

## Pupil premium

Pupil Premium Funding (PPF) is a national scheme which has been available to schools since its introduction in April 2011. The Government introduced the PPF as a way of reducing the inequalities experienced by disadvantaged children up to the age of 16. It is described by the government as a 'deprivation grant' and is available to schools to provide additional support to help narrow any gaps between the progress and achievements of these children (as described below) and their peers. It allows schools to provide extra resources to help improve the standards of those children who fall into one of three categories:



Pupil Type	Eligibility Criteria	Amount of Premium received per child (pa)
Looked After Child (LAC)	Looked after by the local authority (Children in Care) or adopted from care under the Adoption and Children Act 2002 or have left care under a Special Guardianship or Residence Order. This funding is known as Pupil Premium Plus (PP+) funding	£1900
Disadvantaged (FSM/FSM6)	Currently in receipt of Free School Meals (FSM) or have been eligible for free school meals at any point in the last six years (also known as FSM6). This should not be confused with universal free school meals (UFSM), which all children are entitled to in Reception, Year 1 and 2.	£1320
Service Child (SC)	For children whose parent/s are currently serving in the armed forces or have served at any time in the last 5 years ('Ever 5', also known as the Service Pupil Premium or SPP).	£300

## How does the school get the funding?

The school receives the funding from the government depending on the data it provides during the school census. It relies on parents providing appropriate evidence of either status (i.e. low income or service member). In the case of low income no information is given directly to the school; please go to [www.myfreeschoolmeals.com](http://www.myfreeschoolmeals.com) to see if you may qualify. If you are (or have been the last 5 years) a serving member of the Armed Forces, please let us know.

This is not just about getting a free school meal. Even if your child is in Reception, Year 1 or Year 2 (where all children of this age receive a Free School Meal – known as Universal FSM), the school may still qualify for further financial support for your child if you are in receipt of low income. This money will be used to help your child achieves as well (if not better) than their peers; it is important for you to check eligibility using the simple online service.

## Pupil Premium use at Ryhall CE Academy

Ryhall CE Academy is committed to 'eradicating the gap' between 'vulnerable' children and their peers. The Pupil Premium funding will form a vital part of that process. The governors reserve the right to allocate the Pupil Premium funding to support any child or groups of children the school has legitimately identified as being socially disadvantaged. Provision will be made through:

- Supporting pupils' access to a broad education
- Supporting pupils' access to the main curriculum
- Alternative support and intervention where appropriate within the school environment

## Core Principles

- We ensure that teaching and learning opportunities meet the needs of all of the children.
- We ensure that appropriate provision is made for children who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.
- In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged.
- We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any child or groups of children the school has legitimately identified as being socially disadvantaged.
- We ensure that PPF reaches those children identified children and that it makes a significant impact on their education and lives.

- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.

### 2015/16 Provision: Expenditure Summary

There is no single intervention which provides a complete solution to narrowing the gap, or to supporting our disadvantaged children in the way that suits them best. The school has used the Sutton Trust EEF toolkit to ensure funding is spent in a way to best achieve good outcomes for children. This research has been useful in analysing what really makes a difference, enabling us as a school to make informed choices about professional development and workforce deployment. The toolkit makes it clear that high quality, effective whole class pedagogies, including Quality First Teaching, can lead to success for all children and young people, including those that are our most vulnerable. In addition to the Pupil Premium money there are many school systems in place to support children from all backgrounds and of all abilities. Our Pupil Progress meetings happen 3 times a year, and are an opportunity to discuss all children in school in some depth, with regard to both their academic attainment and well-being needs. Our assessment, monitoring and tracking systems allow us to identify any children or groups of children who are not making sufficient academic progress. The teaching strategies used by staff in the school enable all children to make progress and provided for a wide range of needs.

During the academic year 2015/16, there were a total of 16 children for whom the school received PPF-FSM/6 (13.3% of the number of children on roll). We also received funding for 6 Service Children. The amount received was £22,920. Since the census an additional four children joined the school who had previously been in receipt of FSM. In addition to those outlined above, as well as ensuring Quality First Teaching, the following strategies were used to support disadvantaged children:

Amount	Action	Objective
£11,755	Teaching Assistant time maintained in order to ensure that vulnerable groups of children could receive additional small group or one-to-one support from either the class teacher or TA. Maintaining TA provision also allows for small phonics groups in both KS1 and KS2, with phonics being taught 5 times per week by teachers and TAs; this ensures that the scheme is taught in ability groups.	To ensure that each individual child is challenged and stimulated in their learning and is making at least nationally expected progress.

