

Ravensdale Junior School Pupil Premium Strategy 2017-18

1. Summary information					
School	Ravensdale Junior School				
Academic Year	2017/18	Total PP budget	£107,300	Date of most recent PP Review	July 18
Total number of pupils	354	Number of pupils eligible for PP	68	Date for next internal review of this strategy	

2. Current attainment			
	<i>Pupils eligible for PP (your school)</i>	<i>All Cohort</i>	<i>National Benchmark for disadvantaged pupil</i>
% achieving the expected standard in reading writing and maths	55%	64%	67%
% making national expected attainment in maths	68%	77%	80%
% making national expected attainment in reading	64%	72%	77%
% making national expected attainment in writing	68%	76%	76%
Progress in maths	-3.49	-1.10	0
Progress in reading	-3.87	-1.00	0
Progress in writing	-3.79	-1.51	0

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Children often lack the resilience to push themselves, or have a growth mind-set when it comes to learning.
B.	High level challenging behaviour from a small group of pupils.
C.	Writing attainment is not as high as it should be.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
C.	Attendance rates for pupils eligible for PP are 93% (below the target for all children of 97%). This reduces their school hours and causes them to fall behind on average.
D.	Reduced opportunities for reading and completing homework affect academic progress
E.	Reduced opportunities for experiences outside school.

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i. Quality of teaching for all				
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and cost.	Review
Staff training on using the 'Talk for Writing Approach' to engage pupils and promote good progress	Writing progress across the school is below where we want it to be. Pupil questionnaires show that many pupils do not enjoy writing.	Debbie and Gemma will attend 2 days Talk for Writing Training and a day on the development of higher level writers. Debbie will attend a day led by Pie Corbett. Two TAs will also attend specific Talk for Writing Training. The training will then be disseminated to all teachers and TAs on an INSET day.	Deputy Head £3000	This was implemented well, but was only started in November.
<p>Impact Pupil Premium groups in all year groups made better progress in writing over the year than the previous year. Year 3 improved from 7.0 to 7.3, Year 4 improved from 6.64 to 7.44 Year 5 improved from 7.7 to 8.1, Year 6 improved from 8.3 to 10.6 8 points progress are expected in a year. Pupil questionnaires showed a much greater enjoyment from their writing. Staff very much enjoy teaching using this model.</p>				
Improvement in reading opportunities for PP children.	PP pupils are listened to read by their parents less often than other pupils.	Reading diaries are closely monitored and any PP children not reading at home will read to an adult 3 times a week.	English lead £4000	Year groups implemented this well.
<p>Impact Overall, there was better progress for Pupil premium children in reading than in the previous year. Year 3 improved from 6.85 to 8.55. Year 4 went down from 8.25 to 6.9 due to the impact of mobility with the arrival of EAL pupils. Year 5 improved from 7.95 to 8.63, Year 6 improved from 8.85 to 9.53</p>				
Reading corners in all classrooms with a variety of books which are ideal for dipping into.	PP children need the experience of reading for pleasure and reading a wider variety of books.	Learning walks and pupil questionnaires.	No cost – resources redistributed.	These continue to need further development
Impact – See reading data above				
TA support for pastoral, behavioural and academic reasons	Extra support is often needed in the classroom to be able to provide the wide variety of support that the children require.	Learning walks, TA timetables, monitoring of progress for PP children.	£40,000	Targeted interventions will continue.
<p>Impact As well as the data above, there was better progress for pupil premium children in Maths. Year 3 improved from 6.38 to 7.33, Year 4 improved from 6.64 to 7.44 Year 5 improved from 7.74 to 8.31, Year 6 improved from 9.45 to 10.58 8 points progress is expected progress</p>				
Total budgeted cost				£47,000

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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 and cost	Review
Pupils use practical apparatus to ensure that they have a secure understanding of number and place value.	Numicon apparatus and schemes	This is a tried and tested intervention and will work well across the school.	The maths lead is attending training and all staff will be trained on this on the April INSET day.	Math lead £4000	To continue
Impact As the staff training took place in April, the impact was limited this year. Numicon interventions were successful earlier in the year.					
PP children make accelerated progress in reading.	Middle ability PP children attend a 'kindle club' at lunchtimes twice a week. Each half term, a different year group is targeted.	Reading on a kindle is more motivational for many children.	Register taken to ensure that key children are attending. Assessed through intervention tracking.	Literacy Lead. £400	Pupils were not motivated by using the kindles discontinued
Impact Year 6 pupils made accelerated progress in reading - 9.53 points over the year.					
PP pupils are well supported with any emotional difficulties	The learning mentor is available at lunch and break times for pupils to self-refer.	This gives the pupils time to discuss any issues and they are much more likely to do this privately than when the class is around with the class teacher. Children who feel more emotionally stable make better progress academically.	Pupils are made aware that they can speak to the learning mentor and are also directed to her if they are upset in any way.	Learning Mentor 38 weeks for 3 ½ hours a week. £ 2.517 Feb 2018	Works well – to continue
Impact There was a significant reduction in the number of exclusions over the year. From Parent View, 98% (56 responses) said their child felt happy and safe at school. 100% said that their child is well looked after.					

