

Ridge Community Primary School Pupil Premium Strategy Statement

September 2018 to July 2019

1. Summary Information					
Academic Year	2018/19	Total PP budget (financial year April 2018 to March 2019)	£124'380	Date of most recent PP review	January 2019
Total Number of pupils	173 at Autumn Census 2018	Number of pupils eligible for PP	94 at July 2018 DfE PPG list.	Date for next internal review of this strategy	Autumn 2019

2. Current Attainment and Achievement (2018 KS2 SATs)		
	Our pupils eligible for PP	Pupils not eligible for PP (national average)
Average scale scores in reading	97.7	99.9
Average scale scores in GPS	98.4	
Average scale scores in maths	98.3	99.6
% scoring 100+ in reading	50	70
% scoring 100+ in GPS	42.9	
% scoring expected+ in writing	31.3	50
% scoring 100+ in maths	50	60
% scoring 100+ in reading, writing and maths combined	12.5	50
Average progress score in reading	-5.1	-2.6
Average progress score in writing	-6.0	-4.7
Average progress score in maths	-4.6	-4.6

3. Barriers to future attainment (as at September 2018, for pupils eligible for PP including high ability pupils,)	
Internal barriers	
A.	Many PP children have gaps in their learning in reading, writing and maths which hinder their progress
B.	Many of the children eligible for PP in all year groups have low language skills which hinders their progress in all areas
C.	Many of the children have poor behaviour for learning skills which hinders learning
D.	Many of the children eligible for PP have poor independence skills which hinders learning
External barriers	
E.	Many of the children eligible for PP do not read at home regularly or complete other homework activities which hinders their progress
F.	Many of the children eligible for PP have ACEs (Adverse Childhood Experiences) which hinder their learning

4. Outcomes		
	Desired Outcomes (at July 2019) and how they will be measured	Success criteria
A.	Reduce gaps in children’s learning in reading, writing and maths which hinder progress – this will improve the achievement and attainment of PP funded children	An increased percentage of children eligible for PP across school are making good progress in reading, writing and maths and working at or above the required standard in reading, writing and maths
B.	Improve language skills across school to improve children’s learning in all areas	
C.	Improve behaviour for learning skills	
D.	Improve independence skills	
E.	Encourage children eligible for PP to read at home regularly and complete other homework activities	Children eligible for PP read regularly at home and complete other homework activities, enabling them to make good progress in reading, writing and maths
F.	Support PP children who have experienced ACEs (adverse childhood experiences) to manage their emotions in order to accelerate their learning.	Children eligible for PP demonstrate improved emotional resilience enabling better behaviour for learning.

5. Planned expenditure

Academic Year	September 2018 to July 2019				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rational for this choice?	How will you ensure it is well implemented?	Staff lead	When will you review implementation?
Improve general behaviour in class and around school	New behaviour policy shared with all members of the school community	Instances of poor behaviour in class and around school noted by staff, HT and MIT members	Training for all staff. Time for monitoring the implementation of the policy Time for monitoring and discussion to ensure consistency across the school	HT	On a regular basis informally, and formally every term through lesson observations
Improve behaviour for learning	Growth Mindset teaching to encourage self belief, practising classroom routines to reduce wasted time and improving motivation by increasing rewards, being clear about the purpose of a lesson and trying to	Many children, particularly boys in KS2 seem disengaged and don't feel that they can achieve well – especially in writing	Teachers will be given a bank of growth mindset activities to 'drip feed' children classroom routines will be taught and monitored by colleagues	HT / SENCO	On a regular basis informally, and formally every term through lesson observations

	get children more engaged in their learning				
Improve outcomes for all children in reading and writing.	DHT (Literacy specialist) to spend 50% of time in Y6 class delivering targeted support for children and/or teaching Y6 class to allow Y6 teacher to deliver targeted support.	2018 KS2 SATs data shows a significant gap between school and national	Regular monitoring through pupil progress meetings. Increased focus on the combined target rather than individual subjects	Jane Icely (DHT) Kerrie & HT to lead pupil progress meetings	After formal testing and TA at 10-weekly pupil progress meetings.
Increased teacher subject knowledge	Working with other schools who have strength in particular areas Additional training in the core subjects	Book monitoring of some core subjects shows gaps in teacher knowledge or understanding of policy	Quality support from LA consultants	DHT	
Teachers to understand the effects of deprivation on S&L acquisition and use strategies to combat this	Talkboost training for all teaching staff and having a 'talkboost' champion in school	Many children have S&L issues which are not being addressed with a structured approach or intervention	Following a published intervention programme	SENCO	Termly report for governors
Teachers to become more skilled and confident in teacher assessment	Courses for teachers in FS, Y2 & Y6, moderation in school for all teachers and use of dated writing and reading grids	Teachers telling us they find it hard to make teacher assessments in year groups without national tests and inaccuracies in some in-house data	Quality training for Rec, Y2 & Y6 teachers by LA consultants. Other staff can be supported by MIT consultants and AHT	AHT	Termly (or more frequently if needed) monitoring by SLT of Reading, Writing and Maths books

