

1. Summary information

School	Ratby Primary School				
Academic Year	2017-2018	Total PP budget	£66480	Date of most recent PP Review	
Total number of pupils	362	Number of pupils eligible for PP	53	Date for next internal review of this strategy	Jan 18

2. Current attainment

	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	11%	47% (61%)
% making progress in reading	22%	55% (71%)
% making progress in writing	78%	76% (76%)
% making progress in maths	57%	71% (75%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Improve reading fluency and comprehension skills for pupils eligible for PP
B.	Improve oral language skills as well as basic English skills for pupils eligible for PP than other pupils – This slows reading and writing progress in subsequent years.
C.	In some year groups pupils eligible for PP also have SEND and require additional support to make expected progress.
D.	In some year groups pupils eligible for PP identified as high attaining are making less progress than other high ability pupils.

External barriers (issues which also require action outside school, such as low attendance rates)

E.	Attendance for a few pupils eligible for PP are below the whole school target. This reduces their school hours and causes them to fall behind on average.
F.	Parents of some pupils eligible for PP do not support the homework policy or help pupils to practice basic skills at home.

4. Desired outcomes

	Desired 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 rapid progress by the end of year to ensure that all pupils eligible for PP meet age-related expectations.
B.	Improved oral language skills, phonics and fine motor skills to support development of basic English and Mathematics skills for ALL pupils as well as those eligible for PP and those identified as 'vulnerable' in EYFS.	Pupils eligible for PP in EYFS make rapid progress by the end of the year so that pupils eligible for PP meet age-related expectations.
C.	Accelerated progress for pupils eligible for PP identified as having SEND	Pupils eligible for PP who also have SEND make at least expected progress by the end of the year.
D.	Accelerated progress for pupils eligible for PP identified as high attaining	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing.
E.	Attendance improves for pupils eligible for PP identified as 'persistent absentees'.	Improve the attendance of any pupils eligible for PP and classified as 'persistent absentees'.
F.	Pupils eligible for PP are supported in the development of basic skills	PP are supported with the development of basic skills

5. Planned expenditure

Academic year

2017/2018

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?
A Improve reading fluency and comprehension skills for all pupils	Whole School Approach to Reading using Reciprocal Reading Strategies in addition to Guided Reading and Whole Class RIC Monitor progress and attainment through standardised tests and pupil progress meetings.	We want to invest some of the PP in longer term change which will help all pupils. Evidence from other schools supports the use of Reciprocal reading and materials to improve Reading outcomes across school.	CPD training for all teachers Purchase of materials to support the teaching of reciprocal reading. Learning Walks and Lesson Observations of Reading Performance Management of teachers linked to development of Reading	Lynne Heath	Termly
Improved progress for high attaining pupils at both KS1 and KS2, especially for those eligible for PP .	Staff training on developing high quality feedback Review currently marking policy and undertake research on latest feedback strategies.	EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across school. HLTAs, CS and teachers to focus on ensuring they are providing challenge in lessons and stretching pupils to achieve at least expected progress.	Use INSET days to deliver training Lesson feedback from observations looking at embedding feedback policy. Monitor the progress of pupils eligible for PP identified as high attaining, each half term to ensure at least expected progress through completion of Disadvantage	Lisa Jones & SLT	Termly
Total budgeted cost					£1000

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?
Improve oral language skills and basic skills in EYFS	Small group work, targeted interventions for: Fine Motor Control Basic Writing of Sentences Number – Accurate Counting Phonics Speech & Language Forest School Provision	Prior experience of EYFS teachers has shown that these interventions have had a significant impact. Development of Forest School provision – Research shows that young people are stimulated by the outdoors and typically experience, over time an increase in self-belief, confidence, learning capacity, enthusiasm, communication, problem-solving and emotional well-being	Pupil Progress Meetings EYFS teachers will monitor through assessment for learning embedded in classroom practice.	Lindy Anstey	Termly
Accelerated progress for pupils eligible for PP identified as having SEND	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	Pre and Post teaching can be used to address misconceptions are preventing progress being made.	Through Pupil Progress Meetings Learning Walks DHT to meet each half term with Phase Leaders, HLTA and CS. Half Termly completion of Disadvantage Calculator Document.	Lynne Heath	Termly
Attendance improves for pupils eligible for PP identified as 'persistent absentees'.	Monthly monitoring by Attendance Officer, especially of PP pupils	Targeted letters of other pupils has seen significant improvements in the attendance of individual pupils.	Half Termly completion of Disadvantage Calculator Document.	Lynne Heath Lisa Jones	Half Termly
Total budgeted cost					£10,000

