



Pupil Premium

Intended funding and rationale

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 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.

- Speech, Language and Communication: Pupils arrive in Nursery with below average speaking and listening skills, some well below. Some pupils continue to have speech, language and communication difficulties as they move through school.
- Pastoral: Some pupils have behavioural problems, social skills difficulties, incorrect uniform, lack of support at home, don't eat breakfast, anger management issues, anxiety etc.
- Attendance: There is an attendance gap between our PP pupils and non-PP gaps and this is at its highest among PA Pupils.
- 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 outside of the school environment
- Lack of male role models for reading
- Lack of access to a range of writing stimuli outside the school environment
- Lack of access to outdoor areas which stimulate and promote physical and social development
- Enrichment: Many of our pupils eligible for the Pupil Premium do not have a wealth of life experiences that broaden knowledge and understanding of the world and promote self-confidence and self-belief and a high standard of vocabulary
- Participation in physical activities and exercise

Key statements from Ofsted report (2018) relating to the performance of Disadvantaged pupils

- The use of additional funding for Disadvantaged pupils is now effective in improving outcomes for these pupils
- Additional funding to support Disadvantaged pupils is now spent effectively.
- Regular checks are made to evaluate the impact on learning for Disadvantaged pupils.
- The funding is used to ensure that there are experienced staff and resources to support pupils to improve and accelerate progress.
- Disadvantaged pupils' progress has improved considerably this year.

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

How our Intentions will be met

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	<u>£51,357</u>
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Rationale for Spending

Additional Y2 teacher

In Key Stage 1 the results from 2017-2018 show that there is a need to improve the number of Disadvantaged children achieving ARE in reading and maths. The results also show a need to increase the number of Disadvantaged children achieving the GD standard in writing and grammar. Analysis also shows that to ensure better outcomes for Disadvantaged children in school, gaps in attainment between Disadvantaged and Non Disadvantaged children in writing need to be narrowed more significantly.

Setting in KS1 in 2017-2018 has had an impact on results and has seen an increase in the number of children reaching the ARE. To address the issues outlined above, this model will now be extended and combined with the use of the continuous provision room which, in the past, has helped increase levels of progress and attainment in the key areas outlined.

Boosters in Year 6

In Year 6 the class teacher will be released twice a week to do booster sessions with a focus on developing maths and reading skills to allow more children to achieve the ARE standard and the GD standard. This worked well in 2017-2018, allowing significant progress to be made in writing at both EX and GD standards

Learning Mentor programme (with SLT):

One barrier to learning that has been identified from 2017-2018 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.

Further work will also be put into mental health provisions for children in school, building on the work done the previous year (anxiety workshops, sleep workshops, Y6 anxiety sessions and luggage for life). AL has attended all Luggage for Life sessions and is now able to use some of these skills with KS2 children; XS has attended all Future in Mind sessions and will be able to deliver these methods to targeted children throughout the year

Open Futures:

In 2017-2018 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

Review Date of the Pupil Premium Strategies:

Spring 2019: Focus: to see which strategies are having the most impact and address any changes that may need to be made