<b>£3350</b>	Additional teacher / HLTA support for small group targeted work in Literacy and Maths – providing targeted support for small groups of children with focus on eradicating the gaps in learning (Year 2 & 6)	PP children to make at least good progress in Reading, Writing and Maths.
<b>£1900</b>	Staff training and professional development in Literacy, Numeracy, EYFS to ensure PP children receive outstanding teaching and learning opportunities	To ensure that all children receive outstanding Quality First Teaching.
<b>£950</b>	HLTA specialist training	To research and widen intervention opportunities to support target of achieving ARE.
<b>£800</b>	Specialist behaviour interventions (support) x 4 half days	To provide all who are involved in the lives of the children (school and home) with a wider variety of strategies to support the child's personal development and well-being to positively impact on learning.
<b>£800</b>	Staff release time to attend pupil progress review meetings (with Headteacher / KS Lead / Parents)	To evaluate the impact of the provision on pupil outcomes to determine next steps.
<b>£1520</b>	Social and emotional support – Jigsaw programme	Improve social and communication skills
<b>£885</b>	Financial support for trips and visits (including residential)	To improve social skills, develop knowledge and understanding of the world
<b>£860</b>	Breakfast / Holiday club (KIA)	Improved social skills, as well as widened opportunities for developing health and well-being.
<b>£420</b>	Subsidising enrichment activities e.g. extracurricular activities and music lessons	At least 75% of Pupil Premium children take up the opportunity to participate in activities beyond the curriculum.
<b>£400</b>	Supporting parents with the cost of uniform	All children have a sense of pride and belonging.

## The Impact of the PPF for 2015/16

<b>Number of pupils in cohort: 18</b>					
9 BOYS, 9 GIRLS (1 X PP) NO SEN / EAL / CLA CHILDREN					
<b>MEETING THE EXPECTED STANDARD FOR YEAR 2 (ARE = Age Related Expectations)</b>	<b>Reading (R)</b>	<b>Writing (W)</b>	<b>Maths (M)</b>	<b>RWM combined</b>	<b>Science</b>
<b>FFT20/School Target</b>	89	83	83	72	100
<b>Total Number - Actual</b>	17	15	17	14	18
<b>Total %</b>	<b>94</b>	<b>83</b>	<b>94</b>	<b>78</b>	<b>100</b>
<b>National %</b>	74	66	73	60	n/a
<b>Rutland %</b>	81	70	79	65	n/a
<b>Girls (f) %</b>	100	100	100	100	100
<b>Boys (m) %</b>	88	67	88	55	100
<b>Disadvantaged %</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Non-Disadvantaged %</b>	94	82	94	77	100
<b>% WORKING AT GREATER DEPTH</b>	33	28	22	22	n/a

<b>Number of pupils in cohort: 17</b>					
8 BOYS, 9 GIRLS (1 x PP, 1 x PP/SEN) 3 x SEN (1 x M, 2 x F – including child above) NO EAL / CLA CHILDREN					
<b>MEETING THE EXPECTED STANDARD FOR YEAR 6</b>	<b>Reading (R)</b>	<b>Writing (W)</b>	<b>Maths (M)</b>	<b>RWM combined</b>	<b>Science</b>
<b>FFT20/School Target</b>	76	82	88	76	82
<b>Total Number - Actual</b>	12	12	14	10	11
<b>Total %</b>	<b>71</b>	<b>71</b>	<b>82*</b>	<b>59</b>	<b>65</b>
<b>National %</b>	66	74	70	53	5
<b>Rutland %</b>	70	72	68	tbc	n/a
<b>Girls (f) %</b>	67	67	78	44	56
<b>Boys (m) %</b>	75	75	88	75	75
<b>Disadvantaged %</b>	<b>50</b>	<b>50</b>	<b>100</b>	<b>50</b>	<b>50</b>
<b>Non-Disadvantaged %</b>	73	73	80	60	68
<b>% WORKING AT GREATER DEPTH</b> Based on 110+	12	6	18	6	n/a

KS1 – there was only 1 Year 2 child in receipt of Pupil Premium Funding in 2015-16. This child achieved expected ARE in all subjects.

KS2 – there were 2 Year 6 children in receipt of Pupil Premium Funding in 2015-16.

One of these children also received additional support as identified as needing SEN Support and was not expected to achieve ARE in any area. +1.86 progress made in Writing. +7.89 progress made in Maths. +10.7 progress made in GPS. Achieved ARE in Maths and GPS.

