



Pupil Premium

Impact Report

2018 - 2019

PUPIL PREMIUM

All members of staff and governors accept responsibility for, and are committed to meeting the needs of, any 'socially disadvantaged' children who attend our school. We believe this commitment includes their pastoral and social needs as well as their academic progress. Our school is committed to the 'narrowing the gap' between different groups of children and improving the outcomes and life chances of children. The pupil premium money will form a vital part in this process, particularly for our most disadvantaged children.

The governors will allocate pupil premium funding to support any children, or groups of children, who have been appropriately identified as being socially disadvantaged. This support will be made through the following strategies:

- Facilitating pupils access to education
- Facilitating pupils access to the curriculum
- Additional support and intervention within the school environment.

What is Pupil Premium Funding?

Pupil premium money is given to schools to support children who are considered 'Ever 6'. This means they have been eligible for free school meals, in local authority care or have parents who are/have been in the armed services in the last 6 years. Children who have been adopted also have some pupil premium funding allocation. The amount of money a school receives is determined by the number of children in the school who meet these criteria. The pupil premium funding must be spent on activities or initiatives that support this group of children, meet their needs and enable them to achieve in line with children who are not in the pupil premium group.

How do we spend our Pupil Premium funding?

Staff and governors at Ryhill J, I & N are fully committed to the pupil premium agenda. In order to meet the needs of this group of children, who have a wide range of needs and abilities, we utilise our pupil premium funding creatively to ensure all needs are catered for as much as we are able. Our pupil premium money is used to support pastoral and social needs as well as the academic progress of our pupil premium children.

Reporting Pupil Premium

It is the responsibility of the governors to explain pupil premium expenditure to parents. Ryhill J, I & N School will include the expenditure report annually within this policy which will be revised annually and placed on our website. This report will provide details of how pupil premium money will be used and the intended impact on the attainment and progress of the pupils who were targeted.

The allocation and the impact on pupil outcomes will be reported to the Governors annually. Parents will be able to obtain information about pupil premium from the school website. This will be updated annually. The responsibility for the report will be undertaken by a senior member of the leadership team. The report will be supported by data.

Measuring the impact

The impact of the spending will be measured in various ways. Half termly assessments will be made of the impact of interventions that can be measured against the National Standards. These will be analysed and progress measures taken to see the effectiveness of the interventions being used. End of year data will also be used to assess the effectiveness of interventions aimed at improving achievement and progress in reading, writing, maths and SPaG. Records of mentor meetings and interventions where the impact cannot be measured with data will be overseen by the Pupil premium coordinator and their impact measured through other means such as pupil questionnaires, pupil interviews, observations and book scrutinies. Attendance will be closely monitored by the Learning mentor and reported back to the Pupil premium coordinator to assess the impact of schemes aimed at improving attendance.

Main barriers to educational achievement faced by eligible pupils at Ryhill

There are several barriers which may prevent Pupil Premium children at Ryhill achieving their full potential and which we aim to address through our spending of the Pupil Premium grant.

- Emotional and social barriers – children are not ready to learn due to a range of social and emotional barriers which impacts on their concentration in the classroom and their participation in lessons
- Lack of access to a wide range of reading materials
- Lack of male role models for reading
- Lack of access to a range of writing stimuli
- Lack of access to outdoor areas which stimulate and promote physical and social development
- Attendance
- Participation in physical activities and exercise
- Lack of access to a wide range of activities and experiences that broaden knowledge and understanding of the world and promote self-confidence and self-belief

Number of Pupils and Total Amount 2017 - 2018	
Total Number of Pupils on Roll	234 (130 boys; 104 girls)
Total Number of Pupils Eligible for Pupil Premium	49 (33 boys; 16 girls)
% of Pupils Eligible for Pupil Premium	16%
Amount of Pupil Premium received per pupil	£1,320
Amount of Pupil premium Funding per pupil Nursery	£195
Total Amount of Pupil Premium Funding Received	£64, 680