Teachers to fully understand the mastery approach so that we have fewer children coming up the school with gaps in their knowledge	AHT (trained mastery leader for LA) to work with individual teachers supporting them with planning and delivery of quality maths lessons	The mastery approach is not yet embedded in school	Regular support and monitoring by Maths SL	AHT	Termly
Total budgeted cost					£27'348.28

ii. Targeted Support					
Desired outcome	Chosen action / approach	What is the evidence and rational for this choice?	How will you ensure it is well implemented?	Staff lead	When will you review implementation?
Improve outcomes for all children in reading, writing and maths, but PP children in Y5&6 in particular.	DHT (Literacy specialist) to spend 50% of time in Y5 & Y6 delivering targeted support for small groups of children.	2018 KS2 SATs data shows a significant gap between school and national and between PP and non PP	Regular monitoring through pupil progress meetings. Increased focus on the combined target rather than individual subjects	DHT AHT & HT to lead pupil progress meetings	After formal testing and TA at 10-weekly pupil progress meetings.
Improve outcomes for PP children who have experienced ACEs	Learning mentor support	Children who have experienced trauma will do less well at school	Learning mentors will liaise with teachers and parents to be able to target support	Learning Mentors	termly
	HLTA Attendance leader and Family Support Worker to encourage good attendance and punctuality	Children need to attend regularly & on time to make good progress	Attendance lead and FSW will liaise with teachers and parents	HLTA Attendance leader and Family Support Worker	termly

Improve outcomes for SEN PP children	SENCO and TA3 SEN to support CTs with strategies to enable PP SEN children to make good progress in class	SEN children do less well than non-SEN children at both KS1 & 2	SENCO will monitor classroom practice & will check at pupil passport review meetings	SENCO	termly
Improve outcomes for PP children's reading in EYFS	Use the 'Bookworms' strategy – invite parents in once a week read with their children and get a free book	Evidence shows that PP children live in homes with fewer books than non-PP children and know fewer words.	Weekly meetings and encouragement from the class teacher	EYFS teacher	End of year
To improve writing in Y6	Set up a writing project for selected Y6 pupils which involves writing at home with parents in exchange for rewards and a free trip	Writing is our lowest SAT result and PP children traditionally do less well than non-PP children in writing	Y6 teacher will set it up and get other teachers to mentor a small group	Y6 teacher	Termly Pupil Progress meetings
Improve confidence in maths for a group of mainly PP, girls in Y6 who need a boost	Meet with girls at lunchtime and look at some of the concepts they are struggling with in a non-threatening environment	Some girls feel self-conscious in class and won't join in if they think they will get an answer wrong	Children will meet with the teacher at least once per week	Y6 teacher & HT	Half-termly up until SATs
Improve outcomes for PP children in Maths	Maths revision club after school	Some children are not on track to reach the expected standard, but with a little extra help, they might get there	Y6 teacher and Maths & Assessment Lead will look at children's assessments and	Y6 teacher and Maths Lead	Half-termly up until SATs
Improve outcomes for PP children in English	English revision club after school				Half-termly up until SATs

			decide on suitable interventions		
Total budgeted cost					£92'653.44

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rational for this choice?	How will you ensure it is well implemented?	Staff lead	When will you review implementation?
Ensure all PP children can go on all trips and outings	Subsidise PP children (or other children of families in financial difficulties)	Some children may not be able to take part in educational trips otherwise	Teachers and office staff will liaise and send out letters	SBM & class teachers	Termly report for governors
PP children behave well and have a good attitude to learning	Rewards and certificates (or cards through the post) for children who are behaving well to maintain good behaviour at school	Good behaviour and attitudes to work will lead to better outcomes	Whole school training	HT	Termly
Improve health and lifestyle outcomes for PP children	'Change For Life' club for selected PP children	Children need to be taught how to make healthy lifestyle choices	Teachers to discuss children's needs with sports coach	Sports coach	termly
Total budgeted cost					£4,221.87

