



## PUPIL PREMIUM 2018/2019 – SCHOOL STRATEGY

<b>SCHOOL</b>	Richardson Endowed Primary School	<b>Total PP budget</b>	£28,060
<b>Total No of pupils</b>	208	<b>No of pupils eligible for PP</b>	16

### CURRENT ATTAINMENT/ACHIEVEMENT 2018

31 Pupils in Cohort	Pupils eligible for PP % School (6 pupils eligible)	Pupils not eligible for PP % School (25 pupils not PP)	Pupils not eligible for PP % National (Early Emerging Data)
% of pupils who achieved the Expected Standard or above - Reading	50%	83%	72%
% of pupils who achieved the Expected Standard or above - Writing	33%	83%	79%
% of pupils who achieved the Expected Standard or above - Maths	83%	90%	75%
% of pupils who achieved the Expected Standard or above – R/W/M	50%	80%	61%
<b>Average scaled score Reading</b>	102	105	
<b>Average scaled score Maths</b>	102	105	

#### In school barriers

- Oral language skills are poor for some of our PP pupils. This impacts across all areas of the Curriculum
- Attainment and achievement of PP pupils across school is lower than that of Non PP pupils in some cohorts and this can impact significantly on whole school data – School recognises there are some in school variances and that there can be a gap between PP and Others against in school data and national data. However, our PP children last year made better progress than others and the gap is closing.

External barriers					
➤ Attendance is a barrier that school continues to work on with parents. However, the school has closed the gap between PP and others and are delighted that the attendance last year was 97% for both. Alongside attendance is the need to support some of our most vulnerable families and try to engage them in their children's learning					
➤ Engagement of some PP families and the support parents/carers provide for their children. Basic reading and phonics skills are a key issue for these pupils.					
➤ Across school there are some identified PP pupils who have social, emotional and behavioural needs which impact directly on their learning and outcomes					
Desired outcomes					
A. Pupils eligible for PP make rapid progress by the end of the year so that pupils meet age related expectations and progress is at least good from their starting points. By implementing this objective other areas of learning and curriculum will see an impact as communication and oracy runs through all aspects					
B. End of year expectations are improved and the vast majority of pupils are working at age related expectations and at least good progress has been secured from their starting points					
C. Embedded assessment will ensure accurate feedback from teachers to move pupils learning on and provide next steps					
D. Identified pupils will improve their reading skillset and this will be evidenced by data, showing impact on attainment and achievement					
E. Pupils are supported by specialist provision allowing them to concentrate and maximise efforts to learning within the classroom					
F. Improve attendance to be at least in line with National data and 'others' in school					
G. Parents have the knowledge and skillset to be able to support their children at home and feel confident about asking for support					
H. Pupils use their experiences within their learning and have developed and improved like skills such as teamwork in preparation for their next stage of learning					
Planned expenditure					
Academic Year : 2018/2019					
Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improve reading/phonics/vocabulary skills across school.	Whole school Professional Development linked to improving reading skills and widening children's vocabulary.  Audit resources and ensure they are fit for purpose.  1:1 or small group intervention for reading from our PP lead targeting areas for	Many different research projects evidence effective communication and 'Oracy' as being essential for pupils. As a school we identified the need to improve 'Oracy/communication' and developing basic reading skills across the whole school as our pupils lack the wealth and breadth of vocabulary and skillset within this area. This has been chosen in order to impact PP children in all year groups.	Professional Development had been selected using research based evidence.  Use Inset days and staff meetings to lead on initiative across School.  Improving attainment and progress in reading is a Key issue and integral part of our School Improvement Plan with a wide range of actions and evaluation points at key points in year to measure the impact.	English Lead  Pupil Premium co-ordinator	January 2019

	development after analysing previous books/test papers etc.				
B. Improve overall attainment and achievement of PP pupils through developing Quality First Teaching and high expectations.	Whole school Professional Development linked to QFT and expectations of pupils with regards National Curriculum.	Research such as 'Sutton Trust' and EEF toolkit show that 'Quality Teaching' can impact significantly on pupil's attainment and achievement and that in fact poor teaching can have a detrimental effect. As a school we recognise that QFT is crucial (wave 1) and that intervention should only be needed for the small minority or those pupils whose needs are specific beyond classroom practice.	Key focus across all aspects of School Improvement and Professional Development.  Professional Development is led by key members within school and external support of (SLEs).  Lesson observation and PM cycle linked to objective.  Deployment of PP co-ordinator.	Headteacher  SLT members  Pupil Premium co-ordinator	December 18
C. Improve quality of feedback provided to pupils based on effective and robust formative and summative assessment systems/approaches.	Staff training on high quality feedback.  Weekly focussed feedback both verbally and written.	We have identified the need for longer term change across school and have utilised some of the PP funding to achieve this. Many different evidence sources such as 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.  Academic year 2018/2019 has allowed for small class sizes to help in the delivery of quality feedback for pupils.	Planned Professional Development around 'feedback and robust assessment.'  Lesson observations and embedded evaluation within School Self Evaluation cycle.  Key Senior personnel leading on Assessment.	Headteacher  Core Leaders	December 18