Summary of Intentions 2018-2019

<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
Our Disadvantaged pupils progress just as well as National Others in English and Maths.	Gap to National Others in progress closes.
Our Disadvantaged pupils are challenged in all areas of the Curriculum	Attainment and progress will improve
Our Disadvantaged pupils attend school regularly regularly and their attendance is in line with national.	Disadvantaged children's attendance will be in line with National figures
Our Disadvantaged pupils experience a range of enrichment/extra-curricular and have high aspirations for their future.	Increased motivation and higher aspirations

Project / Object	Intended Impact
Continuous provision resources	Improve the indoor learning environment in nursery and reception
Outdoor area improvements and resources	Improve the outdoor learning environment in nursery and reception
HLTA and TA interventions: <ul style="list-style-type: none"> ➤ Reading Recovery ➤ Maths interventions ➤ Reading interventions 	HLTA and TA to deliver high quality teaching and group work for children to ensure accelerated progress and achievement
Additional Y2 teacher	Year 1 and Year 2 to have access to the continuous provision room – 3 teachers to be used in Year 1 and 2 to improve progress and attainment of Disadvantaged children. The use of the room will allow for same day interventions, targeting of children and pre teaching to help children make accelerated progress.
Boosters in Year 6 <ul style="list-style-type: none"> ➤ Maths ➤ Reading 	JP to be released x2 a week to boost and provide targeted interventions and same day intervention - to ensure a higher percentage of children achieve EX and GD standards and allow Disadvantaged children to make accelerated progress and close gaps in attainment.
One to one tutoring for KS2 children	Y6 teachers to deliver booster sessions after school to allow targeted support
After school booster sessions	Purple Mash and Mathletics booster groups for KS2 children to improve maths and reading skills Teachers to deliver personalised boosters in phonics, KS1 reading and maths; KS2 maths and reading
Mentoring programme in Y6	Children to be assigned a mentor and their academic progress and achievement as well as social skills and attitudes to be monitored and assessed. Rewards given in the form of credits for achievement in these areas and whole class rewards provided. This will provide challenges to children and an incentive to achieve and make rapid progress in all areas of school life
Learning Mentor Interventions	Effective use of leaning mentor groups to impact on standards and emotional well-being – continue with work started in previous year e.g. luggage for life; Future in Minds
ICT programmes and access improvement	Use of a range of ICT programmes to target literacy and maths and ensure rapid progress <ul style="list-style-type: none"> ➤ Purple Mash ➤ Mathletics ➤ Education City
Sports participation	Extra-curricular sports activities and competitions.
HLTA and TA training for reading	Improve reading standards across school and provide children with more challenge and a higher quality fo questioning
Breakfast Club	Improve attendance / punctuality of targeted pupil premium pupils
Access to Open futures	Classes to each have access to P4 C in lessons and Cook it and Grown it with TA – encompassing social skills as well as maths and literacy skills
Total estimated spending:	

2018/19 Pupil Premium

2018/19 Original Budget Estimate	£69,960
2018/19 Decrease in Pupil Premium	<u>£5,280</u>
2018/19 Confirmed Pupil Premium Allocation	<u>£64,680</u>

HLTA Costing:

6 hours per week	<u>£4,656</u>
	<u>£4,656</u>

TA Costing:

32.5 hours per week	<u>£17,369</u>
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Year 2 Teacher Costing:

3 morning sessions per week	<u>£15,901</u>
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ICT

Mathletics Subscription	£907
My Lexia Subscription	£2,040
Timestable Rockstars Subscription	£123
Purple Mash Subscription	£600
Education City Subscription	<u>£1,913</u>
	<u>£5,583</u>

Learning Mentor

XS - 5 hours per week	<u>£2,657</u>
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Breakfast Club Subsidy (estimate based on last year)	<u>£2,000</u>
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Sports Activities

Frickley Athletic Coaching	<u>£2,790</u>
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Supply Cover

HLTA & TA Training for reading	<u>£400</u>
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Total	£51,357
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Rationale for Spending

Setting (Additional Y2 teacher and Y6 teacher)

In Key Stage 1 the results from 2016-2017 show that there is a need to improve the number of Disadvantaged children reaching the Greater Depth standard in all areas but in particular in reading and maths. There also needs to be a narrowing of the gap between Disadvantaged and non-Disadvantaged children. Although not significant at ARE, the gap at the GD standard is significant.