Total Budgeted Cost (September 2018 – July 2019)	£124'223.59
Total Forecast Income (April 2018 – March 2019)	£124'380.00

6. Review of Expenditure

Previous Academic Year	September 2017 to July 2018
Funding received	£116'756 (April 2017 – March 2018)

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																												
An increased percentage of children are making good progress in reading, writing and maths and achieve the expected standard for their age in reading, writing and maths.	Carry out a gap analysis in reading, writing (including grammar, spelling and punctuation) and maths for each child working just below the required standard and plan to 'plug' any gaps, allocating interventions as appropriate.	<p>Reading Secure or Above</p> <table border="1"> <thead> <tr> <th>Year at end of July 18</th> <th>FSM 2018</th> <th>Non FSM</th> <th>FSM end 2017</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>55</td> <td>47</td> <td>Reception data</td> </tr> <tr> <td>2</td> <td>33</td> <td>53</td> <td>29</td> </tr> <tr> <td>3</td> <td>67</td> <td>64</td> <td>56</td> </tr> <tr> <td>4</td> <td>50</td> <td>62</td> <td>50</td> </tr> <tr> <td>5</td> <td>57</td> <td>35</td> <td>57</td> </tr> <tr> <td>6</td> <td>50</td> <td>73</td> <td>20</td> </tr> </tbody> </table>		Year at end of July 18	FSM 2018	Non FSM	FSM end 2017	1	55	47	Reception data	2	33	53	29	3	67	64	56	4	50	62	50	5	57	35	57	6	50	73	20	<p>Cost of SENDCo's, Teachers' and Teaching Assistants' time included in salaries, as element of full school budget.</p> <p>Assuming one day per week of the Head's, Deputy Head's and Assistant Head's time, c£47'000.</p>
	Year at end of July 18	FSM 2018	Non FSM	FSM end 2017																												
1	55	47	Reception data																													
2	33	53	29																													
3	67	64	56																													
4	50	62	50																													
5	57	35	57																													
6	50	73	20																													
Ensure all children working just below year group expected are identified and have appropriate work planned for them to increase progress. The work of these children to be a focus for work and planning scrutinies. The improved progress of these children to be an objective for each class teacher.	<p>Data shows a mixed picture but in Y1, 3 and 5 FSM children out-performed non FSM children in reading. Progress (a larger % of children achieving age related in their class from the year before) can be seen in Y2, 3 and 6.</p> <p>Writing secure or above</p> <table border="1"> <thead> <tr> <th>Year</th> <th>FSM</th> <th>Non FSM</th> <th></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>64</td> <td>53</td> <td>Reception data</td> </tr> <tr> <td>2</td> <td>33</td> <td>47</td> <td>29</td> </tr> <tr> <td>3</td> <td>33</td> <td>27</td> <td>56</td> </tr> <tr> <td>4</td> <td>20</td> <td>46</td> <td>13</td> </tr> <tr> <td>5</td> <td>43</td> <td>32</td> <td>29</td> </tr> <tr> <td>6</td> <td>36</td> <td>45</td> <td>10</td> </tr> </tbody> </table>		Year	FSM	Non FSM		1	64	53	Reception data	2	33	47	29	3	33	27	56	4	20	46	13	5	43	32	29	6	36	45	10		
Year	FSM	Non FSM																														
1	64	53	Reception data																													
2	33	47	29																													
3	33	27	56																													
4	20	46	13																													
5	43	32	29																													
6	36	45	10																													