**Total budget cost: £2,280**

**Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D. Improve the reading skillset of identified PP children through interventions such as	Daily/weekly 1:1 sessions for identified pupils with PP co-ordinator.	Proven research of impact both locally and Nationally from those schools who have invested in 'Reading Recovery' programme	Designated deployment of Pupil Premium co-ordinator for 5 afternoons per week.	Pupil Premium co-ordinator	December 2018

the 'Reading Recovery' programme.	Additional 'Letters and Sounds' phonics skills work with the PP co-ordinator.  Additional resources to be purchased to work on at home.	Skillset of trained 'Reading Recovery' specialist teacher can be utilised across school to impact on Teaching and Learning.	Organisation of 'Reading Recovery' timetable to optimise learning opportunities for identified pupils.  Regular evaluations carried out by 'Reading Recovery'. Clear entry and exit data. Feedback provided to SL Team and evaluated in meetings.		
E. Improve the emotional well-being of identified pupils to enable effective learning to take place.	1:1 weekly counselling session over a course of 6 weeks or longer if required.  Children who require further sessions and specialist support should be referred to the schools pupil/staff well-being co-ordinator.	Recent research has highlighted the impact poor mental-health can have on children's overall well-being and how it impacts detrimentally on academic attainment and achievement We believe that the emotional well-being of some of our PP pupils is affected as a result of external factors such as bereavement, separation, anxiety and therefore we feel it is beneficial to deal with the root cause to allow pupils the opportunity to concentrate on their learning.	Regular feedback from PP co-ordinator to SLT, class teachers and pupil/staff well-being co-ordinator.  Look for improvements in attendance and attitudes to learning in class observations or learning walks around school.	Pupil Premium co-ordinator  Pupil/Staff well-being co-ordinator  Headteacher	March 2019
F. Improve social and behavioural outcomes for identified pupils enabling effective learning to take place.	Weekly sessions provided by Pupil Premium co-ordinator.	School has clearly identified pupils that have some social/behavioural needs that impact on their learning and overall well-being.  By using specialist service and targeting areas such as 'positive play' this will allow highlighted pupils to concentrate on their learning.	Ensure identification of target pupils is transparent and recorded.  Monitor behaviour but also monitor and evaluate whether improvements in behaviour translate into improved attainment.	Pupil Premium co-ordinator  Pupil/Staff well-being co-ordinator  Headteacher	(After 6 week programme) – First monitoring/evaluation point November 18
G. Improve specific targeted English or Maths skills as highlighted and discussed with the class teacher.	Weekly sessions provided by Pupil Premium co-ordinator.	Research shows that 1:1 support is highly effective for pupils in order to improve their learning.  By targeting areas they need to improve in this way we have ensured that PP children make	PP progress meetings with class teacher and separate sessions with Pupil Premium co-ordinator ensure children are making at least expected progress and any issues are identified and discussed.	Headteacher SLT Class Teachers  Pupil Premium co-ordinator	December 2018 and then termly thereafter.

rapid progress and are closing the gap.

