



## Pupil Premium

### Intended funding and rationale

2019-2020

#### 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 2019 - 2020	
Total Number of Pupils on Roll	240 (125 boys; 115 girls)
Total Number of Pupils Eligible for Pupil Premium	50 (including school defined PP)
% of Pupils Eligible for Pupil Premium	21%
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	£55,440

**Summary of Intentions 2019-2020**

<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 Disadvantage children close the gap in attainment with non Disadvantaged children and National at ARE and GD	The gap in attainment will close
Our Disadvantaged pupils are challenged in all areas of the Curriculum	Attainment and progress will improve
Our Disadvantaged pupils attend school 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**

<b>Project / Object</b>	<b>Intended Impact</b>
Additional Nursery teacher	Improve the language skills of our early starters into school
New approach to phonics in FS and KS1 – phonics to be taught twice daily with additional afternoon story based approach	Improve the phonics provision and allow children to access phonics in different ways to ensure all children have quality phonics provision
Provide uniforms / PE kits for children whose parents apply for and are approved for Pupil Premium	School gets accurate funding for the number of Pupil Premium children we have which will allow for all Pupil Premium children to be properly supported and targeted through appropriate interventions and projects
TA interventions: ➤ Maths interventions ➤ Reading interventions	TA to deliver high quality teaching and group work for children to ensure accelerated progress and achievement
Boosters in Year 6 ➤ 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
Learning Mentor Interventions	Effective use of learning 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 ➤ Capita Reading Cloud ➤ Times Tables Rockstars ➤ Purple Mash ➤ Mathletics ➤ Education City
Skills Builder	Improve the life chances of our pupils by teaching discrete life skills through direct subject teaching and work placements.
HLTA and TA training for reading	Improve reading standards across school and provide children with more challenge and a higher quality of questioning
Books from 'Ryhill Reads' for each class	Children to have access to a wider range of top-quality recommended books to expose them to a wider range of authors and texts
Breakfast Club	Improve attendance / punctuality of targeted pupil premium pupils
Continuous provision in Year 1	Continuous provision to be established within school for Year 1 pupils to access in order to improve their transition
Access to Open futures	Classes to each have access to P4 C in lessons and Cook it and Grow it with TA – encompassing social skills as well as maths and literacy skills

**2019/20 Pupil Premium**

2018/19 Original Budget Estimate	£64,680
<b>2018/19 Decrease in Pupil Premium</b>	<u>£9,240</u>
2018/19 Confirmed Pupil Premium Allocation	<u><b>£55,440</b></u>

**Nursery Teacher Costing:**

2 Days per week	<u><b>£19,741</b></u>
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<b>Improved phonics provision</b>	<u><b>£325</b></u>
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**Pupil premium incentive**

Uniform / P.E. kit	<u><b>£2,600</b></u>
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**TA Costing:**

32.5 hours per week	<u><b>£17,765</b></u>
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**HLTA Costing:**

6 hours per week	<u><b>£3,154</b></u>
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**Learning Mentor**

1 hour per week	<u><b>£566</b></u>
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**ICT**

Mathletics Subscription	£953
Capita Reading Cloud Subscription	£550
Timestable Rockstars Subscription	£123
Purple Mash Subscription	£600
Education City Subscription	£1,143
	<u><b>£3,369</b></u>

<b>Skills Builder</b>	<u><b>£4,100</b></u>
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**Supply Cover**

HLTA & TA Training for reading	<u><b>£400</b></u>
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<b>Ryhill Reads</b>	<u><b>£500</b></u>
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<b>Breakfast Club Subsidy</b>	<u><b>£2,500</b></u>
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**Continuous provision:**

Year 1	<u><b>£580</b></u>
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<b>Total</b>	<u><b>£55,600</b></u>
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## **Rationale for Spending**

### **Continuous Provision in Year 1 and resources in Foundation Stage**

Funding last year with used in the water and sand areas which had a significant improvement on communication and language and social skills as well as fine and gross motor control. Using funding again this year will allow this to continue and embed these skills within children's learning. Expanding the water and sand areas as well as other continuous provision areas will further develop language and communication skills in Foundation Stage as well as turn taking skills and collaboration.

Year 1 will now be using the Rainbow room as a continuous provision room. This will allow children to transition more effectively from Foundation Stage and give the children the opportunity to embed the skills they are taught in class into a range of different contexts.

### **Phonics using Story Time approach**

Children need to be leaving Foundation Stage and entering Year 1 at a high phonics phase than they are at present, which will allow them to have a better understanding of phonics by the end of Year 1. The impact of this should be seen in the Y1 phonics Screening test and in reading results as the children move throughout school. This approach will allow children to access phonics in different ways, not just through a once a day session. The book-based approach will also develop reading skills further and expose the children to a wider variety of books as well as allowing them to see phonics in different, real-life contexts

### **Skills Builder**

The new skills based curriculum will be used across school. Individual skills such as listening, presenting, aiming high and team work will be explicitly taught weekly to the children and then used and referred to throughout lessons to ensure these skills are embedded and that the children are using them to aid their learning and readiness for future life. The aim of this new curriculum approach will improve the life chances of our pupils through this teaching of discrete life skills. There will also be work placements available for children to access, giving them an opportunity to expand their life experiences and have a better understanding of what opportunities there are later on in their lives.

### **Boosters in Year 6 and One to One Tutoring**

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 2018-2019, allowing significant progress to be made in writing at both EX and GD standards. Booster sessions in Y1, 2 and 6 aim to accelerate progress as they have done in previous years.

### **Learning Mentor**

The learning mentor role and the additional agency support has been beneficial across the school in previous years and this will be continued to provide additional emotional and well-being support for those children who need it. This is to ensure learning behaviours of the most vulnerable children are not affected and all children can access the Curriculum.

### **ICT programmes**

In 2019, this intervention worked well, with Mathletics and Timestable Rockstars in particular having 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 introduced certificates and awards to encourage access to it. Timestable Rockstars in particular has been useful for children in school to allow them access to a different way to practise their times tables (the results of which can be seen in the Timestable Test). This will continue into 2019-2020 so that children can continue to access this resource in school and as part of after school clubs.

### **Open Futures:**

In 2018-2019 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.

### **Breakfast club**

Breakfast club will continue to provide children with a good start to the day and ensure they are nourished and ready to learn.

### **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 2020:** Focus: to see which strategies are having the most impact and address any changes that may need to be made