

Ryecroft Primary Academy

Pupil Premium Strategy Statement 2017 - 2018

Pupil Premium Impact Summary 2016 - 2017



1. Summary information					
School	Ryecroft Primary Academy				
Academic Year	2017-2018	Total PP budget	£245,520.00	Date of most recent PP Review	03.05.2017
Total number of pupils	308	Number of pupils eligible for PP	189	Date for next internal review of this strategy	12.10.2017

2. Current attainment 2017 Results		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
	Brackets indicate gap	
% achieving age expected or above in Early Years	65% (-2%)	67%
% achieving the expected standard in Year 1 Phonics	65% (-18%)	83%
% achieving the expected standard in reading, writing and maths – KS1	22% (-28%)	50%
% achieving at least the expected standard in reading – KS1	43% (-35%)	78%
% achieving at least the expected standard in writing – KS1	30% (-40%)	70%
% achieving at least the expected standard in maths – KS1	35% (-37%)	77%
% achieving the expected standard in reading, writing and maths – KS2	43% (-24%)	67%
% achieving the expected standard in English Reading – KS2	52% (-25%)	77%
% achieving the expected standard in English Writing – KS2 (TA)	65% (-16%)	81%
% achieving the expected standard in Maths – KS2	65% (-17%)	82%
Progress score: English Reading KS2	-0.8 (-1.1)	+0.3
Progress score: English Writing KS2	+0.7 (+0.5)	+0.2
Progress score: English Maths KS2	+1.5 (+1.2)	+0.3

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Low reading comprehension levels commensurate to chronological age	
B.	Pupils eligible for PP enter Ryecroft with very low starting points which prevents sustained high achievement by the end of Key Stage 2	
C.	Pupils eligible for PP make slower progress than their non-PP counterparts nationally	
D.	Pupils eligible for PP achieve less-well than their non-PP counterparts nationally	
E.	Some pupils often present with other vulnerabilities and require additional emotional support	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Attendance, punctuality and persistent absence which has a detrimental effect on attainment and progress across the entire school. Attendance for PP children during the 2016 – 2017 academic year was 93.4% with persistent absence at 24.9%.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Reading comprehension outcomes increase so that the gap between comprehension age and chronological age closes.	PP pupils make rapid progress towards (and to exceed) age related expectations.
B.	Higher rates of attainment and progress for all pupils eligible for PP with a greater percentage of PP pupils achieving the higher standard.	PP pupils match or exceed non-PP pupils in attainment and progress.
C.	Increased attendance rates for pupils eligible for PP	Attendance increases to become in-line with national expectations.

5. Planned expenditure

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?
Pupils make at least good progress in reading, writing and maths	Reduction in class sizes by providing specific support for English and Maths. Recruit additional teaching staff for Years 5 and 6 to close the gap between age related expectations and current attainment. An additional Year 2 teacher to allow for streaming in maths to target gaps and challenge more able. Raise achievement in writing with the support of Jane Pow – writing consultant. (£85,000.00)	2016 – 2017 data for Year 6 has demonstrated that additional support to reduce class size supported learners in making good progress (+1.5 PP children). The aim is to target Year 5 children for Year 6 readiness, Year 6 to make rapid and sustained progress and Year 2. Children made less progress in reading than other subjects last year – focus on retrieval and inference through quality guided reading.	Weekly RAG meetings for Year 6 – Principal and Vice Principal. Half-termly monitoring for other years.	HP/SL	December 2017 Easter 2018
Pupils make rapid and sustained progress in mathematics	1:1 tuition through Third Space Learning (£13,000.00) 0.4 teaching commitment (Vice Principal) to focus on mastery in basic skills – children identified as at risk of not reaching ARE (£24,000.00)	Third Space Learning supports Quality First Teaching as identified within the EEF toolkit. This is required to support rapid progress owing to historic teaching and learning. Trust-wide focus is to ensure that all resources are ploughed into Year 6 to raise attainment. The Vice Principal is experienced in closing the gap as identified in the 2017 section 8 monitoring inspection.	Weekly RAG meetings to analyse attainment of pupils. Interventions are then planned according to need and evaluated weekly.	HP/SL	December 2017 Easter 2018

