

## 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.

### **2018/19 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 2018/19, there were a total of 32 children for whom the school received PPF-FSM/6. Within this group there were 28 children who were/or had been within the last 6 years, in receipt of Free School Meals (FSM/FSM6), 2 Looked After Children (LAC) and 2 Service Children (SC). The amount allocated was £42,160 but reduced following the January census as our number of FSM/FSM6 on roll had reduced to 28.

# Strategy statement 2019-20

1. Summary information					
School	Ryhall CE Academy				
Academic Year	2019-20	Total PP budget	£36,960	Date of most recent PP Review	Jul '19
Total number of pupils (Sept 2019)	176	Number of pupils eligible for PP	28	Date for next internal review of this strategy	Mar '20
		Actual no. of pupils funded	32 + 2LAC (PP+) +2Service		

2. Current attainment 2018-19					
Notes relevant to context where applicable KS2 2018-19 (Yr 6) Disadvantaged Pupils: 9 pupils There were no disadvantaged pupils in Year 2 in 2018-19	All Pupils (25)	Pupils eligible for PP (9) Note: each child = 11%	PP Pupils - National	Non-PP Pupils (16)	Non-PP Pupils - National
% achieving or exceeding standard for end of year in reading (KS2)	80%	67%	62%	88%	78%
Average Progress KS2 Reading	-0.7				
% achieving or exceeding standard for end of year in writing (KS2)	80%	67%	68%	88%	83%
Average Progress KS2 Writing	-2.4				
% achieving or exceeding standard for end of year in mathematics (KS2)	76%	67%	67%	81%	84%
Average Progress KS2 Maths	-0.5				
% achieving the standard for end of Key Stage in Combined Reading, Writing and Maths	64%	56%	51%	69%	71%

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Acquisition of language skills – wider language and syntax development
<b>B.</b>	Some pupils are not working at age expected levels or achieving expected progress and require additional in class support, 1:1 and small group interventions of support.
<b>C.</b>	Reading fluency of disadvantaged boys as well as opportunities to read to another person (ideally an adult) on a daily basis.
<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 (historical but improving trend) – identified as 'poor' attendance

<b>4. Desired outcomes</b>		<b>Success criteria</b>
<b>A.</b>	Disadvantaged and pupil premium pupils make as much progress as other pupils within the school.	<ul style="list-style-type: none"> <li>• Positive progress outcomes across the curriculum for all disadvantaged groups</li> <li>• Disadvantaged children in year 6 reach their end of KS2 scaled score and make as much progress as their peers.</li> </ul>

<b>B.</b>	<p>Increasing the number of prior higher attaining disadvantaged pupils reaching 'greater depth' across the core curriculum.</p> <p>Prior higher attaining PP pupils achieve higher rates of progress.</p>	<ul style="list-style-type: none"> <li>• Gaps between the performance of disadvantaged groups and their peers within the school is in line with or smaller than seen nationally</li> <li>• 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.</li> </ul>
<b>C.</b>	<p>Improve outcomes for disadvantaged pupils in Reading fluency to be at least in line with their peers.</p>	<ul style="list-style-type: none"> <li>• PP pupils have the necessary fluency and comprehension skills to achieve expected outcomes.</li> <li>• Pupils have a positive view of reading and enjoy reading for pleasure, evidenced through the Accelerated Reader programme in KS2 and early Literacy for lower ability readers.</li> </ul>
<b>D.</b>	<p>Further develop independence and resilience of all pupils so that those who are disadvantaged have a developed growth mindset and increased self-belief and self-esteem.</p>	<ul style="list-style-type: none"> <li>• 1-2-1 mentoring in Year 6 (for all pupils) evidence increasing self-belief and raised self-esteem brought about through an increasing independence toolkit.</li> <li>• Children will be able to draw upon a range of independent learning skills to support their approach to learning.</li> <li>• Verbal feedback and assessment evidences pupils' growing independence.</li> <li>• Pupils talk positively about their achievements and ability, recognising what helps them to be successful.</li> </ul>
<b>E.</b>	<p>An increasing number of disadvantaged pupils access the wider curricular offer including clubs and after school activities.</p>	<ul style="list-style-type: none"> <li>• All disadvantaged pupils enjoy regularly participating in at least one extra-curricular opportunity each week supported with funding.</li> </ul>
<b>F.</b>	<p>Increase parental engagement of PP children to positively impact on learning, aspirations, independence and attendance.</p>	<ul style="list-style-type: none"> <li>• Higher attendance of PP parents at events aimed at parents (both in-class and after school) to be in line with those who are not disadvantaged.</li> <li>• Increase % attendance of PP children from previous academic year.</li> </ul>

## 5. Planned expenditure

Academic year

2019-20

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?
Disadvantaged pupils make as much progress as other pupils within the school.	<p>Staff CPD:</p> <ul style="list-style-type: none"> <li>Rosenshine Principles in the Action in the classroom</li> <li>EYFS: Alistair Bryce-Clegg</li> <li>Identified staff to attend 'observing QFT' (Trust CPD)</li> <li>Maths: further develop CPA approaches,</li> <li>Training by Maths lead on effectively scaffolding learning to improve independence for low attainers.</li> <li>Strategies for developing independent writing,</li> <li>Consistent application of VIPERS in Reading (Yr 2-6)</li> <li>Consistent implementation of Talk For Writing in KS1</li> <li>Precision Teaching</li> <li>Tier 2 Vocabulary focus including 'Word of the Day/Week'</li> </ul>	<p>July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership.</p> <p>Research has shown that PP children often do not have the vocabulary of their peers.</p> <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.</p> <p>EEF research has shown that</p>	Ongoing monitoring programme by Subject Leaders, HT, class teacher and SENCo	<p>HT</p> <p>T&amp;L Lead (Ass HT)</p> <p>Maths/Lit leads to oversee. in own subject areas</p>	Ongoing throughout year.