The average score for the second Pupil Premium child was above national average in Reading and in line with national averages in Writing and Maths.

Due to the way in which children are now assessed, as a result in changes to the National Curriculum, 2016 figures are not comparable to previous years.

# Strategy statement 2016-17

1. Summary information					
School	Ryhall CE Academy				
Academic Year	2016-17	Total PP budget	£24,360	Date of most recent PP Review	n/a
Total number of pupils	157	Number of pupils eligible for PP	20	Date for next internal review of this strategy	Feb '17

2. Current attainment		
Notes relevant to context where applicable	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (school)</i>
% achieving or exceeding standard for end of year in reading	<b>59</b>	80
% achieving or exceeding standard for end of year in writing	<b>65</b>	76
% achieving or exceeding standard for end of year in mathematics	<b>71</b>	81
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	Identified need to improve learning behaviours: resilience and independent learning strategies	
<b>B.</b>	Consistency of Quality First Teaching in previous 3/4 class – supply/short term contracts	
<b>C.</b>	High number of SEN and SEN+PP children in Year 2 (2016-17) – have made slower than expected progress	
<b>D.</b>	Specific additional needs including those being supported by SEN: Increasing identification of SEN needs of PP children	
<b>E.</b>	Lack of engagement in wider-curriculum (extra-curricular activities, music tuition, etc.) (some relationship to school transport)	
<b>F.</b>	Significant increase in pupil numbers (118 Sept 2014 to 154 Sept 2016) bringing increase of SEN/PP children and low-ability learners or gaps in learning	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>G.</b>	Lack of parental engagement – both with school and in learning at home	
<b>H.</b>	Attendance of PP boys – identified as 'poor' attendance	

<b>4. Desired outcomes</b>		<b>Success criteria</b>
<b>A.</b>	<p>Increasing the number of prior higher attaining PP pupils reaching 'greater depth' across the core curriculum.</p> <p>Prior higher attaining PP pupils achieve higher rates of progress.</p>	<p>Gaps between the performance of disadvantaged groups and their peers within the school is in line with or smaller than seen nationally</p> <p>Pupils eligible for PP identified as high ability make as much progress as 'others' pupils identified as high ability, across the school in Reading, Writing and Maths. Measured by teacher assessments and successful moderation and KS tested outcomes.</p>
<b>B.</b>	<p>Increase rate of progress of all PP pupils where there is not an identified SEN need which impacts on rates of progress.</p>	<p>PP pupils make above the expected 1 point progress each term (x6 pa).</p>
<b>C.</b>	<p>Additional support for PP SEN pupils.</p>	<p>PP SEN pupils make at least the expected 1 point progress each term (x6 pa).</p>
<b>D.</b>	<p>Develop pupil's independence and resilience for learning strategies resulting in improved outcomes in all years at KS2.</p>	<p>Pupils have an improved Growth Mindset which positively impacts on all pupils achieving expected progress measures.</p> <p>Exemplary classroom behaviour reflects children's positive attitudes to learning.</p> <p>Pupil voice shows that children have the language to talk about skills of independence and resilience in relation to their learning</p> <p>Children will be able to draw upon a range of independent learning skills to support their approach to learning</p> <p>Verbal feedback and marking evidences pupils' growing independence</p>
<b>E.</b>	<p>Increase parental engagement of PP children to positively impact on learning, aspirations, independence and attendance.</p>	<p>High attendance of PP parents at workshops ('Coffee Clubs').</p> <p>Parent Survey responses show that parents welcome support with their child's learning (ways to identify PP parents to be investigated).</p> <p>Increase % attendance of PP children from previous academic year.</p>



**5. Planned expenditure**

**Academic year**                      **2016-17**

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**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
At least expected progress for all PP pupils	<p>Staff CPD – maths mastery, slow writing, success criteria, guided reading.</p> <p>Continue to provide additional TA support in the classes with concentration of PP needs.</p>	EEF evidence suggests that small group interventions with highly skilled staff has been shown to be effective in groups of less than 6 pupils.	Ongoing monitoring programme by Subject Leaders, HT, class teacher, SENDCo and governors.	HT  Maths/Lit leads to oversee interv. in own subject areas	Throughout
Develop pupil's independence and resilience for learning strategies resulting in improved outcomes in all years at KS2.	<p>Whole school focus on developing learning behaviours – Resilience programme – to include focus on developing a Growth Mindset.</p> <p>Focus on pupils' engagement in and responsibility for own learning – self and peer assessment.</p>	Pupil tracking meetings have identified some pupils for whom poor learning behaviours are preventing progress, particularly in transitioning from KS1 to KS2 and in Reading/Writing measures at end of KS2.	<p>Ongoing monitoring of school behaviour records.</p> <p>Observations and learning walks to observe learning behaviours in the classroom.</p> <p>Growth Mindset before and after surveys to evidence impact.</p>	HT	March 2017 July 2017

