

| 1. Summary information | | | | | |
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| School | St Richard's VC Academy | | | | |
| Academic Year | 2017/2018 | Total PP budget | 234,100 | Date of most recent PP Review (INTERNAL) | March 2018 |
| Total number of pupils | 406 | Number of pupils eligible for PP | 153 (37%) | Date for next internal review of this strategy | June 2018 |

| 2. Current attainment | | |
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| 53.5% of the 2017 Y6 cohort were PP children. | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| 44% achieving ARE in Reading, Writing & Maths | 35% | 60% |
| 56% achieving ARE in Reading | 56% | 77% |
| 63% achieving ARE in Writing | 50% | 68% |
| 70% achieving ARE in Maths | 56% | 75% |
| 3. Barriers to future attainment (for pupils eligible for PP) | | |
| In-school barriers | | |
| A. | Lower than expected levels of confidence, which affects attitudes to learning, attendance in class and pupil behaviour. | |
| B. | Lower than expected levels of speech, language and vocabulary. | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| C. | Lack of parental confidence to support children with learning and behaviour | |
| D. | Disadvantaged pupils are less punctual to school than their peers in all year groups | |

| 4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>) | | Success criteria |
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| a. | An increase in the percentage of disadvantaged pupils, achieving the combined nationally expected standard at the end of KS2, with a specific focus on increasing attainment for girls' literacy. | 10% increase of combined ARE - Girls reading gap to narrow so that there is no in-school gap in reading and writing. |
| b. | Disadvantaged pupils access a higher percentage of teaching and learning because they are punctual to school. | Eradicate the in-school punctuality gap between disadvantaged pupils and their peers. |
| c. | High needs (multiple barriers) disadvantaged pupils are making at least good progress because they are accessing provision that meets their needs. | 100% high needs disadvantaged pupils are making good progress. |
| d. | The % of disadvantaged pupils achieving age related expectations in all subjects is increasing rapidly and narrowing the gap to national, with a specific focus on whole school literacy and early reading. | In all core subjects, the gap between disadvantaged pupils and others nationally is closing. The disadvantaged phonics gap to national at year 1 is eradicated. |
| e. | Disadvantaged pupils display good attitudes to learning and have a (family) community, that is increasingly supportive of academic excellence and outstanding behaviour. | Families work in partnership with the school to support and challenge children in their social and academic learning. |

| 5. Planned expenditure | | | | | |
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| Academic year | | 2017/2018 | | | |
| 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 rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| a. An increase in the percentage of disadvantaged pupils achieving the combined nationally expected standard at the end of KS2, with a specific focus on increasing attainment for girls literacy. | <p>Redeploy an additional teacher to year 6 to support daily small group teaching.</p> <p>Assign two TAs to work full time in year 6 to run targeted boosters for two terms.</p> <p>Run a 3 day Easter club and provide 3 after school booster lessons per targeted pupil.</p> | <p>Disadvantaged pupils achieving the combined national standard in reading, writing and maths was 32% below others nationally in 2017.</p> <p>Disadvantaged girls achieve significantly lower than girls nationally at the end of KS2 (-50%)</p> <p>In school, non-disadvantaged girls are twice as likely to meet the nationally expected standards in reading.</p> | <p>Monitoring cycle:</p> <ul style="list-style-type: none"> • Learning walks • Pupil voice • Book scrutinies • Lesson observations • Data analysis | A Bentley | Twice half termly data analysis through Spring and Summer Term |

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| <p>d. The % of disadvantaged pupils achieving are related expectations in all subjects is increasing more rapidly than the national, with a specific focus on whole school literacy and early reading.</p> | <p>Ensure systems for identification of pupils eligible for funding and therefore additional provision.</p> <p>Improve quality of teaching for disadvantaged pupils by developing quality feedback and the use of metacognitive strategies through a newly implemented learning and teaching policy. Secure SLE support to develop learning and teaching in line with new policy.</p> <p>Implement a KS1 daily reading intervention.</p> <p>Develop quality whole class reading, with a focus on the progressive teaching of the content domains.</p> <p>Develop outdoor and continuous provision so children can test out their basic skills with a focus on early literacy and numeracy development.</p> | <p>The percentage of disadvantaged pupils achieving are related expectations is lower than their peers in reading, writing and maths in all areas of school and broadly in line in year 6.</p> <p>Speech and language info for disadvantaged 50% of disadvantaged pupils entering the school have lower levels of communication and language skills in comparison to their peers, which is impacting on their early reading ability.</p> <p>EYFS (FS2): 17 PP children. Reading and Writing: 29% Number/SSM: 35% are projected to achieve ELG (based on Spring data).</p> | <p>Use best practice advice from EEF publications</p> <p>External support and validation Trust partners.</p> | <p>C Coldham</p> | <p>Half termly pupil progress meetings for disadvantaged pupils.</p> <p>Focussed CLL audit. Trust verification.</p> |
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| Total budgeted cost | | | | | £111,382 |
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ii. Targeted support:

| 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? |
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| <p>c. High needs (multiple barriers) disadvantaged pupils are making at least good progress because they are accessing provision that meets their needs.</p> | <p>Establish an inclusion and pastoral team of two full time staff to support the academic, social and emotional learning of high needs disadvantaged pupils.</p> <p>Develop a ‘hub’ provision ran by SENDco and a TA to support high needs pupils as required.</p> <p>Provide ELSA training and implement an assessment procedure for children who have social, emotional and behavioural difficulties (Boxhall screening)</p> <p>Implement a new behaviour policy. Implement</p> | <p>Disadvantage pupils with social, emotional and behavioural difficulties are rapidly falling behind their peers because of poor attitudes to learning and poor attendance in class.</p> | <p>Newly developed provision will be supported by professional training and support.</p> <p>Staff that are part of the inclusion and pastoral team will receive high quality training and will part of the appraisal cycle.</p> | <p>L Rhodes</p> | <p>Two whole school reviews by the Trust.</p> <p>Within the whole school monitoring program of observation and work scrutiny.</p> |

