

1. Summary information					
<b>School</b>	<b>Ravensdale Junior School</b>				
<b>Financial Year</b>	2018/19	<b>Total PP budget (estimate)</b>	£108,160	<b>Date of most recent PP Review</b>	Feb 18
<b>Total number of pupils</b>	354	<b>Number of pupils eligible for PP</b>	68	<b>Date for next internal review of this strategy</b>	02/19

2. Current attainment			
Data from 2017	<i>Pupils eligible for PP (your school)</i>	<i>All Cohort</i>	<i>National Benchmark for disadvantaged pupil</i>
<b>% achieving the expected standard in reading writing and maths</b>	55%	64%	67%
<b>% making national expected attainment in maths</b>	68%	77%	80%
<b>% making national expected attainment in reading</b>	64%	72%	77%
<b>% making national expected attainment in writing</b>	68%	76%	76%
<b>Progress in maths</b>	-3.49	-1.10	0
<b>Progress in reading</b>	-3.87	-1.00	0
<b>Progress in writing</b>	-3.79	-1.51	0

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Children often lack the resilience to push themselves, or have a growth mind-set when it comes to learning.
<b>B.</b>	There is a growing need for social and emotional support to ensure that pupils are truly thriving in school and at home
<b>C,</b>	Vulnerable pupils can be more reluctant to engage in opportunities offered by the school such as after school sports clubs.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>C.</b>	Attendance rates for pupils eligible for PP are 93% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.
<b>D.</b>	Reduced opportunities for reading and completing homework affect academic progress
<b>E.</b>	Reduced opportunities for experiences outside school.

<b>4. Planned expenditure</b>				
<b>2018/19</b>				
<b>i. Quality of teaching for all</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 and what are the expected outcomes?</b>	<b>Staff lead and cost.</b>	<b>Review date</b>
To employ an extra teacher for Year 5 from September 18.	This year group has the highest level of pupils who are vulnerable for a variety of reasons: EAL, summer born, mobility, SEND. They are already also a low ability year group and we need to act now to ensure that they achieve well at the end of Year 6.	The four teachers will plan together and in the morning, the classes will be split into 4 groups for maths and literacy. In the afternoon, an experienced teacher will deliver booster groups.	Head Teacher <b>£17,500</b>	Feb 2019 July 2019
<b>Impact</b>				
To employ an extra teacher from September 2018, so that 4 experienced teachers can work in year 6.	Our SATS results fell significantly compared to the previous year. They were a lower attaining group, but the other main difference was that the previous year we had 4 teachers across the year group.	The four teachers will plan together and in the morning, the classes will be split into 4 groups for maths and literacy. In the afternoon, an experienced teacher will teach booster groups.	Head Teacher <b>£17,500</b>	Feb 2019 July 2019
<b>Impact</b>				
Improvement in reading opportunities for PP children.	PP pupils may not be supported as well to read at home.	Reading diaries are closely monitored and any PP children not reading at home will read to an adult 3 times a week.	English lead <b>£2459</b>	Feb 2019 July 2019
<b>Impact</b>				
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. Focussed interventions take place.	Learning walks, TA timetables, monitoring of progress for PP children and interventions. Pupil Premium children will make progress which is in line with the rest of the pupils,	HT, DHT <b>£13,240</b>	Feb 2019 July 2019
<b>Impact</b>				
			<b>Total budgeted cost</b>	<b>£50, 699</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>Implementation/outcome?</b>	<b>Staff lead and cost</b>	<b>Review date</b>
Pupil premium children complete homework to a high standard.	Homework club led by the Learning Mentor after school one hour a week.	The pupils will have access to high quality support and laptops and also encouraged to develop good independent learning skills.	Teachers will monitor the quality of homework completed. This learning will impact on assessment results, so that PP children make the same progress as none PP children.	Learning Mentor <b>£700</b>	Feb 2019 July 2019
<b>Impact</b>					
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 <b>38 weeks for 3 ½ hours a week.</b> <b>£ 2.517</b>	Feb 2019 July 2019
<b>Impact</b>					
Booster Groups	Most teaching staff will lead booster groups for Year 6 pupils	Children in Year 6 benefit from highly targeted support led by teachers in preparation for the SATs tests.	Year 6 teachers will lead on the content of the curriculum to be delivered in these groups.	Assistant Head £5000	Feb 2019 July 2019
<b>Impact</b>					
Pupils are more motivated to access learning at home.	Exemplar Education Online log ins for maths and literacy support.	40 log-ins were give free to the school and pupils enjoy learning online. The activities are designed to meet the pupils needs as assessments are used to provide targeted support.	The class teachers can monitor progress and activity online.  Pupils should complete activities at home and PP progress should be in line with the rest of the cohort.	Deputy Head and class teachers. £300 monitoring time	Feb 2019 July 2019
<b>Impact</b>					
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.	<b>Literacy Lead and DHT</b> <b>£4800</b>	Feb 2019 July 2019
<b>Impact</b>					
<b>Total budgeted cost</b>					<b>£16,317</b>