In KS2 the weakness for Disadvantaged children was in the Greater Depth standard.

Setting has been used in KS2 for the past 4 years and has had a significant impact on results. This model will now be used in Year 2 with the intention that it will have the same impact on results due to the smaller group sizes and focussed booster groups which allows for same day intervention.

In Year 6 the class teacher will be released twice a week to do booster sessions with a focus on Greater Depth writing

Learning Mentor programme (with SLT):

One barrier to learning that has been identified from 2016-2017 is attitude to learning and learning behaviours. As a result of this, a Learning Mentor programme is to be established in 2017-2018 with a focus on Disadvantaged children and boys. This will aim to monitor learning attitudes and behaviours and offer class rewards to children for achieving their targets in these areas as well as a place to discuss their work, achievements and how to improve. This will then allow better attitudes to learning, more engagement in the classroom and so attainment and progress should improve.

Open Futures:

In 2016-2017 the open futures work in school had an impact on children's learning attitudes and behaviours. Children enjoyed the outdoor aspect of gardening in which maths and literacy was included and they also enjoyed the cook-it side of the Open futures and were applying a variety of maths and literacy skills whilst also learning more about their topic. This allowed more engagement from all children in the Curriculum and is a project we will continue this year to maintain levels of engagement and different ways of teaching the Curriculum.

Rationale for spending: From The Sutton Trust-EEF Teaching and Learning Toolkit

- Sports participation – average impact on achievement = +3months
- Phonics interventions – average impact = +4 months

- One to One tuition – average impact = +5 months
- Access to wide range of ICT – average impact = +4months
- Early years intervention – average impact = +6 months
- Arts participation – average impact = +1 months

Impact Report 2017-2018**KS1 Results:****2018**

Year 2	% working at expected standard		% working at a greater depth	
	School	PP	School	PP
Reading	67%	50%	23%	20%
Writing	63%	50%	10%	0%
Maths	70%	60%	20%	20%
R,W & M	47%	30%	0%	0%

2019 (6 children Disadvantaged; 1 also SEND)

Year 2	% working at expected standard			% working at a greater depth		
	School	National	PP	School	National	PP
Reading	72%	75%	80%	17%	25%	20%
Writing	66%	69%	60%	10%	15%	0%
Maths	69%	76%	60%	14%	22%	0%
R,W & M	62%	65%	60%	10%	11%	0%

GAP between School and PP: ARE

ARE	2018	2019	Gaps
Reading	-17	+8	NARROWED
Writing	-13	-6	NARROWED
Maths	-10	-9	NARROWED

ARE

The 2019 results show that the number of Disadvantage children achieving ARE has INCREASED from the 2018 results:

30% INCREASE in reading

10% INCREASE in writing

Maths has remained the same

GAP between School and PP: GD

Greater Depth	2018	2019	Gaps
Reading	-3	+3	NARROWED
Writing	-10	-10	SAME
Maths	-0	-14	WIDENED

Greater Depth

The 2019 results show that the number of Disadvantage children achieving the Greater Depth Standard has remained the same in reading and writing, but decreased in maths:

Reading has **remained the same**

Writing has **remained the same**

20% **DECREASED** in maths

KEY POINTS:

- ✓ There are a **HIGHER** number of Disadvantaged children at ARE than in the previous year in reading and writing
- ✓ The number of Disadvantaged children at GD in reading has remained at 20% and this is above the whole school percentage at GD

Areas to Improve

- ✚ Increase the number of Disadvantaged children at ARE in maths
- ✚ Narrow the gap between Disadvantaged and Non Disadvantaged in writing and maths
- ✚ The Gaps have widened between Disadvantaged children and non-Disadvantaged children at ARE

Key Stage 2

2018 (9 children Disadvantaged; 2 also SEND)

Year 6	% working at expected standard			% working at Greater Depth standard		
	School	National	PP	School	National	PP
Reading	70%	75%	75%	17%	28%	11%
Writing	87%	78%	78%	13%	20%	11%
SPAG	70%	78%	56%	20%	34%	11%
Maths	73%	76%	78%	17%	24%	22%
RWM	60%	64%	75%	10%	-	56%

