.	Kayleigh Denton Ali Steiner	Termly
			Reading Resources	£3,296	
			PP Mentor	£12,360	
			Pastoral Support	£8,429	
			Pre & Post Teaching & Smaller Class Sizes.	£22,610	
			Total Budgeted Cost	£46,695	

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
To introduce 'Talk Boost' into EYFS/KS1	To narrow the language gap between those identified and their peer at the earliest opportunity to ensure these pupils are able to access the wider curriculum	EEF Early Years Interventions – EEF Toolkit highlights that successful interventions can impact on attainment by as much as 5 months. Talk Boost Research Language Gap is an evidence based intervention which aims to narrow the gap between 4-7 year olds with language delay and their peers. http://blog.ican.org.uk/2015/02/the-impact-of-talk-boost/	VS to participate in training sessions provided by STEP TSA and meet with Lead Practitioner (KR) to review implementation and impact.	Vanessa Savage	Throughout the year
Provide allocated amount of money for parents of PP pupils to support the educational welfare of pupils with the necessary resources, uniform, equipment to access school life and homework as well as extra-curricular opportunities provided by residential. Provide PP pupils with reading books from Pie Corbett reading spine selection.	Pupils eligible for PP are supported in their basic skills and reading skills Family Support including homework packs, uniform, trips, residential, milk, swimming Purchase books to enthuse readers.	We aim to further enhance reading skills and develop a love of reading. Maintain high standards and expectations of reading across the school. <i>The EEF Attainment Gap Report 2018 reinforces the effect of developing basic skills as a fundamental priority: 'Essential life skills (or 'character') are important in determining life chances'. EEF Toolkit research shows an additional 4 months progress for pupils.</i> Engaging parents is crucial in the development of the individual child. We endeavour to engage parents with supporting to purchase uniform, purchasing books and homework packs. Parental engagement is consistently associated with pupils' success at school. Parents' aspirations also appear to be important for pupil outcomes. <i>The EEF toolkit states that research shows a progression of an additional 3 months.</i>	Monitor reading diaries. Monitor spending of money by parents	Clare Astill Lynne Heath Nicola Bedder	Termly
School to work alongside BEP Educational Welfare Officer to lower absence	Attendance improves for eligible pupil for PP identified as 'persistent absentees'	To ensure that pupils are not missing valuable teaching time.	Track and monitor absence of PP pupils. Letters to be sent out to parents. Liaise with EWO re persistent absentees.	Lynne Heath Office staff Lisa Jones	Termly
Total Budgeted Cost				Swimming Lessons Milk Residential Individual Welfare Support. Homework Packs	£500 £500 £2,025 £5,100 £1,000 £ 9,125

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
WCET lessons provided by LSMS and school staff <ul style="list-style-type: none"> • Whole class recorders • Guitar/Ukelele continuation 	To provide a wide range of musical activities throughout the school for all pupils (including those eligible for PP)	Research has found that learning music facilitates learning and enhances skills in all areas of the curriculum. It has been proven to improve language development, increased IQ, working the brain harder, spatial intelligence, improved test scores. <i>The EFF Toolkit states that arts participation gives an additional 2 months progress.</i>	Learning walks Observations Pupil interviews Regular performances	Craig Thurlow	Termly
Additional lunchtime coaches employed Lunchtime Challenges – Sports Leaders	To develop ALL pupils' (including those eligible for PP) levels of health, fitness, concentration, self-esteem	We want all pupils to improve their levels of health, fitness, concentration, self-esteem. Sports coaches had a big impact last year in our PP provision and lessened behaviour issue at dinner time. Research in the <i>EFF toolkit shows the following additional months progress on attainment: Behaviour intentions, improving discipline and greater engagement is 3 months and sports participation is 2 months</i>	Monitoring of registers Learning walks	Metcalfe sports Liam Baines Marc Hill	Termly
Mental health and well-being lessons planned into the curriculum for all pupils. Pastoral sessions for identified pupils (including those eligible for PP)	To improve the mental health of all pupils across the school (including those eligible for PP)	Recent studies have shown that there has been a rise in mental health issues of pupils across the country in the last few years. We want to support pupils and share resources and strategies which they can use to improve their well-being. <i>On average, 'Social and Emotional Learning' interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself (4 months additional progress on average- EEF).</i>	CPD for staff Learning walks Observations CPOMS Pupil interviews	Marc Hill Pam Hardy	Termly
Total Budgeted Cost				WCET £2,800 Sport Coaches £7,600 Promotion of Well-Being £2,500 £12,900	

7. Additional detail

- English and Maths Leads to monitor the progress and attainment of PP pupils on a half-termly basis and report to Headteacher and Class Teachers.
- Pupil Premium Governor to undertake Monitoring visit during the academic year.

A percentage of the PP money has not been immediately planned for on the spending allocation. This is to ensure we have the flexibility to modify and change provision if required.