

## 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	£2300 (increase from previous year of £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) – since January 2013 census	£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 this is dealt with directly through school by providing the required evidence. 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.

### 2017/18 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 2017/18, there were a total of 23 children for whom the school received PPF-FSM/6 (14.7% of the number of children on roll = 162 at time of census). The amount received was £30,360. 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
£15,750	Staff CPD – maths mastery, slow writing, success criteria, guided reading.	At least expected progress for all PP pupils
	Continue to provide additional TA support in the classes with concentration of PP needs.	
	Whole school focus on developing learning behaviours – Resilience programme – to include focus on developing a Growth Mindset.  Focus on pupils' engagement in and responsibility for own learning – self and peer assessment.	Develop pupil's independence and resilience for learning strategies resulting in improved outcomes in all years at KS2.

<b>£12,190</b>	Increased teacher / HLTA support for small group targeted work in Literacy and Maths (also allowing teacher release to lead intervention focus work)	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.
	Intervention groups with teacher / TA / HLTA aimed at boosting progress.	Increase rate of progress of all PP pupils where there is not an identified SEN need which impacts on rates of progress.
<b>£2420</b>	HT and Subject Leads to deliver workshops based around both parent and school needs.	Increase parental engagement of PP pupils to positively impact on learning, attendance, aspirations and independence.
	Wrap around care and access to wider curriculum opportunities made more readily accessible to all PP families.	Increase parental engagement of PP parents; wider needs of PP children (beyond curriculum) are supported effectively.
	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)	

## The Impact of the PPF for 2017/18

<b>YEAR 2</b>				
<b>Number of pupils in cohort: 20</b>				
13 BOYS, 7 GIRLS PP x 3 (3 x M) 1 with SEN needs 3 x SEN (inc. 1xEHCP, 1xPrevLAC)				
<b>MEETING THE EXPECTED STANDARD FOR YEAR 2</b>	<b>Reading (R)</b>	<b>Writing (W)</b>	<b>Maths (M)</b>	<b>Science</b>
<b>Total %</b>	<b>60</b>	<b>65</b>	<b>60</b>	<b>90</b>
<b>National % (Provisional)</b>	76	70	76	
<b>Girls (f) %</b>	86	100	86	100
<b>Boys (m) %</b>	46	46	46	85
<b>Disadvantaged %</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>50</b>
<b>Non-Disadvantaged %</b>	71	76	71	94
<b>% WORKING AT GREATER DEPTH – all</b>	29	24	29	-
<b>% WORKING AT GREATER DEPTH – PP</b>	0	0	0	-

<b>YEAR 6</b>					
<b>Number of pupils in cohort: 30</b>					
14 BOYS, 16 GIRLS (8 x PP) PP x 8 (4 x M, 4 x F) 3 x SEN (1 x M, 2 X F)					
<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>Total %</b>	<b>67</b>	<b>67</b>	<b>60</b>	<b>53</b>	<b>70</b>
<b>National % (Provisional)</b>	75	78	76	64	
<b>Girls (f) %</b>	56	69	44	44	63
<b>Boys (m) %</b>	79	64	79	64	86
<b>Disadvantaged %</b>	<b>56</b>	<b>67</b>	<b>78</b>	<b>50</b>	<b>75</b>
<b>Non-Disadvantaged %</b>	71	67	52	55	68
<b>% WORKING AT GREATER DEPTH – all</b>	20	7	13	0	-
<b>% WORKING AT GREATER DEPTH – PP</b>	22	0	0	0	-

# Strategy statement 2018-19

1. Summary information					
School	Ryhall CE Academy				
Academic Year	2018-19	Total PP budget	£36,960	Date of most recent PP Review	July '18
Total number of pupils (Sept 2018)	173	Number of pupils eligible for PP	28	Date for next internal review of this strategy	Feb '18
		Actual no. of pupils funded	32 + 2LAC (PP+) +2Service		

2. Current attainment 2017-18		
Notes relevant to context where applicable	Pupils eligible for PP	All Pupils
KS2 2018 – 9 Disadvantaged Pupils		
<b>% achieving or exceeding standard for end of year in reading (KS2)</b>	<b>56</b>	<b>67</b>
<b>Average Progress KS2 Reading</b>	<b>-0.86</b>	<b>-1.94</b>
<b>% achieving or exceeding standard for end of year in writing (KS2)</b>	<b>67</b>	<b>67</b>
<b>Average Progress KS2 Writing</b>	<b>-1.80</b>	<b>-2.35</b>
<b>% achieving or exceeding standard for end of year in mathematics (KS2)</b>	<b>78</b>	<b>52</b>
<b>Average Progress KS2 Maths</b>	<b>0.18</b>	<b>-2.23</b>

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Acquisition of language skills – wider language and syntax development
B.	Identified need to improve learning behaviours: resilience and independent learning strategies particularly for Middle Ability pupils

<b>C.</b>	Mobility – increase in pupils numbers, including disadvantaged in Year 6 cohort
<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 (154 Sept 2016 to 173 Sept 2017) bringing increase of SEN/PP children and low-ability learners or with gaps in learning
<b>External barriers</b> <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 including impact on developing a love of reading/reading for pleasure
<b>H.</b>	Attendance of PP boys – identified as 'poor' attendance

<b>4. Desired outcomes</b>		<b>Success criteria</b>
<b>A.</b>	Ensure all middle ability PP pupils achieve at least national (expected) standards across R/W/M.	Positive progress outcomes across the curriculum for all disadvantaged groups  Disadvantaged girls make progress at least in line with their peers (all).
<b>B.</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.	Gaps between the performance of disadvantaged groups and their peers within the school is in line with or smaller than seen nationally  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.
<b>C.</b>	Improve outcomes for disadvantaged pupils in Reading to be at least in line with their peers.	PP pupils have the necessary fluency and comprehension skills to achieve expected outcomes.  Pupils have a positive view of reading and enjoy reading for pleasure.

