

## 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 education
- Supporting pupils' access to the 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.

### 2014/15 Provision: Expenditure Summary

During the academic year 2014/15, we received a total of £17,500 for 12 PPF children (10.1% of the number of children in school) and 5 Service Children. The money was used as follows:

Amount	Purpose
£13,850	Teaching Assistant time was 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.
£800	To provide staff release time to attend pupil progress review meetings
£525	Financial support for trips and visits (including residential)
£360	A Maths tutor was employed for 1 hour per week (for three terms) to support year 6 children
£240	Subsidising enrichment activities e.g. extracurricular activities and music lessons
£225	Supporting parents with the cost of uniform
£1500	Staff training in developing quality feedback strategies

## The Impact of the PPF for 2014/15

PPF children have benefitted greatly from the enrichment of the curriculum and from the pastoral and academic support on offer. Improved self-esteem and self-image have led to clear gains for many of our children in receipt of the PPF.

With small numbers of children it is sometimes possible to identify individual pupils. The information provided below is of a general nature in order to prevent this from happening. Bearing this in mind, some results may appear significantly higher or lower due to the small number of children in each stage.

Age Phase	2014/15 – Achievement of all pupils	2014/15 – Achievement of Pupil Premium funded children
Early Years Foundation Stage	69% achieved a Good Level of Development (GLD)	1 child was disapplied from assessment.  No data will be given to prevent identification.
Y1 Phonics Screening	100% achieved the required level to pass the phonics screening test	There were no PPF children in this cohort
End of KS1	<p><b>Reading</b> – 93% achieved the expected Level 2. 40% achieved a Level 3.</p> <p><b>Writing</b> – 100% achieved the expected Level 2. 27% achieved a Level 3</p> <p><b>Maths</b> – 100% achieved the expected Level 2. 27% achieved a Level 3.</p>	<p><b>Reading</b> – 100% achieved the expected Level 2. 66% achieved a Level 3.</p> <p><b>Writing</b> – 100% achieved the expected Level 2. 33% achieved a Level 3.</p> <p><b>Maths</b> – 100% achieved the expected Level 2. 33% achieved a Level 3.</p>
End of KS2	<p><b>Reading</b> – 92% achieved the expected Level 4, 54% achieved a Level 5. All made at least 2 levels of progress.</p> <p><b>Writing</b> – 92% achieved the expected Level 4, 46% achieved a Level 5. All made at least 2 levels of progress.</p> <p><b>EGPS</b> (English Grammar, Punctuation and Spelling) – 92% achieved the expected Level 4, 69% achieved a Level 5 and 8% a Level 6.</p> <p><b>Maths</b> – 100% achieved the expected Level 4, 54% achieved a Level 5 and 15% a Level 6. All made at least 2 levels of progress with 54% making 3 levels of progress.</p>	<p><b>Reading</b> – 100% achieved the expected Level 4, 40% achieved a Level 5. All made at least 2 levels of progress.</p> <p><b>Writing</b> - 100% achieved the expected Level 4, 20% achieved a Level 5. All made at least 2 levels of progress.</p> <p><b>EGPS</b> (English Grammar, Punctuation and Spelling) - 100% achieved the expected Level 4, 60% achieved a Level 5.</p> <p><b>Maths</b> - 100% achieved the expected Level 4, 60% achieved a Level 5 and 20% a Level 6. All made at least 2 levels of progress with 60% making 3 levels of progress.</p>

## **2015/16 Provision: Planned Expenditure**

In 2015/16 there will be a total of 16 children for whom the school will receive PPF-FSM/6 (13.3% of the number of children on roll). We will also receive funding for 6 Service Children. The amount to be received is £22,920. The following strategies will be used to support disadvantaged children:

- Maintain TA provision to ensure small group and one-to-one teaching, with ability grouped phonics and bespoke group work.
- Regular and robust monitoring and tracking ability of disadvantaged children.
- Breakfast club.
- Access to all enrichment opportunities and support with extra-curricular activities.
- Supporting parents to manage costs of the uniform change.
- Purchase of 'Tapestry' in order to develop observation strategies in EYFS.
- Training of TAs in area of observations in EYFS.