Year 6	School to PP comparison ARE		
	2017	2018	Gap
Reading	-13	+5	Narrowed
Writing	-17	-9	Narrowed
SPAG	-23	-14	Narrowed
Maths	-20	+5	Narrowed
RWM	+17	+15	Narrowed

Year 6	School to PP comparison GD		
	2017	2018	Gap
Reading	-3	-6	Widened
Writing	-7	-2	Narrowed
SPAG	+3	-9	Widened
Maths	-7	-5	Narrowed

Year 6	Average scaled score	Average scaled score	Average scaled score	Compared to 2017 PP
	School	National	PP	
Reading	104	105	104	+6.2
GPS	104	104	101	-0.1
Maths	102	106	102	+5.9

2019 (9 children Disadvantaged; 3 also SEND)

Year 6	% working at expected standard			% working at Greater Depth standard		
	School	National	PP	School	National	PP
Reading	70%	73%	67%	23%	27%	0%
Writing	87%	78%	67%	20%	20%	0%
SPAG	83%	78%	67%	37%	36%	0%
Maths	80%	79%	78%	23%	27%	11%
RWM	67%	65%	56%	13%	11%	0%

Year 6	School to PP comparison ARE		
	2018	2019	Gap
Reading	+5	-3	Narrowed
Writing	-9	-20	Widened
SPAG	-14	-16	Widened
Maths	+5	-2	Widened
RWM	+15	-11	Narrowed

Year 6	School to PP comparison GD		
	2018	2019	Gap
Reading	-6	-23	Widened
Writing	-2	-20	Widened
SPAG	-9	-37	Widened
Maths	-5	-12	Widened

Year 6	Average scaled score	Average scaled score	Average scaled score	Compared to 2018 PP
	School	National	PP	
Reading	104	104	100	-4
GPS	105	106	101	0
Maths	105	105	102	0

Progress from Key Stage 1 2019

Progress	All pupils		Disadvantaged	
	2018	2019	2018	2019
Reading	0.5	-0.5	5.2	
Writing	2.6	+0.8	4.3	
Maths	-0.4	-0.2	3.9	

ARE

The 2019 results show that the number of Disadvantage children achieving ARE has decreased from the 2018 results:

8% decrease in reading

11% decrease in writing

11% decrease SPaG

11% increase in maths

19% decrease in RWM

The average scaled scores for Disadvantaged have decreased from the previous year for reading; they have remained the same in GPS and maths.

Greater Depth

The 2018 results show that the number of Disadvantage children achieving the Greater Depth Standard has decreased from the 2017 results:

11% decrease in reading





11% decrease in writing

11% decrease in SPaG

11% decrease in maths

56% decrease in RWM

Key Points:

-  Non-Disadvantaged children outperformed Disadvantaged children at ARE in all subjects
-  Disadvantaged children need to develop their Greater Depth skills so more achieve the higher standard
-  The average scaled scores need to be narrowed to national and whole school scaled scores
-  The gaps between Disadvantaged and non-Disadvantaged need to be narrowed

Impact Analysis

Targets from 2018

Target KS1 for 2019:

- Increase the percentage of Disadvantaged children at ARE in Reading, Writing and Maths
- Narrow the Gaps between Disadvantaged children and non-Disadvantaged children at ARE standard

Met

Partially met

Not met

Progress towards targets in 2019

- ✓ Met both targets with number of children achieving ARE in reading and writing increasing by 30% and 10% respectively and maths remaining the same as the previous year; Gaps between Disadvantaged and non-Disadvantaged narrowed in all subjects

Targets KS2 for 2019

- Disadvantaged to perform as well as non-Disadvantaged children at ARE in writing and SPaG
- Greater percentage of Disadvantaged children to achieve the GD standard
- Narrow the gaps between Disadvantaged and non-Disadvantaged at GD in reading and SPaG