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?
Pupils eligible for PP are supported in the development of basic skills	Provide homework packs to support pupils. Provide support to parents through open evenings and reading café, reading challenges	Reading results of KS2 pupils in 2017 were below national for ALL and PP pupils. Reading is a key focus of SDP for 2017-2018. Evidence from Reading diaries shows that most pupils eligible for PP are not heard read at home regularly and that some families have poor literacy skills themselves	Pupil Progress Meetings Attendance of PP at Reading Café Results of PP pupils in tests and TAs	Lynne Heath Vanessa Savage	Termly
To develop ALL pupils'(including those eligible for PP) levels of health, fitness, concentration, self-esteem	Additional lunchtime coaches employed Lunchtime Challenges – Sports Leaders	Research shows that physical activity extends beyond health, and that children learn better, concentrate more, behave better, are happier, have higher self-esteem, sleep and eat better and their academic performance increases as (See fitforschools.co.uk)	Metcalf Sports to provide 3 coaches per lunchtime PE Coordinators to work with Sports Leaders to organise challenges for completion at lunchtime	Liam Baines Georgina Green Marc Hill	Termly
Development of pupils oral skills, self-esteem, self-confidence and problem solving skills	Development of Forest School provision starting with EYFS	Development of Forest School provision – Research shows that young people are stimulated by the outdoors and typically experience, over time an increase in self-belief, confidence, learning capacity, enthusiasm, communication, problem-solving and emotional well-being	LSA trained to L3 Forest School LSA provided with PPA time for planning sessions. Weekly Sessions to take place in 6 week blocks with groups of 10 pupils Dedicated budget to fund resources.	Tracey Payne	Termly
Development of pupils' musical skills through whole class teaching	WCET Music Lessons provided by LSMS	Research suggest that learning to play a musical instrument not only increases a child's memory, but refines time management and organisational skills; boosts team skills, teaches perseverance discipline and patience, enhance coordination, develops mathematical ability improves comprehension skills and exposes children to cultural history.	School to fund weekly WCET lessons provided by Leicestershire School Music Award	Lynne Heath	Termly

iii. Other approaches (cont)

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?
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<p>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.</p>	<p>Welfare Support including before and after school care, counselling and afterschool clubs.</p>	<p>Previous engagement of counselling services for specific pupils resulted in marked improvements in both academic and</p>			
<p>Provide pupils with the necessary resources, uniform, equipment to access school life and homework as well as extra-curricular opportunities provided by residential.</p>	<p>Family Support including homework packs, uniform, trips, residential, milk, swimming</p>				
Total budgeted cost					£9,700

6. Review of expenditure

Previous Academic Year

2016-2017

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
Improve outcomes for all pupils and accelerate progress of pupils eligible for PP in Reading, Writing and Maths at Key Stage 2	CPD on feedback Funding of Smaller Classes in KS2 to improve teacher to adult ratios, allowing more time for high quality feedback.	Smaller class sizes impacted on all pupils improving outcomes and behaviour for learning across school.	Class Size reduction from 36+ to 18-25 per class.	£35,000

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
Improve Writing Outcomes for pupils eligible for PP at KS2 in both teacher assessment and SPAG.	Write Away Together / Pre&Post Teaching of Writing Termly formal testing to monitor standardised test scores. Big Write Moderation. PP pupils to be marked 1 st .	Writing Outcomes improve by 28% and the gap between PP pupils and non-PP was reduced from 33% to 2% KS2 Writing Outcomes of PP pupils PP pupils: 78% Non-PP pupils: 76% Improvement for PP pupils 2016 (PP :50%) KS2 SPAG Outcomes of PP pupils PP pupils:78% Non-PP pupils: 76% Improvement for PP pupils from 2016 (PP 71%)	Continue with these approaches in 2017-2018 and continue to ensure PP pupils are a focus of Pupil Progress Meetings. PP Champion to monitor attainment and progress as well as combined attainment.	Included in above