**Total budget cost: £ 18,000**

**Other approaches**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>H. Increased attendance and punctuality.</p>	<p>Business manager monitors pupils across whole school and quickly intervenes using 'First day response' procedures.</p> <p>Business manager and Pupil Premium co-ordinator work together to incentivise high attendance for PP children.</p>	<p>Pupils need to access learning in order to improve attainment and achievement. Research such as NFER demonstrates addressing attendance is key step.</p> <p>As a school we have recognised the need to impact on attendance for our PP pupils but also punctuality as pupils arriving 'late' for school can have just as much of a detrimental effect on learning as absence.</p>	<p>Close liaison between Business Manager, Pupil Premium co-ordinator and Headteacher in identification of pupils and effective procedures in place.</p> <p>Regular monitoring and evaluation of data (weekly) – planned and timely intervention provided if necessary.</p>	<p>Business Manager</p> <p>Pupil Premium co-ordinator</p> <p>Headteacher</p>	<p>½ termly – first evaluation point October 2018</p>
<p>I. Break down barriers for our most vulnerable PP families by supporting parents/carers through how they can support their children at home.</p>	<p>Pupil Premium co-ordinator will support highlighted parents in being able to effectively support their children at home.</p> <p>Family learning sessions to be delivered in school for PP children and open up to some others.</p> <p>Additional resources to be purchased to work on at home.</p>	<p>Feedback and dialogues with staff and parents evidence that parents are at times unclear of teaching strategies in order to support their children.</p> <p>By enabling parents to support their children learning will be maximised both in school and out.</p>	<p>Designated TLR Post overseeing the disadvantaged pupils and families alongside the Social Inclusion Officer/PSA.</p> <p>Regular feedback provided at SLT meetings with regards impact.</p> <p>Release time for 'PP Champion' to work with parents.</p>	<p>Business Manager</p> <p>Pupil Premium co-ordinator</p> <p>Headteacher</p>	<p>February 2018</p>
<p>J. Provide opportunities and experiences for pupils to widen</p>	<p>Residential visit for Y6 pupils</p>	<p>Opportunities and experiences help to widen children's horizons and provide pupils with</p>	<p>Planned residential visit that enhances the life skills of pupils and consolidates social skills such as team work etc.</p>	<p>All staff</p>	<p>Termly – first evaluation point January 19</p>

horizons and impact on life experiences that can be used in learning.	Planned educational visits	experiences that they can discuss and draw upon in their learning  As a school we feel it is important to support families/pupils in experiencing a variety of opportunities throughout their school years	Planned educational visits that will provide a stimulus for learning	Business Manager  Pupil Premium co-ordinator	
K. Provide musical tuition to all PP children via the brass orchestra or through 1:1 tuition.	All PP children to be offered at least two years in the orchestra or through the peripatetic teachers in school.	There has been extensive research carried out about the benefits of learning a musical instrument. There are 18 key skills that children learn. See Appendix 1.	PP teacher to work closely with experienced music tutor and peripatetic teachers and ensure it is meeting the children's needs.	Paid Music Tutor  Headteacher	Reviewed at the end of each term.
L. Provide extra-curricular activities for the children to enhance their opportunities to access sport/music/further learning.	All PP are entitled and encouraged to attend one club which will be funded for them each half term. There are a wide variety of sports, music and clubs to further learning on offer.	Opportunities and experiences help to widen children's horizons and provide pupils with experiences that they can discuss and draw upon in their learning as well as developing key skills in sport, music and further subjects.	The effect of these opportunities on our children will be reviewed with the deputy headteacher, pupil premium co-ordinator and their parents.	Headteacher  Pupil Premium co-ordinator  Parents	Reviewed at the end of each term.
M. Provide a Forest Schools programme for our PP children.	All PP children will undertake a forest school programme with a trained leader as well as their PP co-ordinator.	There has been wide research undertaken regarding Forest Schools and its benefits to children and their learning.	Initially our children will undertake a 6-week programme which will then be reviewed by our headteacher.  If successful, this will be extended.	Headteacher  Pupil Premium co-ordinator	Reviewed December 2018
<b>Total budget cost: £7,780</b>					

## Appendix 1 – Research around the benefits of playing an instrument

<http://www.effectivemusicteaching.com/articles/directors/18-benefits-of-playing-a-musical-instrument/>

## Initial Review of 2017/18

The funding was spent on targeted support, brass tuition and a wide range of further opportunities for our PP children. The attainment for some year groups were behind their peers; however, our internal tracking shows that PP children made better than expected progress and the gap is closing. Attendance has been an issue for some children and one that we are tackling in this year's strategy. The end of year data for our PP children was presented to a designated governor who then reported back to all our governors in July 2016.

<b>Review of expenditure 2017/18</b>				
<b>Previous Academic year</b>				
<b>Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b>	<b>Lessons learned (will this approach continue)</b>	<b>Cost</b>
<b>Total budget cost</b>				
<b>Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b>	<b>Lessons learned (will this approach continue)</b>	<b>Cost</b>
<b>Total budget cost</b>				
<b>Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b>	<b>Lessons learned (will this approach continue)</b>	<b>Cost</b>
<b>Additional detail</b>				