Pupils' engagement in reading contributes to higher attainment and closing the gap between reading/comprehension age and chronological age.	3-year subscription to Accelerated Reader (£10,000.00) Develop library space – cataloguing current stock to identify AR book band. Home-school reader to link to Accelerated Reader and promote parental engagement in supporting	Children become better readers by reading. Accelerated Reader is a proven strategy as evaluated within the EEF toolkit in raising standards in reading. Through forensic analysis of starting points, children will be able to make rapid progress by reading material that is targeted at their current level with the aim of matching reading age to chronological age.	STAR reading tests (Accelerated Reader) Vice Principal to regularly monitor participation and engagement Salford Reading Test	SL	Easter 2018 July 2018
Pupils are able to decode when reading and develop comprehension skills in order to read for meaning	Continue to fund and develop Read, Write Inc. provision, ensuring that all staff are trained to deliver the programme. (£5,000.00) Children who continue to require phonics support in Key Stage 2 will be supported using RWI Fresh Start.	Read, Write Inc. is a proven strategy to raising standards in phonetic awareness through the systematic teaching of synthetic phonics.	Phonics Lead and Inclusion Lead to evaluate progress Half-termly assessment using phonics passport linked to RWI	SB LM	December 2017 Easter 2018 July 2018
Total budgeted cost					£150,000.00
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?
Vulnerable pupils are fully supported academically, socially and emotionally	Forest School and Mentoring of key children identified for SEMH. (£10,000.00) Place 2 Be counselling services	Many of our pupils enter Ryecroft with a range of social, emotional and mental health needs which have a negative effect on learning. It is proven that	CPOMs tracking system to monitor behaviour and welfare Half-termly review of attainment and progress Book looks highlight an improvement in behaviour for learning	LM	July 2018
To develop language and literacy skills from an early starting point.	Speech and Language Team support to provide SALT support for children in FS2 (Reception) and to train support staff in delivering specific programmes (£6 000 00)	Early intervention has a direct impact on future outcomes. By targeting barriers to learning early, rapid and sustained progress can be made in subsequent years.	Monitoring of attainment and progress on a half-termly basis. Drop-ins to observe intervention delivery	LM	July 2018

To ensure that early intervention is established for the most vulnerable of pupils	Education Psychologist Services (£9,000.00)	Diagnosis of learning difficulties from an early starting point allows for effective provision to be		LM	July 2018
Total budgeted cost					£67,000.00
iii. 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?
To ensure that children are in school, on time and fully prepared for learning	Free Breakfast Club (£9,750.00) Commissioning of ESW services (£7,000.00)	Self-sustainable resource to promote punctuality and attendance. Evidence shows that breakfast clubs have a positive effect on pupil attendance, punctuality and behaviour for learning. Approximately 100 children attend Ryecroft's breakfast club on a daily basis. Term-time holidays are becoming increasingly frequent despite the academy's policy not to authorise holidays during term-time. ESW services are the next step towards combatting this.	Attendance and punctuality monitored Attainment and progress evaluated for children who attend breakfast club.	ET SL	July 2018
To develop cultural awareness of the world around us and promote inclusion throughout the academy	Subsidising Educational Visits (£10,000.00)	Educational visits contribute to improved standards in writing, speaking and listening and cross-curricular learning. Children are able to demonstrate progress in writing when they have real-life experiences to reflect upon.	Measure impact on writing Monitor language and vocabulary development	HP/SL	July 2018
To promote inclusion throughout the academy	Provision of uniform/spare uniform for the most vulnerable children (£1,000.00)				
Total budgeted cost					£29,000.00
Total Pupil Premium Budgeted Costing					£246,000.00

6. Review of expenditure

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Previous Academic Year				
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 pupil outcomes in reading	Read, Write Inc. Reduced class sizes by recruiting additional teaching staff to offer targeted support.	65% of PP children achieved the Year 1 phonics screener vs 54% in the previous year. 45% of PP children achieved the expected standard in reading, writing and maths combined vs 21% in 2016	Continue support through smaller class sizes. Continue RWI but develop the teaching of reading for understanding (comprehension) across the academy using guided reading and the content domains as a guide. Purchase Accelerated Reader to improve engagement and outcomes	
Improve pupil progress in maths and in particular problem-solving strategies.	Additional teaching staff to provide target focus groups. Use of concrete, pictorial and abstract	KS2 progress measure +1.5 for PP children vs +0.3 for non-PP nationally. 24% increase year-on-year in combined RWM scores for PP children, reducing the attainment gap from -43% to -20%. Continue strategy as it embeds.	Continue focus on Basic Skills to plug gaps in learning. Weekly analysis of performance and adjust support to target gaps	
Increase the number of children achieving GLD at the end of Foundation Stage	SALT Team BLAST Training	65% vs 31% last year of PP children achieved GLD	Continue strategies and seek further CPD from Ed Psych in order to train support staff to deliver SALT interventions.	
Increase attendance for the most vulnerable children	Recruitment of a Safeguarding and Attendance Officer to lead: First Day Response Home visits Attendance Challenge Breakfast Club	Attendance has increased from 92.8% (2016) to 94.2% (2017) Persistent absence has decreased from 25.2% (2016) to 22.0% (2017) PP Attendance has increased from 92.2% (2016) to 93.4% (2017) PP Persistent absence has decreased from 28.7% (2016) to 24.9% (2017)	Additional services are required to escalate attendance issues to the next level. Commission ESW services in the 2017 -2018 academic year.	
				£242,000.00