<b>D.</b>	Develop pupil's independence and resilience for learning strategies resulting in improved outcomes in all years at KS2.	<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> <p>Pupils talk positively about their achievements and ability, recognising what helps them to be successful.</p>
<b>E.</b>	Increase parental engagement of PP children to positively impact on learning, aspirations, independence and attendance.	<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**

**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 implementation?
At least expected progress for all PP pupils	Staff CPD: Maths: CPA approaches, strategies for developing independent writing,	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	Throughout



	<p>Guided Reading, Assessment &amp; Feedback.</p> <p>Continue to provide additional TA support in the classes with concentration of PP needs.</p>			<p>oversee interv. in own subject areas</p>	
<p>Develop pupil's independence and resilience for learning strategies resulting in improved outcomes in all years at KS2.</p>	<p>#ME programme to be put in place to identify clear target setting on one to one basis with Class Teacher, with regular opportunity for review.</p> <p>Development of assessment and feedback strategies in order to increase independence.</p> <p>Year 6 mentoring programme in place for all pupils.</p> <p>Identify and purchase appropriate profiling resource/tool to support assessment of pupils in relation to emotional well-being.</p>	<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>	<p>Ongoing monitoring of school behaviour records.</p> <p>Observations and learning walks to observe independence in the classroom.</p> <p>Pupil Voice to identify impact of #ME programme</p> <p>Allocation of appropriate time for all staff to engage in 1-2-1 sessions.</p>	<p>HT Class Teachers</p>	<p>Termly (#ME)</p> <p>6 week reviews of mentoring programme when begins in January</p>
<b>Total budgeted cost</b>					£5,650

<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>
<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>Increased teacher / HLTA support for small group targeted work in Literacy and Maths</p> <p>Research and fund measurable resources for identifying reading and Maths ages of all pupils to bench mark progress in these areas 3 times a year and identify / support any additional needs.</p>	<p>The school data shows that we need to increase the number of most-able PP pupils reaching a higher standard</p> <p>Nationally PP do less well at the higher levels therefore this needs to be a focus for all schools.</p> <p>We should continue to focus on reading as this area of learning is the key to accessing all aspects of the curriculum.</p> <p>Some pupils need targeted support to diminish differences and to have individual support matched to their needs to ensure accelerated progress.</p>	<p>Part of AIP – regularly reviewed</p> <p>Groups will be tracked termly and assessment information analysed</p> <p>Focused pupils identified through pupil progress meetings and outcomes tracked to measure the impact of the support</p> <p>Analysis of standardised test outcomes</p>	<p>HT</p> <p>Subject Leaders</p>	<p>January 2018</p> <p>March 2018</p> <p>July 2018</p>
<p>Ensure all middle ability PP pupils achieve at least national (expected) standards across R/W/M.</p>	<p>Intervention groups with Class Teacher / TA / HLTA aimed at boosting progress.</p> <p>Provide extra-curricular booster groups to enthuse and engage pupils whilst ensuring necessary focus on progress. After school clubs x 2 per week</p>	<p>Continue to address under-achievement and boost progress. Intervention will be time limited, focused and tightly tracked.</p> <p>Small group tuition in safe, fun environment to boost self-esteem and ensure progress.</p>	<p>Track targeted outcomes of intervention groups.</p>	<p>HT / SLs / Class Teacher</p>	<p>Termly (x6 pa)</p>

	(Maths), Book Squad for Reading & Writing (x 2).				
<b>Total budgeted cost</b>					£24,500

<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, aspirations and independence.	HT and Subject Leads to deliver workshops based around both parent and school needs.	Parents are key in supporting effective learning as shown by a number of research project (EEF) Pupil progress meetings show that those pupils who make accelerated progress have a supportive home environment where they regular read with their child and complete homework.	Attendance information at workshops to be analysed  Parent Surveys analysed – specific parental engagement	HT  Parent Voice Gov/Staff member	Dec 2017 Mar 2018 July 2018
Increase parental engagement of PP parents; to Improve attendance of PP pupils.	Identify opportunities to engage with PP parents.	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 continue have a termly report to ensure clear actions are in place and attendance data is improving for PP pupils	HT	Termly (x6 pa)

<p>Continue to focus on increasing parental engagement of PP pupils; wider needs of PP children (beyond curriculum) are supported effectively.</p>	<p>Wrap around care and access to wider curriculum opportunities made more readily accessible to all PP families.</p> <p>Lead professional identified to support PP families in getting appropriate access to Early Help and / or funding to increase engagement.</p> <p>PP Champion (support staff) to act as advocate for PP children – nurture approach (1-2-1, group)</p>	<p>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.</p> <p>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.</p>	<p>Parental engagement and feedback.</p> <p>Attendance records (wrap around care, clubs and activities) analysed against pupil progress.</p> <p>Pupil voice.</p>	<p>HT / PP Champion (support)</p>	<p>X 3 pa</p>
<b>Total budgeted cost</b>					<p>£2,500</p>