		<p>Data shows a mixed picture but in Y1, 3 and 5 FSM children out-performed non FSM children in writing. Progress (a larger % of children achieving age related in their class from the year before) can be seen in Y2, 4, 5 and 6.</p> <p>Maths secure or above</p> <table border="1" data-bbox="864 280 1832 542"> <thead> <tr> <th>Year</th> <th>FSM</th> <th>Non FSM</th> <th>FSM 2016</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>64</td> <td>47</td> <td>Reception Data</td> </tr> <tr> <td>2</td> <td>33</td> <td>47</td> <td>43</td> </tr> <tr> <td>3</td> <td>75</td> <td>82</td> <td>56</td> </tr> <tr> <td>4</td> <td>50</td> <td>62</td> <td>50</td> </tr> <tr> <td>5</td> <td>57</td> <td>41</td> <td>57</td> </tr> <tr> <td>6</td> <td>43</td> <td>64</td> <td>60</td> </tr> </tbody> </table> <p>Data shows a mixed picture but in Y1 and 5 FSM children out-performed non FSM children in maths. Progress (a larger % of children achieving age related in their class from the year before) can be seen in Y3.</p> <p>Lessons Learned: To undertake more thorough monitoring and planning of intervention in school. To look at structure of staffing to deliver interventions.</p>	Year	FSM	Non FSM	FSM 2016	1	64	47	Reception Data	2	33	47	43	3	75	82	56	4	50	62	50	5	57	41	57	6	43	64	60	<p>Additional consultant costs at c£500 per day x estimated 4 days = c£2000.</p>
Year	FSM	Non FSM	FSM 2016																												
1	64	47	Reception Data																												
2	33	47	43																												
3	75	82	56																												
4	50	62	50																												
5	57	41	57																												
6	43	64	60																												
	<p>Establish SEN intervention class for the least able / most behaviourally challenged children in Y2 – Y6 to support their learning and the learning of the classes.</p>	<p>This intervention group operated from September 2017 to April 2019. It was successful in ensuring the pupils in the group received specialised support for their learning and behaviour needs, which therefore supported improvement in key skills in reading and writing, in independence and in using strategies for working.</p> <p>The class did not operate in the summer term due to school staffing difficulties and redeployment of staff to other responsibilities in school.</p>																													
	<p>DHT to provide additional teaching</p>	<p>DHT led weekly guided reading sessions each week, planning for intervention groups that other member of staff ran. DHT also</p>																													

	sessions for Y6 literacy 3 times a week	<p>provided at least 3 reading intervention groups per week. Improvement trend: Reading KS2 SATs 2017: 42.3% (FSM 28.6%) Reading KS2 SATs 2018: 60% (FSM 50%)</p> <p>DHT provided additional literacy group sessions 3 times a week. Improvement trend: Writing KS2 SATs 2017: 30.8% (FSM 14.3%) Writing KS2 SATs 2018: 40% (FSM 35.7%)</p>	
	Use external consultant advice to support development of a plan to improve writing attainment across school.	Whole school support from K. Giles (LA consultant). Training on planning for writing and 1-1 teacher planning sessions. Scheme of work subscribed to and resources purchased to support scheme and development of literacy throughout school. Improvements seen in SPaG skills throughout school, to be further evaluated for impact as training took place Summer 2018 and fully implemented Autumn 2018.	
	AHT to receive maths mastery training and establish in her own class.	Teachers have reported that the mastery strategies that have been implemented have had a positive impact on learning, particularly developing mathematical vocabulary through the use of 'stem sentences'. The small steps approach enables pupils to fully understand a concept before moving on.	
	AHT to disseminate maths mastery training to all staff. Begin to establish maths mastery approaches across school	Through using the White Rose Hub materials for planning, teachers are providing the pupils with more regular reasoning questions and this is enabling the pupils to demonstrate a deeper understanding of key concepts. Years 1 and 4 implemented the approach fully and class teachers reported that the pupils have a more secure understanding of place value and number facts. It is evident that less able pupils are developing their confidence in maths and contributing more to lessons. More able pupils are becoming more articulate when explaining their strategies. The use of the 'part-part-whole' model and the 'bar' model has helped the children to have a deeper understanding of word problems.	
	Embed 1:1 key skills maths tutoring to all classes using new key skills coverage	All classes have introduced a '4-a-day' calculation challenge for the four operations and this is impacting positively on mental calculation	

	documents with training for teaching assistants	<p>strategies as they are now being taught in a more systematic way. This will improve fluency and enable pupils to become more efficient in maths.</p> <p>Data shows a mixed picture but in Y1 and 5 FSM children out-performed non FSM children in maths. Progress (a larger % of children achieving age related in their class from the year before) can be seen in Y3.</p>																
	Lead teachers for maths and literacy input into class teachers' planning	<p>Planning for Year 6 reading and SPaG. Increased attainment KS2 from previous year.</p> <p>Maths planning support for the Maths Mastery approach.</p>																
Improve language skills across school to improve children's learning in all areas	Ensure Talk for Writing planning each half term Talk for writing and Lit links on yearly curriculum overview	Informal discussions report that there are improved language skills in school but this is still an area that needs focus.																
Further improve phonic skills in YR, Y1, Y2 and Y3	Embed strategies from external phonics consultant's work last year.	<p>Further improve phonic skills in YR, Y1, Y2 and Y3 Percentage of children achieving required standard:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Phonics screening FSM 2018</th> <th>Non FSM 2018</th> <th>Phonics screening FSM 2017</th> <th>Non FSM 2017</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>77</td> <td>67</td> <td>37.5</td> <td>77.8</td> </tr> <tr> <td>2</td> <td>83</td> <td>50</td> <td>80</td> <td>50</td> </tr> </tbody> </table> <p>In 2018, FSM children out performed non FSM children in phonics in Years 1 and 2.</p>	Year	Phonics screening FSM 2018	Non FSM 2018	Phonics screening FSM 2017	Non FSM 2017	1	77	67	37.5	77.8	2	83	50	80	50	
Year	Phonics screening FSM 2018	Non FSM 2018	Phonics screening FSM 2017	Non FSM 2017														
1	77	67	37.5	77.8														
2	83	50	80	50														

