

**Ryecroft Primary Academy**  
**Pupil Premium Strategy Statement 2017 - 2018**  
**Pupil Premium Impact Summary 2016 - 2017**



1. Summary information					
<b>School</b>	Ryecroft Primary Academy				
<b>Academic Year</b>	2017-2018	<b>Total PP budget</b>	£245,520.00	<b>Date of most recent PP Review</b>	Nov 2017
<b>Total number of pupils</b>	308	<b>Number of pupils eligible for PP</b>	189 (61%)	<b>Date for next internal review of this strategy</b>	March 2018
<p>School Context</p> <p>Ryecroft Primary Academy is situated in Bradford South, a ward situated in the top 1% of deprivation in England. The majority of pupils are white British, with few children of Asian or Eastern European heritage. SEND is lower than national average (0.9%) with 3 children with an EHCP. The vulnerable pupils list is significant, with 70 children (23%) listed with a range of needs including: domestic violence, neglect, SEMH, child protection, behavioural needs. Most children start school with limited vocabulary and the school offers 15 hours of pre-school to eligible families. There is also a 60 place nursery on the school site.</p> <p>Attendance at the school is below national average (94.2% September- December), with persistent absences well above the national figure. The school employs a full time attendance/ safeguarding lead to raise the attendance figures, work with the Education Welfare Service and set challenges for families with poor attendance.</p> <p>In November 2016 the school was placed in Special Measures. In September 2017 a new principal was appointed to the school.</p>					

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 (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	Low reading vocabulary and -comprehension levels commensurate to chronological age
<b>B.</b>	Pupils eligible for PP enter Ryecroft with skills and abilities that are usually well below those typical for their age; speaking and listening skills are often particularly weak
<b>C.</b>	Pupils eligible for PP generally make slower progress than their non-PP counterparts due to living in the top 1% deprivation in England.
<b>D.</b>	Low levels of adult literacy make it hard for teachers sending work home.
<b>E.</b>	Some pupils often present with other vulnerabilities such as domestic violence, substance abuse and require additional emotional support

#### External barriers (*issues which also require action outside school, such as low attendance rates*)

<b>F.</b>	Poor attendance and -punctuality and high rates of persistent absence has a detrimental effect on pupils' attainment and progress throughout the school. Attendance for PP children during the 2016 – 2017 academic year was 93.4% with persistent absence at 24.9%.
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### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Reading comprehension outcomes improve so that the gap between comprehension age and chronological age closes.	PP pupils make rapid progress towards (and to exceed) age related expectations. The gap between PP and Non PP will narrow in phonics by 5%, Key Stage 1 SATS 10% KS2 SATS by 5%
<b>B.</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_ meeting national expectations.
<b>C.</b>	Increased attendance rates for all pupils including pupils eligible for PP	Disadvantaged attendance to reach 95%, with the aim of 96.1% by 2019
<b>D.</b>	Children's vocabulary improves in EYFS	Speech and Language screening shows an improving trend so less children need intervention in Year 1. ( Working with Speech and Language Therapist)

## 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	<p>An additional Year 2 teacher to allow for streaming in maths to target gaps and challenge more able. Vice principal teaching 0.4 in Year 6 to narrow the gap. Senco supporting children in Year 2. Unqualified teacher working alongside a qualified teacher in Year 5, supporting pupil premium children. All teachers to receive training on guided reading (Philip Webb) Raise achievement in writing with the support of Jane Pow – writing consultant. (£5000) (£30000) (£31200) (£23000)</p>	<p>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.</p>	<p>Weekly RAG meetings for Year 6 – Principal and Vice Principal. Year 2 RAG meeting introduced from November  Increased 10% of children on track and above track in end of year 2 assessments (will be monitored through termly pupil progress meetings.  Year 6 Pupil premium gap narrowed by 5%</p> <table border="1"> <thead> <tr> <th>Target</th> <th>PP</th> <th>NPP</th> <th>gap</th> </tr> </thead> <tbody> <tr> <td>Year 2(50) All 62%</td> <td>48% (23)</td> <td>74% (27)</td> <td>-26%</td> </tr> <tr> <td>Year 6 64%</td> <td>65% (19)</td> <td>63% (6)</td> <td>+ 2%</td> </tr> </tbody> </table>	Target	PP	NPP	gap	Year 2(50) All 62%	48% (23)	74% (27)	-26%	Year 6 64%	65% (19)	63% (6)	+ 2%	HP/SL/LM	<p>December 2017  Easter 2018</p>
Target	PP	NPP	gap														
Year 2(50) All 62%	48% (23)	74% (27)	-26%														
Year 6 64%	65% (19)	63% (6)	+ 2%														

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.(4i model)  Daily maths test shows an improving trend.  Year 6 children reach maths targets	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. Introduce library club for children by employing a staff member (£2000)	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 improvement in reading age and certificates gained.  Impact measured on increased reading age of majority.	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 Active Literacy (£4000)	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  Work scrutinies show progress.	SB LM	December 2017  Easter 2018  July 2018
<b>Total budgeted cost</b>					£147,200.00
<b>ii. Targeted support</b>					
<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>

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 (£29,000.00)	Many of our pupils enter Ryecroft with a range of social, emotional and mental health needs which have a negative effect on learning.  Children find it difficult to socialise in play times and lunchtimes.	CPOMs tracking system to monitor behaviour and welfare Half-termly review of attainment and progress Book looks highlight an improvement in behaviour for learning Place to Be to give termly reports	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 Fs/Year 1 and to train teachers and support staff in delivering specific programmes (£6,000.00) A full time HLTA delivers specific, targeted interventions to children with SALT concerns. All children are screened in Early Years. (£24000)	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. Evidence of baseline and impact seen, working with speech and language therapist.	Monitoring of attainment and progress on a half-termly basis.  Rigorous assessments show the progress children make, against specific targets.  Drop-ins to observe intervention delivery	LM   YE	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 vulnerable pupils.	EHCP and IEPs reflect the programmes given.  Interventions put in place show progress in books	LM	July 2018
Increase the rate of attendance for pupils eligible for PP and reduce number of persistent absences	Commissioning of ESW services (£7,000.00) Full time attendance and safeguarding officer employed. (£26000)	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 and challenges are set. The full time Increase the rate of attendance for pupils eligible for PP. Disadvantaged attendance to reach 95%, with the aim of 96.1% by 2019	ET	June 2018
<b>Total budgeted cost</b>					£111000
<b>iii. Other approaches</b>					
<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>
To ensure that children are in school, on time and fully prepared for learning	Free Breakfast Club (£9,750.00)	Self-sustainable resource to promote and support punctuality and attendance. Evidence shows that breakfast clubs have a positive effect on pupil attendance, punctuality and behaviour for learning.	Attainment and progress evaluated for children who attend breakfast club.	ET SL	July 2018

		Approximately 100 children attend Ryecroft's breakfast club on a daily basis.			
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. Link with Interfaith to promote cultural diversity.	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)	Children who are eligible for Pupil Premium will be supported buying correct uniform if needed.	Senior leaders will speak to parents to assess.	HP SL LM	Easter  July
<b>Total budgeted cost</b>					£20750
<b>Total Pupil Premium Budgeted Costing</b>					£278950.00

#### Current pupil Premium pupils

Year group	Number of pupils in total	Number of pupil premium children
N 1	14	
N 2	26	
R	35	
1	39	23
2	50	23
3	38	26
4	34	22
5	32	22
6	25	19
<b>Total</b>	<b>293</b>	<b>135</b>

6. Review of expenditure				
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 required standard in the end of Year 1 phonics screening compared to 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.	
				<b>£242,000.00</b>