<b>iii. Pastoral 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 and what are the expected outcomes</b>	<b>Staff lead and cost</b>	<b>Review date</b>
Improve attendance of PP children from 92% to 95%.	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. Regular meetings with head or family liaison officer.	Head Teacher <b>38 weeks For 1 hour ML (£13.86) £541 LM time £1000</b>	Feb 2019 July 2019
<b>Impact</b>					
The attendance of pupil premium children will improve from 92% to 95%.	A new role of a 'family liaison officer will be created/	This role will have a focus on attendance, behaviour and family support, all of which can show improved outcomes for learning.	'Vulnerable families' meeting every 3 weeks to discuss needs and strategies. TAS meeting every term. Impact of support and interventions will be monitored. Aiming for attendance to improve to 95%.	Head Teacher <b>£7,000 for 2 terms</b>	Feb 2019 July 2019
<b>. Impact</b>					
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 <b>£7,800</b>	Feb 2019 July 2019
<b>Impact</b>					
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 'Communciation 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 <b>£1500</b>	Feb 2019 July 2019
<b>Impact</b>					

To ensure that all children have a healthy and settled start to the morning.	Breakfast clubs available from 7.45am which is free for FSM 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 <b>£4,038</b>	Feb 2019 July 2019
<b>Impact</b>					
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 <b>£4,800</b>	Feb 2019 July 2019
<b>Impact</b>					
<b>Total budgeted cost</b>					<b>£26,679</b>

<b>iv. External Support</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 and what at the expected outcomes</b>	<b>Staff lead/ cost</b>	<b>Review date</b>
Commando Joe training for staff and resources	This is a character development package on which all staff can be trained and this can be delivered 'in house'.	One INSET day will be used to train all TAs and teachers. A plan will be made for each year group as to how this will be implemented. Class sociograms should show a 20% improvement for PP children over the year, analysis carried out by learning mentor.	<b>Head</b> Funded by opp area funding, <b>£600</b> – learning mentor time	Feb 2019 July 2019
<b>Impact</b>				
SSIO pupil premium review	The school would benefit from a review from and external advisor to ensure that we are making the best use of the money.	This will take place early in the academic year for maximum impact. The funding will be well targeted with clear outcomes which are closely matched to the needs of the children in the school.	<b>£300</b>	Feb 2019 July 2019
<b>Impact</b>				
Sports Coach on the playground five lunchtimes a week and in school one afternoon for interventions	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. PP children who avoid PE will be targeted for Friday afternoon groups, as better physical health is strongly related to academic performance and better life chances.	Observations by PE co-ordinator and progressive sports lead. DHT is monitoring the engagement of PP children at lunchtimes and will use questionnaires to find out why there is any reticence to participate. Friday afternoons will be 6 week structured programmes and the impact will be measured from baseline fitness assessments,	<b>£5265</b>	Feb 2019 July 2019
<b>Impact</b>				
PSG programmes regarding reading and writing	This provides intensive support to develop the quality of teaching and learning. Release cover will be needed	The AHT (literacy co-ordinator) and DHT will take the lead. SATS results will be at least at national levels.	<b>£2000</b>	Feb 2019 July 2019
<b>Impact</b>				
<b>Cost</b>			<b>Total Budgeted</b>	<b>£8165</b>

<b>v. Well-being and character development.</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>Review date</b>
Increased level of experience of the wider world, resulting in application to the curriculum.	Subsidised day and residential visits for FSM children. All year groups are asked to provide 6 new experiences per year.	PP children may 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. The aim is for the same percentage take up from pupil premium children as for the rest of whole cohort.	K. Florey and M. Lord. <b>£4,000</b>	Feb 2019 July 2019
<b>Impact</b>					
Increased level of experience of the wider world.	Two performances in school will be funded per year – a pantomime at Christmas and an end of year production.	Pupils rarely have the chance to watch live theatre. This models how they should present themselves in performances and class assemblies and also gives opportunities to consider careers in theatre.	Pupils will watch the shows in 2 groups to ensure enough room and comfortable viewing in the hall.	G. Roe £1400	Feb 2019 July 2019
<b>Impact</b>					
For pupils to have greater access to mental health support when it is needed.	Zoe and Barbara to attend 2 days training for the mental health link project being run across the city.	It is often the more vulnerable pupils who have a higher level of mental health needs and ensuring that these are addressed will have positive impact on both character development and academic achievement.	Three weekly vulnerable learner meeting in school to ensure all pupils are being effectively supported. Termly TAS meetings. Time will be needed to complete referrals for pupils.	Z.Cannon £600	Feb 2019 July 2019
<b>Impact</b>					
Increased attendance at after school clubs.	Free places at some clubs for PP children.	To enable PP children to have wider experiences through extra-curricular activities, building self-esteem and confidence. Clubs run by external providers are being funded through an opportunity area grant.	DHT to extend invites to children from PP families. Supervision for siblings will be required if this is a barrier to any children attending.	DHT. <b>£300 in time</b>	Feb 2019 July 2019
<b>Impact</b>					
<b>Total budgeted cost</b>					<b>£6,300</b>