Met

Partially met

Not met

Progress towards targets 2019

- ✓ Attainment in reading, writing, maths and SPaG has **decreased** this year
- ✓ Fewer children achieved the GD standard this year in all subjects. None of the Disadvantaged children were predicted to achieve GD standard based on their KS1 results and results throughout KS2

TARGETS 2020

KS1:

- Increase the number of Disadvantaged children at ARE in maths
- Narrow the gap between Disadvantaged and Non Disadvantaged in writing and maths
- Increase the number of Disadvantaged children achieving the GD standard in writing and maths

KS2

- Increase the number of Disadvantaged children at ARE in reading, writing, maths and SPaG
- Increase the number of Disadvantaged children at GD
- Narrow the gaps between Disadvantaged and non-Disadvantaged children

Review of Initiatives

Learning mentor:

The learning mentor was used to work closely with Disadvantaged children and address social and emotional needs. This additional time with the Learning Mentor was intended to help these children modify their behaviour, manage their emotions (including anger) and build their self-belief. As a result of this, these children have been able to better engage in lessons and make more rapid progress across the Curriculum.

Breakfast club

Breakfast club has ensured children are better nourished and ready to start the day and has also begun to have an impact on attendance by ensuring children are at school on time and not missing any learning.

Sports participation

A number of different sports opportunities have been made available this year both inside and outside of school. A wider range of competitions – both inter and intra school - have been entered with all classes being given the opportunity to enter and Disadvantaged children being chosen where possible to attend these. This has allowed children to try a range of sports such as football, tag rugby, netball, triathlon, dance and gymnastics. It is helping to ensure children's fitness levels are improved and promote a healthy lifestyle. 84% of the Disadvantaged children participated in after school sports at some point during the year, which is an increase on the previous year and the PE coordinator is targeting those that have not engaged in sports clubs or competitions. PE Star of the week and the half termly prize have ensured PE and sports participation is increasing and is seen as being important. A wider range of after school clubs have been offered this year including ballet, yoga and martial arts.

Setting in KS1:

Setting has been used in KS1 this year in several ways. Year 1 and 2 were placed into sets for literacy and phonics and Year 2 also benefitted from maths sets. This has allowed for focused work with Disadvantaged children by all class teachers. Having an extra teacher has also allowed for targeted booster sessions to be run throughout the year which have targeted those Disadvantaged children who have been highlighted as underachieving or not making enough progress. The booster sessions and smaller class sizes have allowed for children to be further challenged with reasoning skills and mastery levels of work across the Curriculum which has helped deepen understanding and allow more children to gain the Expected Standard and some to gain the Greater Depth standard.

Impact Summary 2017-2018			
Project / Object	Outcome / Impact	Impact	Continue in 2019-2020
Continuous provision resources	Improve the indoor learning environment in nursery and reception	Water and sand areas improved to improve communication and language and social skills as well as fine and gross motor control. Children are now communication more in their play and turn taking has significantly improved; collaboration between nursery and reception is now more evident and children work together to problem solve	Yes
Outdoor area improvements and resources	Improve the outdoor learning environment in nursery and reception		Yes
HLTA and TA interventions: <ul style="list-style-type: none"> ➤ Reading Recovery ➤ Maths interventions ➤ Reading interventions 	HLTA and TA to deliver high quality teaching and group work for children to ensure accelerated progress and achievement	<p>Reading in KS1 has improved this year Children continue to be quickly identified for interventions and are targeted with specific interventions – these are closely monitored and children are removed once the interventions have been successful. When interventions are not working, this is quickly addressed and other strategies have been used to improve reading HLTAs have been timetabled next year to continue this intervention.</p> <p>This Intervention worked well in giving pupils confidence due to the smaller groups they were in. It was targeted at the children who were achieving just under ARE or working towards GD. We as a school are aware that interventions have to be targeted to ensure that we focus on closing the gap between those children who are identified as vulnerable within school and nationally.</p> <p>KS1 results show an improvement on the previous year as a result of the setting used:</p> <p>R: 67% 2018; 72% 2019 W: 63% 2018; 66% 2019 M: 70% 2018; 69% 2019</p>	Yes
Additional Y2 teacher	Year 1 and Year 2 targeting of children and pre teaching to help children make accelerated progress.	<p>Additional teacher in KS1 used to help setting for phonics, literacy and maths.</p> <p>KS1 results show an improvement on the previous year as a result of the setting used:</p> <p>R: 67% 2018; 72% 2019 W: 63% 2018; 66% 2019 M: 70% 2018; 69% 2019</p>	No - additional teacher moved to Nursery

