

Ravensdale Junior School Pupil Premium Strategy 2016-17

1. Summary information					
School	Ravensdale Junior School				
Academic Year	2016/17	Total PP budget	£107,300	Date of most recent PP Review	n/a
Total number of pupils	340	Number of pupils eligible for PP	68	Date for next internal review of this strategy	02/17

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (national average)</i>
% achieving the expected standard in reading writing and maths	54%	65%
% making national expected attainment in maths	54%	70%
% making national expected attainment in reading	66%	71%
% making national expected attainment in writing	79%	74%
Progress in maths	-2.22	0
Progress in reading	-0.28	0
Progress in writing	1.04	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. This can impact all learners, including the most able.
B.	Behaviour issues for a small group of Year 6 pupils (mostly eligible for PP) is having detrimental effect on their academic progress and that of their peers.
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.	Parents are less likely to engage with the school, attend meetings etc, so that parents are not as well equipped to support their child.

Ravensdale Junior School Pupil Premium Strategy 2016-17

4. Planned expenditure				
2016/17				
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
<p>Staff training on high quality feedback.</p> <p>Improved marking and feedback policy and effective use of higher level questioning.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p>	<p>Staff involvement in developing a new marking policy and a trial period for adjustment. (first half term). Pupils trained to respond effectively.</p> <p>Staff training on mastery level questioning (second half term)</p> <p>SLT observations and learning walks to take account of the effectiveness of questioning.</p>	<p>Deputy Head</p> <p>£500</p>	<p>Feb 2017</p>
<p>Improvement in engaging reading resources</p> <p>Improvement in reading opportunities for PP children.</p>	<p>58% of our middle ability PP children achieved expected or above progress in reading, compared to 66% across the rest of the school and 67% nationally.</p>	<p>A complete external review of reading resources in December, with a major relaunch in the spring term. New resources will be purchased with the aim of engaging reluctant readers.</p> <p>Oxford Code books purchased to engage less able reluctant readers.</p> <p>Reading diaries are closely monitored and any PP children not reading at home will read to an adult 3 times a week.</p>	<p>English lead</p> <p>Reading Resources</p> <p>£4,500</p>	<p>Jan 2017</p>
<p>TA support for pastoral, behavioural and academic reasons</p>	<p>Extra support is often needed in the classroom to be able to provide the wide variety of support that the children require.</p>	<p>Learning walks, TA timetables, monitoring of progress for PP children.</p>	<p>£40,000</p>	<p>Dec 2016</p>
Total budgeted cost				<p>£45,000</p>

Ravensdale Junior School Pupil Premium Strategy 2016-17

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
Low ability pupils progress with phonics and reading in Year 3 at an accelerated rate.	Read it, Write it intervention.	This is a tried and tested intervention developed by Derby Educational Psychologists.	Four TAs and the SENCo are attending ongoing training throughout the Autumn term and are being supported in school by the Ed Psych. Results will be analysed as part of the intervention analysis that is carried out.	SENCo £1000	Feb 2017
Improved progress for Year 6 PP children in maths and reading.	Weekly small group sessions in maths and reading for small groups.	Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Experienced teacher delivering the interventions in the afternoon. Impact overseen by the literacy and numeracy co-ordinators.	Teacher Salary £10,470	Feb 2017
PP children make accelerated progress in maths and reading	Two dedicated afternoons each week in each year group for the pre-teaching of maths and group guided reading.	Pre-teaching in maths has been shown to be more effective than interventions after misconceptions have been identified.	Assessed through intervention tracking.	Maths and Literacy Lead. £10,000	Feb 2017
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 2017

Ravensdale Junior School Pupil Premium Strategy 2016-17

PP complete homework tasks to a high standard with good levels of learning taking place.	Homework club with Learning mentor 2x a week. This is through invitation and all the children in a family will be invited to improve take-up.	Some PP children do not have the parental support with homework. The support at school with completing homework tasks, as well as reading and learning times tables will help to address this gap.	The progress of the children will be tracked and the quality of work completed will be assessed by the class teacher.	Learning Mentor 38 weeks for 2 hours BS (£16.27) £1,240	Feb 2017
Total budgeted cost					£23,110

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) £530. LM time £1000	Feb 17

Problem behaviour in Year 6 addressed	Reduce class sizes to reduce the impact of key children reacting to each other. Specific behaviour plans.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Three Year 6 classes taught in 4 classes for numeracy and literacy. Smaller groups have made the behaviour more manageable and teaching more effective. Specific behaviour plans for key children are monitored by the HT and LM.	Year 6 teachers £20,000	Jun 2017
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Ravensdale Junior School Pupil Premium Strategy 2016-17