<p>Improve Reading Outcomes for pupils eligible for PP at KS2</p>	<p>Additional volunteer readers to be used to hear PP pupils read individually and provide support. PP pupils to have a 2nd Guided Read per week.</p>	<p>Reading Outcomes at end of KS2 did not improve however the outcomes of the PP pupils reflected that of the cohort. Reading outcomes for other year groups in KS2 were in line with National. % at EXS+ /GDS (Nat in brackets)</p> <table border="1" data-bbox="846 284 1319 582"> <thead> <tr> <th></th> <th>Ratby</th> <th>Nat</th> <th>Ratby</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>83%</td> <td>(77%)</td> <td>17%</td> <td>(19%)</td> </tr> <tr> <td>Y1</td> <td>64%</td> <td>(76%)</td> <td>16%</td> <td>(25%)</td> </tr> <tr> <td>Y2</td> <td>75%</td> <td>(76%)</td> <td>20%</td> <td>(25%)</td> </tr> <tr> <td>Y3</td> <td>54%</td> <td>(72%)</td> <td>27%</td> <td>(24%)</td> </tr> <tr> <td>Y4</td> <td>75%</td> <td>(72%)</td> <td>40%</td> <td>(24%)</td> </tr> <tr> <td>Y5</td> <td>74%</td> <td>(72%)</td> <td>42%</td> <td>(24%)</td> </tr> <tr> <td>Y6 Test</td> <td>55%</td> <td>(72%)</td> <td>18%</td> <td>(24%)</td> </tr> <tr> <td>Y6 TA</td> <td>76%</td> <td>(79%)</td> <td></td> <td></td> </tr> </tbody> </table>		Ratby	Nat	Ratby	Nat	EYFS	83%	(77%)	17%	(19%)	Y1	64%	(76%)	16%	(25%)	Y2	75%	(76%)	20%	(25%)	Y3	54%	(72%)	27%	(24%)	Y4	75%	(72%)	40%	(24%)	Y5	74%	(72%)	42%	(24%)	Y6 Test	55%	(72%)	18%	(24%)	Y6 TA	76%	(79%)			<p>16-17 cohort were a weaker cohort at KS1 and throughout KS2. Behaviour for learning of some PP pupils did impact on the results. Whole School Reading Focus for 17/18.</p>	<p>Included in above</p>
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<p>Improve Mathematics Outcomes for pupils eligible for PP</p>	<p>Maths Intervention groups. Maths books marked first Maths sets across school</p>	<p>KS2 Maths Outcomes of PP pupils PP pupils: 56% Non-PP pupils: 76% Improvement for PP pupils from 2016 (56%)</p>	<p>Maths outcomes did improve from 2016 but the gap did not close significantly. Maths – On Track Maths Intervention to be bought and implemented for 2017-2018.</p>	<p>Included in above</p>																																													
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<p>Provide pastoral support to pupils to address external factors and barriers to learning</p>	<p>Pastoral Lead release time to deliver 'Think Wise' programme and other interventions as well as meet with pupils individually.</p>	<p>Pastoral provision has had significant impact on improving lives of individual pupils suffering bereavement, friendship issues, low self-esteem, family break ups, etc.</p>	<p>Continue to employ Pastoral Lead to provide support to individuals and groups.</p>	<p>£14000</p>																																													
<p>Provide structured lunchtime activities for pupils for those who find it difficult to manage their own behaviour during unstructured times or who enjoy exercising and playing team games</p>	<p>Lunchtime Coaches</p>	<p>Reduced number of lunchtime issues especially for Year 5&6 pupils. Children enjoy participating in structured activities and are there is a full up take in organised activities.</p>	<p>Continue o provide lunchtime coaching and if possible increase the number of coaches available.</p>	<p>£6,060</p>																																													

Development of pupils' musical skills through whole class teaching	WCET Music Lessons provided by LSMS	All pupils in Year 5 Teachers benefit from CPD opportunity to not only learn to play an instrument but also how to teach it.	Be selective in the type of instrument the children learn to play – Guitar popular and successful Brass – pupils in general did not enjoy learning to play brass.	£5,100
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.	Welfare Support including before and after school care, counselling and afterschool clubs.	Before and after school care have been provided for families with social services involvement this has led to improved attendance of these pupils, ensuring they are adequately fed and provided with opportunities to socialise and develop their play and language skills. Funding to access after school activities has seen an increase in the number of pupils eligible for PP participating in a variety of clubs. This supports the Healthy Schools agenda. Counselling for pupils who are vulnerable has seen an improvement in their general well-being, self-esteem and ability to address concerns.	We will continue to provide this funding in 2017-2018	£2,160
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	Improvement in the number of pupils eligible for PP completing homework to expected standard. All pupils eligible for PP accessed the residential due to significant cost reduction. These opportunities enriched their life experiences and provided a significant impact on well-being, independence and confidence. Support for purchasing uniform ensures all pupils comply with the uniform policy and have the appropriate clothing for PE lessons.	We will continue to provide this funding in 2017-2018	£3,000

7. Additional detail

In this section you can annex or refer to additional information which you have used to inform the statement above.