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Pupils with the most challenging needs have the right environment and curriculum	A nurture unit will be created in the community room.	There are several pupils who are so disruptive, they spend little time in their classrooms. A shared space is not an ideal place for these pupils to be. Therefore, a dedicated room, with all the equipment to support the needs of their curriculum will be developed, along with a dedicated member of staff.	This will be regularly monitored by the SENCo and Head teacher. Pupil progress will be measured in a variety of ways, including a reduction in restraint and exclusions, Boxhall profile and academic progress.	New equipment, member of staff £8,024	This was in place from Nov 17 to July 18. Now discontinued
<p>Impact. This enabled us to keep one very challenging PP child in school, whereas in a class situation, a PX would have been very likely. It enabled another child (not PP) to be successful (after multiple FTE) and for us to 'hang on' until he had the right assessments and medication. He is now successfully back in the classroom with TA support. The nurture unit is not continuing as the classroom is needed for the extra classes in Years 5 and 6.</p>					
Total budgeted cost					£14,941

iii. Pastoral 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 and cost	Review
Improve attendance of PP children from 91% to 96%.	LM or HT will invite parents for a meeting of children not attending regularly. Targets and rewards to be put in place.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Meeting each half term with EWO to analyse attendance. Admin officer to flag up any children falling below 90%. LM and HT to monitor improvement in attendance after meetings with parents.	Head Teacher 38 weeks For 1 hour ML (£13.86) £541 LM time £1000	Good strategy, but not enough time for HT to implement.
<p>Impact This was a good strategy and pupils were tracked individually. However, there were 3 PP children with persistent absence (60-70%). There was strong EWO involvement as well as school meeting with parents. One parent was fined for non-attendance.</p>					

Improve behaviour and communication on the playground	Provide a wide variety of toys and activities for the playground and wet playtimes to promote communication, teamwork and co-operation.	Excellent practice was observed at another school. The organisation 'Communication Friendly spaces' has shown boys communicate far more when they have something to play with or in (such as dens). PP pupils often have reduced opportunities	The lead mid-day supervisor has observed best practice at another school and is organising and monitoring the use of the toys.	Head Teacher £5000	Worked well – to continue.
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		for speaking and listening and this will help to develop these areas.			
<p>Impact This was very successful. Pupils were observed to be far more engaged in play, there were very few children 'wandering' and it resulted in an improvement in lunchtime behaviour. The children became better at playing imaginatively with the toys and also looked after them much better by the end of the year.</p>					
To ensure that all children have a healthy and settled start to the morning.	Breakfast clubs available from 7.45am which is free for pupil premium pupils.	Children are given a healthy breakfast to start the day and interact positively with adults.	Attendance at the clubs is monitored. Pupil questionnaires.	SBM £4,038	To be continued.
<p>Impact All children were offered a place, but only a few took up the offer. The club was very beneficial for two adopted children with special needs to have a lovely settled start to the morning.</p>					
Improved reading outcomes for PP children.	TAs start work at 8.30am every morning to give improved opportunities for 1-1 reading with PP children	Regular reading practice is essential for improvement in reading	Monitoring of reading progress. Regular learning walks by SLT.	Literacy Lead and DHT £7,800	To be continued.
<p>Analysis. Overall, there was better progress for Pupil premium children in reading than in the previous year. Year 3 improved from 6.85 to 8.55. Year 4 went down from 8.25 to 6.9 due to the impact of mobility including the arrival of EAL pupils and one PP child with extreme behaviours who made no progress. Year 5 improved from 7.95 to 8.63, Year 6 improved from 8.85 to 9.53</p>					
Total budgeted cost					18.379

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iii. External Support				
Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and cost	Review date
The Prince William Award in Year 5 and 6	This intervention has been extremely well researched and shown to produce excellent improvements in both academic achievement and character development.	Weekly reviews of the sessions are submitted by the course leaders. SLT review the quality of the delivery	Head £13,000	Didn't have the expected impact – not continued
Analysis This did not have the impact for which we had hoped and the programme did not deliver the variety and quality of activities that we had perceived. To be replaced by 'Commando Joe' across the school.				
Sports Coach on the playground fours lunchtimes a week.	Many PP children have reduced experiences for sport at home and this will engage them in a variety of sporting activities at lunchtime for no cost.	Observations by PE co-ordinator and progressive sports lead.	£4680	Worked well – continued to every lunchtime
Analysis There was a high take up in extra-curricular clubs from pupils – 70% for all pupils. Last year, 18% of our total pupils were pupil premium and an average of 14% of those who participated were pupil premium children.				
Total Budgeted Cost				£17,680

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iv. Pupil well-being and character development.					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Pupils to have a high level of fitness.	Pupils run three times a week on the days that they do not have PE.	Pupil premium pupils often have reduced opportunities to keep fit at home and may have poor adult role models. It will also enable pupils to succeed better in sport at secondary school.	Pupils record how far they run on each day so that they can measure their improvement.	PE lead £5000 cost of completing path	This has worked well and is continuing
Impact All classes report increased fitness levels over the year.					
Increased level of experience of the wider world, resulting in application to the curriculum.	Subsidised day and residential visits for PP children. All year groups are asked to provide 6 new experiences per year.	PP children often have few experiences outside school. The visits will enable them to have a greater general knowledge and develop confidence and a wider vocabulary.	Advertised to parents. Staff asked to promote this with parents. EVC to analyse the attendance of different groups on residential visits.	K. Florey and M. Lord. £4,000	This has worked well – to continue.
Impact For the Year 3 overnight camp, 49% of year group attended, 26% of PP attended (cost was only £10) For the Year 4 residential, 46% of the year group attended, 30% of PP attended. For the Year 5 residential, 52% of the year group attended, 63% of PP attended For the Year 6 residential, 52% of the year group attended, 50% of PP attended					
Increased attendance at after school clubs.	Free places at some clubs for FSM children.	To enable FSM children to have wider experiences through extra-curricular activities, building self-esteem and confidence.	DHT to monitor attendance at clubs.	DHT. £300 in time	A wider variety of clubs will continue
Analysis There was a high take up in extra-curricular clubs from pupils – 70% for all pupils. Last year, 18% of our total pupils were pupil premium and an average of 14% of those who participated were pupil premium children.					
Total budgeted cost					£9,300