Improve spelling skills in KS2	Embed strategies from external spelling consultant's work last year.	Monitoring of books show some improvement in spelling although this, along with key skills, needs further work.	
Total budgeted cost			£49'000.00

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
Improve attainment in Y5 and Y6 children working just below the expected standard for the year group in reading writing and maths	Provide targeted after school booster classes in reading, writing and maths. Provide lunchtime reading sessions.	<p>Booster groups in reading, writing and maths took place throughout the year in both Year 5 and 6.</p> <p>Year 5: FSM outperformed non FSM children in reading, writing and maths. The number of children achieving ARE in writing increased from 29% to 43% during the year.</p> <p>Year 6: FSM children did not outperform non FSM children. However:</p> <ul style="list-style-type: none"> • Reading improved, with 50% FSM children achieving ARE at the end of the year, compared to 20% the year before. • Writing improved, with 36% FSM children achieving ARE at the end of the year, compared to 10% the year before. 		<p>Cost of SENDCo's, Teachers' and Teaching Assistants' time included in salaries, as element of full school budget.</p> <p>Cost of the Head's, Deputy Head's and Assistant Head's time, included in assumed one day per week each, at c£47'000.</p> <p>Additional teacher time for after school</p>

			boosters at c£600.
Children eligible for PP develop resilience enabling better behaviour for learning	Continue to provide learning mentor support for identified children across school, nurture group placements for identified children in YR – Y3 and placements in the SEN intervention class for identified children in Y2 – Y6.	<p>Learning mentor support provided for children across KS1 and 2 ensured that children were better equipped to access learning and make progress.</p> <p>Nurture provision took place until Spring 2018. This enabled children to have the skills to access learning in a whole class setting, having improved social and behavioural skills in addition to an increase in confidence.</p>	<p>Teaching Assistant time for lunchtime booster clubs at c£1500.</p> <p>Learning mentors (50% of total cost) £18'344.50.</p> <p>Nurture group at (50% of total cost) c£19'138.</p>
Total budgeted cost			£85'582.50

ii. 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:
Many of the children eligible for PP do not read at home regularly or complete other homework activities	Ensure children who do not read at home have an allocated adult to read to in school.	Children given 1-1 reading opportunities if they did not read at home. Progress (a larger % of children achieving age related in their class from the year before) can be seen in Y2, 3 and 6 (see data in section i.		Staff time to hear children read included in salaries, as element of full school budget.

which hinders their progress	Provide phonics, reading and maths training for families with resource packages for families to support children's work at home.	Feedback from families indicate the training was useful and helped families feel more confident with supporting their children with reading and phonics. Data from the phonics screening tests shows an improving trend over the past three years for all children and the highest % for FSM in 2018: 2016: 42.9% all children (FSM 61.5%) 2017: 65.4% all children (FSM 37.5%) 2018: 71.4% all children (FSM 77.8%)	Staff time to deliver training and prepare resources included in salaries, as element of full school budget.
	Purchase of more on-line learning resources for families to access at home	We have maintained subscriptions to all home learning resources. Informal discussions show that some families use the resource although more work needs to be done to promote the resource again and encourage more participation.	Cost of resource packages. Online resources including: Busy Things £225. 2 Simple £200. My Maths £395. Bug Club £1180.
Total budgeted cost			£2'000

Total Budgeted Cost (September 2017 – July 2018)	£135'584.50
Total Income Received (April 2017 – March 2018)	£116'756.00

7. Additional Detail

For the more detailed data used to inform this report, see our RoSE (Record of Self Evaluation).