

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 17
Total number of pupils	354	Number of pupils eligible for PP	68	Date for next internal review of this strategy	02/18

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.

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D.	Reduced opportunities for reading and completing homework affect academic progress
E.	Reduced opportunities for experiences outside school.

4. Planned expenditure				
2017/18				
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 date
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	Feb 2018
Improvement in reading opportunities for PP children. Reading corners in all classrooms with a variety of books which are ideal for dipping into.	PP pupils are listened to read by their parents less often than other pupils. PP children need the experience of reading for pleasure and reading a wider variety of books.	Reading diaries are closely monitored and any PP children not reading at home will read to an adult 3 times a week. Learning walks and pupil questionnaires.	English lead £4000	Feb 2018
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	Feb 2018
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 date
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	Feb 2018
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	Feb 2018
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
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	Feb 2018
Total budgeted cost					£14,941

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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 date
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	Feb 18
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 for speaking and listening and this will help to develop these areas.	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	Feb 18
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	Feb 18
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	Feb 18
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	Feb 18
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	Feb 18
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 date
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.	Pupils record how far they run on each day so that they can measure their improvement.	PE lead £5000 cost of completing path	
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	
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	
Total budgeted cost					£9,300

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Review of Expenditure 2016-17

iv. Quality of teaching for all			
Chosen action / approach	What was the outcome?	Lessons learned	Staff lead and cost.
Staff training on high quality feedback. Improved marking and feedback policy and effective use of higher level questioning.	The new marking scheme was successful and used effectively by pupils and staff. Minor changes were made when it was reviewed in Sept 17.	This reduced teacher workload and improved pupil feedback to the marking in their books.	Deputy Head £500
Major overhaul of the reading scheme. Improvement in reading opportunities for PP children.	From pupil questionnaires, there has been a significant improvement in the enjoyment of reading.	This was successful.	English lead Reading Resources £4,500
TA support for pastoral, behavioural and academic reasons		The targeted approach, having Pupil Premium afternoons, ensured that teachers were giving booster opportunities to all Pupil Premium children.	£40,000
			Total budgeted cost

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v. Targeted support			
Chosen action	What was the outcome.	Lessons learned.	Staff lead and cost
Read it Write it Intervention	The Pupils who took part in this made rapid and sustained progress	Consistency was key, ensuring that the programme happened on a regular basis. This will be continued.	SENCo £1000
Small intervention groups in the afternoons for Year 6 with a qualified teacher.	Despite the learning and behavioural challenges in the Year Group, the SATs results were good.	We ensured that pupils did not miss the same area of the afternoon curriculum each week.	Teacher Salary £10,470
Pre-teaching in maths	This was an effective intervention that ensured good progress in the following lessons. This will be continued.	This worked well and developed pupil's confidence.	Maths and Literacy Lead. £10,000

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Kindle club for Pupil Premium children	Pupils were very engaged and wanted to read the book as well.	This will be continued in some format, but several pupils preferred reading the book to a kindle.	Literacy Lead. £400
Homework club for PP children	This did not take place due to the strike action.	It would be good to try this again.	Learning Mentor 38 weeks for 2 hours BS (£16.27) £1,240
Total budgeted cost			£2

vi. Pastoral Support			
Chosen action	What was the outcome?	Lessons learned?	Review date
Improve attendance of PP children from 91% to 96%. Regular meetings organised with parents.	Attendance did not improve as well as anticipated. There was reduced capacity across the school due to the strike action.	To continue this term and follow up parents more quickly	Feb 17
An extra teacher in Year 6 for smaller maths and literacy groups in the morning.	The SATS results were good and the maths SATS had improved by 11%.	This worked well due to the behaviour challenges in the Year Group. This year, pupils will be kept in the same class for all lessons for continuity and to ensure that writing is at a high standard across the curriculum.	Year 6 teachers £20,000

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Free breakfast club places for PP children.	All PP children have been invited to attend and we have about 10 who have chosen to take up the offer. Pupils enjoy a healthy breakfast and quality interaction before school.	To be continued.	Head Teacher £3,704
To provide additional adult support for 2 pupils in Year with significant needs.	This worked very well and those pupils made good academic and social progress.	To be continued – by the end of the Year, we had accessed SEND funding for these pupils.	£15,000
Reading booster groups at 8.30am each morning.	Pupils made good progress with their reading.	To be continued.	£7,800
Total budgeted cost			£33,049

v. External Support			
Chosen action/approach	What was the outcome?	What are the lessons learned?	Staff lead and cost
Leading Parent Partnership Award.	Despite several attempts to engage parents in a variety of ways, the response was usually very poor. The capacity of the SLT was also hampered by strike action.	Focus less on achieving an award and more on the practicalities of what we are providing for the parents and pupils.	Head Teacher £1,000 cost £1,000 time

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Enhanced family support programme in conjunction with the local PRU.	We didn't feel that this had a good outcome for most of the pupils.	To check carefully about the content of a course before allowing an outside provider to run an intervention.	LM £1000 in staff time
Total Budgeted Cost			

vi. Pupil well-being and character development.			
Chosen action/approach	What was the outcome?	What are the lessons learned?	Staff lead
Growth Mindset Training for Year 6 ~Pupils	This wasn't as successful as hoped and staff felt that in Year 6 the pupils were too old and it would be better lower down the school.	To continue with growth mindset through the ways we teach.	Head Teacher £1,500

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Subsidised day and residential visits for PP children.	PP children had more opportunities for visits.	To be continued.	K. Florey and M. Lord. £2,250
Free places at clubs for PP children.	PP children had a greater breadth of experience through attending these clubs.	To be continued.	DHT. £300 in time
			Total budgeted cost