| <p>d. The % of disadvantaged pupils achieving are related expectations in all subjects is increasing more rapidly than the national, with a specific focus on whole school literacy and early reading.</p> | <p>Redeploy additional adults in school regularly to meet emerging needs and direct them to support targeted disadvantaged children.</p> <p>Provide training for TAs in line with EEF 'good practice' recommendations.</p> | <p>The percentage of disadvantaged pupils achieving are related expectations is lower than their peers in reading, writing and maths in all areas of school.</p> <p>16% disadvantaged pupils are ARE in reading in year 1 39% disadvantaged pupils are ARE in reading in year 2</p> | <p>Use best practice advice from EEF publications</p> | <p>C Coldham</p> | <p>Half termly pupil progress meetings for disadvantaged pupils.</p> |
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| Total budgeted cost | | | | | <p>£82,683</p> |
| <p>iii. Other approaches:</p> | | | | | |
| <p>Desired outcome</p> | <p>Chosen action / approach</p> | <p>What is the evidence and rationale for this choice?</p> | <p>How will you ensure it is implemented well?</p> | <p>Staff lead</p> | <p>When will you review implementation</p> |
| <p>b. Disadvantaged pupils are punctual to school and ready to learn.</p> | <p>Provide a free breakfast club that hosts activities to support the homework policy.</p> <p>Implement a high needs breakfast club with supported transitions in to the classroom.</p> <p>Full time EWO to prioritise disadvantaged pupil's punctuality through tracking and auctioning support plans.</p> <p>Establish a free walking bus system for disadvantaged families.</p> <p>Establish year 6 ambassadors to lead on whole school projects to support good conduct and punctuality.</p> | <p>73% of pupils recorded as late to school in Spring first, 2018 were eligible for disadvantaged funding.</p> <p>Disadvantaged pupils are more likely to be late to school in all time brackets.</p> <p>In a five week study; Of the pupils late to school by up to 30 mins . 78% were disadvantaged pupils. Of the pupils late to school between 1 – 1.5 hours, 91% were disadvantaged pupils. Of the pupils late to school by 1.5 hours+, 88% were disadvantaged pupils. Early reading and core subjects are missed during these times.</p> | <p>Regular monitoring of breakfast club provision.</p> <p>Weekly SLT agenda item.</p> | <p>C Coldham</p> | <p>Weekly punctuality reports to SLT, including the impact of family action plans</p> <p>3- weekly monitoring of behaviour plans</p> |

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| <p>e. Disadvantaged pupils display good attitudes to learning and have a (family) community, that is increasingly supportive of academic excellence and outstanding behaviour.</p> | <p>Implement a summer social calendar with a specific focus on developing the basic skills of disadvantaged pupils.</p> <p>Develop a homework policy with a specific focus on families supporting the acquisition of basic skills.</p> <p>Subsidise visits for family trips</p> <ul style="list-style-type: none"> - Home visits the EYFS lead and SENDCo in the summer term to build an early link with families of the children starting EYFS in September | <p>Parents and carers overwhelmingly want to help their children to be successful but are unaware of the best strategies to help and support.</p> <p>Attendance for disadvantaged parents at family learning events and parent's evenings is well below others.</p> | <p>Led and modelled by SLT through a procedure for family engagement.</p> | <p>A Bentley</p> | |
| Total budgeted cost | | | | | £42,330 |

a. Additional detail

Review of 2016/2017:

TA Effectiveness through the implementation of 'green files' to record support provided to children. TA's recorded impact but this needs further development through CPD next academic year with the SENDCo.

TA's had timetabled sessions for support as opposed to being solely class based TA's.

Reading Recovery demonstrated an impact on KS1 Reading results – 2016 68% to 2017 75.5%. This will continue next year.

TA meetings for CPD will occur weekly with at least one member of SLT.

TA's will be given JPD books to record CPD.

TA's will meet at least half – termly with the SENDCo.

SALT:

Speech and Language support was externally provided through the employment of New Options. This provided 1:1 speech support for children who were identified initially by the class teacher or parents. Those identified are assessed by New Options and if needed provided with a programme of support. The length of the programme varies depending on the need of the child.

Impact of New Options

Support was provided to 19 children with 5 children being discharged. Please see report from New Options (via the SENDCo).

Breakfast Club: Allows for a positive start to the day. Parents who struggle to get their children to school on time are given the option of attending Breakfast Club.

Attendance:

For 2016/2017 was 94.9%.

The attendance officer conducts home visits when necessary and monitors attendance daily. Weekly reports are submitted to the SLT, who then analyse and discuss any concerns.

Recent monitoring shows that the change of timetable is having a positive impact and children enjoy the new timetable. Further work is required in achieving 'end projects' that showcase the skills and/or knowledge that the children have acquired.

Work to develop and enhance the provision at break time and lunchtime needs to continue next year.

The Learning Links worker provided a range of parental engagement activities. All classes hosted Stay and Pray, Parent meetings and a Family Learning Afternoon. Support was also provided to parents in completing paperwork, newsletters as well as hosting discos, a summer fair and a family picnic.