To ensure that all children have a healthy and settled start to the morning.	Breakfast clubs: one for all PP children and one targeted at specific Year 6 boys. Both are fully funded by the school.	Children are given a healthy breakfast to start the day and interact positively with adults. Yr6 boys have time to discuss the day ahead and this is also an incentive for a couple who are regularly late to school.	Attendance at the clubs is monitored. Pupil questionnaires.	Head Teacher £3,704	
Three children in year 5 all have significant needs who are eligible for PP funding	A key worker has been appointed to support the children.	All of the children have behavioural or physical needs. To have the facility to implement specific programmes of support would provide the support required to enable them to progress physically, socially and academically.	Anxiety or Boxhall profiles will be carried out before the support starts and at the end of the year, as well as the analysis of academic progress.	£15,000	
Improved reading outcomes for PP children.	TAs are now paid from 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.	£7,800	
Total budgeted cost					£33,049

Ravensdale Junior School Pupil Premium Strategy 2016-17

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
Leading Parent Partnership Award.	A key factor in improving outcomes for children, as identified by the EEF is improved involvement by parents in their education.	Following guidance for the award, we aim to find new and innovative ways to engage parents with learning. Our progress towards the award will be monitored.	Head Teacher £1,000 cost £1,000 time	Feb 17
Enhanced family support programme in conjunction with the local PRU.	This is a programme to support the whole family and has been shown to be very successful in improving outcomes for families.	Entry and exit questionnaires. Appraisal by the programme leader. Analysis of impact by the Learning Mentor.	LM £1000 in staff time	May 2017
Total Budgeted Cost				£33,049

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
A greater resilience and determination to succeed.	Growth Mindset Training for Year 6 ~Pupils	Having a high level of resilience is one of the key characteristics necessary to be successful in life. PP children do not always have this modelled effectively at home.	Staff training for all year 6 teachers and then 8 week programme provided by a research team from Portsmouth University and the EEF. Pupil entry and exit questionnaires to assess impact.	Head Teacher £1,500	Feb 17

Ravensdale Junior School Pupil Premium Strategy 2016-17

Increased level of experience of the wider world, resulting in application to the curriculum.	Subsidised day and residential visits for PP children.	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.	K. Florey and M. Lord. £2,250	Jun 2017
Increased attendance at after school clubs.	Free places at clubs for PP children.	To enable PP children to have wider experiences through extra-curricular activities, building self-esteem and confidence.	DHT to monitor attendance at clubs.	DHT. £300 in time	July 2017
Total budgeted cost					£4050

Ravensdale Junior School Pupil Premium Strategy 2016-17

5. Review of expenditure				
Previous Academic Year		2015-16		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attainment	Appointment of an 'achievement mentor', as part of the DHT role.	The intention of the role was good: to regularly meet with PP children, check on progress and provide extra support. However, the DHT was called away so often to deal with behaviour issues that this reduced the impact.	This approach will not be continued. Teachers will have the responsibility for ensuring that they target support and manage teaching assistants in the best way to maximise progress.	£15,000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
EAL support by a trained and experienced teaching assistant.	Small group tuition 3 afternoons per week.	Pupils with EAL made a high level of progress (1.25) compared to those with English as a first language (1.16).	This focused support was effective, especially when the children were direct entry	£5,000
Rapid Writing Intervention	Small group tuition in year 3-5	Pupils made reasonable progress in writing, but it was felt that the impact was not as great as was hoped.	This will not be repeated. Instead, teachers will run guided writing sessions with groups of children.	£3,000
Focused TA support for half an hour each morning.	Small group interventions	Lower ability children made good progress in all areas. We now need to make sure that we also target the middle and higher ability PP children.	The interventions worked well, but they were taking precedence over the work happening in the classroom during this time.	£20,000

Ravensdale Junior School Pupil Premium Strategy 2016-17

Focused TA support and interventions.	Small group interventions and 1-1 support.	Lower ability children made good progress in all areas. We now need to make sure that we also target the middle and higher ability PP children.	The interventions worked well, but were not analysed carefully enough for impact on a termly basis.	£50,000
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iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Good behaviour over lunchtime.	Lunchclubs provided for targeted Yr 5 boys and another club for vulnerable children who find lunchtimes difficult.	There was a very positive impact for the Year 5 boys, in that the number of behaviour incidents at lunchtime was very much reduced. The other club was successful in targeting particular vulnerable children when they needed it for short or extended periods.	This approach has proved to be very successful and will be continued. The activities on offer at the clubs has been extended and includes regular outdoor activities for the Year 5 boys, away from other students.	£3,000
A healthy and settled start to the day.	Fully funded Breakfast Club	The children attending the club had a very positive start to the day.	The club will be extended to invite more PP children. We are considering starting earlier, so an activity can also take place during this time. The impact on academic achievement of the children will be monitored.	£6,000
To ensure that all children have access to emotional support when needed.	Learning Mentor	The Learning Mentor has a mobile phone and is available out of school hours, as well as during them for families with significant difficulties. She would collect children refusing to come to school and support them with emotional needs. She gave advice and support to the parents.	The impact of this is difficult to measure, but significantly supports families and will be continued.	£23,000