			Work scrutinies to assess children's responses to formative feedback.		
<b>Total budgeted cost</b>					£13,750
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increasing the number of prior higher attaining PP pupils reaching 'greater depth' across the core curriculum.  Prior higher attaining PP pupils achieve higher rates of progress.	Increased teacher / HLTA support for small group targeted work in Literacy and Maths	The school data shows that we need to increase the number of most-able PP pupils reaching a higher standard  Nationally PP do less well at the higher levels therefore this needs to be a focus for all schools.  We should continue to focus on reading as this area of learning is the key to accessing all aspects of the curriculum.  Some pupils need targeted support to diminish differences and to have individual support matched to their needs Data for 2016 in the school showed very positive progress measures where additional support and interventions were implemented The data for PP pupils shows they must make accelerated progress to diminish the differences with all pupils nationally.	Part of AIP – regularly reviewed  Groups will be tracked termly and assessment information analysed  Focused pupils identified through pupil progress meetings and outcomes tracked to measure the impact of the support	HT	January 2017 March 2017 July 2017

Increase rate of progress of all PP pupils where there is not an identified SEN need which impacts on rates of progress.	Intervention groups with teacher / TA / HLTA aimed at boosting progress.	Continue to address under-achievement and boost progress. Intervention will be time limited, focused and tightly tracked.	Track targeted outcomes of intervention groups.	SENDCo/ HT	Termly (x6 pa)
Additional support for PP SEN pupils.	Intervention groups with teacher / TA / HLTA aimed at boosting progress.	<p>Pupils with social/emotional needs require additional support to address these needs alongside learning needs.</p> <p>School data shows that in year groups where PP pupils are also on the SEN register they need to make accelerated progress to bring them in line with all pupils.</p> <p>The school now has an increasing number of pupils with SEN needs as well as an increase of pupils who are both SEN and PP pupils.</p>	<p>Part of AIP – regularly reviewed</p> <p>Headteacher and SENDCo will take a lead on ensuring pupil outcomes are improving and that the provision supports their emotional development</p> <p>Thorough analysis of the impact of provision mapping to ensure that pupils' needs are being met and expected progress is being made.</p>	HT & SENDCo	Termly (x6 pa)
<b>Total budgeted cost</b>					£8,190
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increase parental engagement of PP pupils to positively impact on learning,	HT and Subject Leads to deliver workshops based around both parent and school needs.	<p>Parents are key in supporting effective learning as shown by a number of research project (EEF)</p> <p>Pupil progress meetings show that those pupils who make accelerated progress</p>	<p>Attendance information at workshops to be analysed</p> <p>Parent Surveys analysed – specific parental engagement</p>	HT  Parent Voice	<p>Dec 2016</p> <p>Mar 2017</p> <p>July 2017</p>

aspirations and independence.		have a supportive home environment where they regular read with their child and complete homework.		Gov/Staff member	
Increase parental engagement of PP parents; to Improve attendance of PP pupils.		Attainment for all pupils can be improved with good attendance. Targeting families and promoting the importance of good attendance is essential to improving outcomes.	Tracking of attendance data  Focus on attendance with parents/carers  Part of AIP – regularly reviewed  Governors to have a termly report to ensure clear actions are in place and attendance data is improving for PP pupils	HT	Termly (x6 pa)
Increase parental engagement of PP parents; wider needs of PP children (beyond curriculum) are supported effectively.	Wrap around care and access to wider curriculum opportunities made more readily accessible to all PP families.  Lead professional identified to support PP families in getting appropriate access to Early Help.  PP Champion (support staff) to act as advocate for PP children – nurture approach (1-2-1, group)	Multiple barriers faced by some PP pupils with cumulative impact upon learning and progress and/or wellbeing – sometimes level of detail unknown in order to identify strategies to employ.  Wrap around care (including holiday clubs) can provide stability for PP family.  We feel that is imperative that all pupils feel part of the school community and feel able to fully participate in extracurricular activities.	Parental engagement and feedback.  Attendance records (wrap around care, clubs and activities) analysed against pupil progress.  Pupil voice.	HT / PP Champion (support)	X 3 pa
<b>Total budgeted cost</b>					£2,420