		In relation to phonics, fewer children have passed the test this year - 59% compared to 79% in 2018. The Literacy SDP has been written with this as a focus to ensure phonics is better taught in Foundation Stage and KS1 (See literacy SDP)	
<p>Boosters in Year 6</p> <ul style="list-style-type: none"> ➤ Maths ➤ Reading 	<p>JP to be released x2 a week to boost and provide targeted interventions and same day intervention - to ensure a higher percentage of children achieve EX and GD standards and allow Disadvantaged children to make accelerated progress and close gaps in attainment.</p>	<p>Booster session x2 weekly had an impact on reading and maths results with the number of children at ARE increasing from the number that achieved ARE in Y5 and more children achieved ARE compared to the previous year / equalled the results of last year. The number of children at GD increased in all subjects</p> <p>R –70% in 2018; 70% 2019 W –87% in 2018; 87% 2019 M –73% in 2018; 80% 2019</p> <p>GD: R –17% in 2018; 23% 2019 W –13% in 2018; 20% 2019 M –20% in 2018; 37% 2019</p>	Yes
After school booster sessions	<p>Purple Mash and Mathletics booster groups for KS2 children to improve maths and reading skills</p> <p>Teachers to deliver personalised boosters in phonics, KS1 reading and maths; KS2 maths and reading</p>	<p>These sessions have been well attended this year and have allowed children further access to ICT programmes within school that they may be unable to access at home</p> <p>Booster sessions in Y1, 2 and 6 have been run after school by teachers with the aim of increasing standards and accelerating progress. The benefit of these can be seen in the phonics, KS1 and KS2 results</p>	Yes
Learning Mentor Interventions	<p>Effective use of leaning mentor groups to impact on standards and emotional well-being – continue with work started in previous year e.g. luggage for life; Future in Minds</p>	<p>The learning mentor role and the additional agency support has been beneficial across the school. The focus on learning behaviours has seen a reduction in behavioural incidents during learning time.</p>	Yes

<p>ICT programmes and access improvement</p>	<p>Use of a range of ICT programmes to target literacy and maths and ensure rapid progress</p> <ul style="list-style-type: none"> ➤ Purple Mash ➤ Mathletics ➤ Education City 	<p>This intervention has worked well and Mathletics and Timestable Rockstars in particular have had a benefit on the children and created a more positive attitude towards maths. Children enjoy the competitive nature of these programmes and the maths coordinator has introduced certificates and awards to encourage access to it. My Lexia was used in Upper Key Stage 2 but it has had limited use. Purple Mash training was put in place in the Spring term and this is now being more widely used for a range of Curriculum areas including reading and can be accessed by all children at home.</p>	<p>Yes</p> <p>Change to Purple Mash for reading instead of My Lexia</p>
<p>Sports participation</p>	<p>Extra-curricular sports activities and competitions.</p>	<p>84% of the Disadvantaged children participated in after school sports at some point during the year. Active Maths continues to be which benefitted maths through seeing maths in real life contexts and ensured children are being active.</p>	<p>Yes</p>
<p>Breakfast Club</p>	<p>Improve attendance / punctuality of targeted pupil premium pupils</p>	<p>Breakfast club has provided children with a good start to the day.</p> <p>Bagels also now being offered to all children on a morning to ensure all children start the day with a breakfast</p>	<p>Yes</p>
<p>Access to Open futures</p>	<p>Classes to each have access to P4 C in lessons and Cook it and Grown it with TA – encompassing social skills as well as maths and literacy skills</p>	<p>All children have had access to Cook it and Grow it lessons which have been focused on developing social and language skills. Children have also been able to show that they can apply their maths and literacy skills in these lessons which has given them a real life context for applying the skills taught in the classroom.</p>	<p>Yes</p>