	Continue to provide additional TA support in the classes with concentration of PP needs.	intervention is most effective when conducted by a class teacher or a TA under close supervision by CT.			
Further develop independence and resilience of all pupils so that those who are disadvantaged have a developed growth mindset and increased self-belief and self-esteem.	<p>#ME programme for all KS2 places to be fully embedded with reviews at the end of each half term.</p> <p>Further development of verbal feedback strategies (in line with revised policy) in order to increase independence.</p> <p>Year 6 mentoring programme in place for all pupils from January to June.</p> <p>Implementation of Boxall profiling for all Year 6 pupils as well as all other disadvantaged pupils.</p> <p>To continue to support the provision of a Pupil Premium Champion: a dedicated TA who is trained in pastoral support. Training opportunities for dedicated TA provided to upskill in approaches to well-being, counselling and emotional literacy.</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>Children with good emotional literacy who feel positive about themselves and their learning are better placed to continue to learn and make good progress.</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 (undertaking by AGC).</p> <p>Allocation of appropriate time for staff to engage in 1-2-1 sessions (HT, 2 x Yr 6 teachers)</p> <p>Mentoring intervention records</p>	HT Class Teachers	<p>Termly (#ME)</p> <p>6 week reviews of mentoring programme when begins in January (initial review after 3 wks)</p> <p>Termly reviews of mentoring files</p>
<b>Total budgeted cost</b>					<b>£7,660</b>



<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>Maintain provision for teacher / HLTA support for small group targeted work in Literacy and Maths</p> <p>Whole school standardised assessments used to identify areas for development and give core standard of attainment and progress.</p> <p>Year 6 greater depth intervention to ensure these children are not falling behind, led by a qualified teacher.</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 2020</p> <p>March 2020</p> <p>July 2020</p>
<p>Improve outcomes for disadvantaged pupils in Reading</p>	<p>Intervention groups with Class Teacher / TA / HLTA aimed at boosting progress.</p>	<p>Continue to address under-achievement and boost progress.</p> <p>Intervention will be time</p>	<p>Track targeted outcomes of intervention groups.</p>	<p>HT / SLs / Class Teacher</p>	<p>Termly (x6 pa)</p>

<p>fluency to be at least in line with their peers.</p>	<p>Implement 'Switch On' reading programme.</p> <p>All disadvantaged children to have the opportunity to read to/with an adult on a daily basis</p> <p>Training provided for 'Reading Army' with clear support around phonics and structure of reading development.</p> <p>Daily Reading for pleasure (whole class book) – listening to an adult read in all classes at the end of each day.</p>	<p>limited, focused and tightly tracked.</p> <p>Small group tuition in safe, fun environment to boost self-esteem and ensure progress.</p> <p>2019 Statistics show that nationally only 23% of children who didn't reach expected phonic standard at end of Year 2 met end of KS2 reading standard and so we need to focus on these children and their phonic and reading journey.</p>	<p>Accelerated Reader/Early Literacy tracking</p>		
<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>
<p>Increase parental engagement of PP pupils to positively impact on learning,</p>	<p>HT and Subject Leads to deliver workshops based around both parent and school needs.</p>	<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>	<p>HT</p> <p>Parent Voice</p>	<p>Dec 2019</p> <p>Mar 2020</p> <p>July 2020</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.	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)
Ensure that provision mapping meets the needs of all groups of pupils	Teacher and Teaching Assistant training on supporting pupils with SEND and Pupil Premium catch up, including through provision mapping, embedding Edukey as a tool to measure the impact of interventions		Evidence through reports available on Edukey Ongoing monitoring, analysis and evaluation	HT (in role as SENCo)	X 3 per annum
An increasing number of disadvantaged pupils access the wider curricular offer including	Ensure all parents know how to access PPF for extra-curricular provision	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.	Parental engagement and feedback.  Attendance records (wrap around care, clubs and	HT / PP Champion (support)	X 3 pa

<p>clubs and after school activities.</p>	<p>Extra-Curricular provision to meet needs and interests of PP children</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>Residential trips will be subsidised to ensure children do not miss out.</p> <p>Music lessons part-funded with instrument loan fully-funded.</p> <p>On an individual basis, funded places for wrap-around care.</p> <p>Funding for each disadvantaged pupil to provide PE kit.</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>activities) analysed against pupil progress.</p> <p>Pupil voice.</p> <p>Regular promotion through home-school communication.</p> <p>Class Teachers to promote and encourage pupils for whom they are predominantly responsible.</p>		
<b>Total budgeted cost</b>					£4,800

