



Pupil Premium Strategy Statement: Ramshaw Primary School

1. Summary information					
School	Ramshaw Primary School				
Academic Year	2019/20	Total PP budget	£26,060	Date of most recent PP Review	September 2019
Total number of pupils	65	Number of pupils eligible for PP	18	Date for next internal review of this strategy	September 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	0%	100%
% making at least expected progress in reading	0%	100%
% making at least expected progress in writing	100%	100%
% making at least expected progress in maths	100%	100%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Disengagement - reading is not being reinforced at home.
B.	Poor language /vocabulary is hindering age related expectations being achieved for English
C.	Disengagement - the concentration and focus of these PP children is often poor; additional work is often not completed, poor work ethic and attitudes to learning prevents sustained and meaningful progress.
External barriers	
D.	Attendance rates for some pupils eligible for PP are 86.24%. This reduces their school hours, opportunities to learn and causes them to fall behind.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve reading and comprehension skills for pupils eligible for PP throughout the school, to enable them to meet age related and higher expectations in English	Pupils eligible for PP in all classes make sustained progress by the end of the year so that an increasing percentage of pupils eligible for PP meet age related expectations.

B.	Rates of progress accelerated in Writing across KS1 & 2, for pupils eligible for PP, so that an increasing percentage achieve expected rates of progress	An increasing number of pupils eligible for PP make similar progress as 'other' pupils from similar starting points identified across Key Stage 2 in Writing. Progress measured by Teacher Assessment, and school-to-school moderation.
C.	Resilience, motivation and independence of these children to be developed.	Fewer incidents of children needing support to complete homework. Increased engagement seen in Lesson Observations. Work scrutiny indicates that amount and quality of work produced is improving.
D.	Attendance of small core of Persistent Absentee Pupil Premium Children rises to at least 95%	Reduce the number of persistent absentees among pupils eligible for PP to 5% or below. Overall PP attendance improves from 86% to 95%.

5. Planned expenditure					
Academic year		2019/20			
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. Improve reading and comprehension skills for pupils eligible for PP throughout the school, to enable them to meet age related and higher expectations in English	Read and Relax Whole Class Novels Cracking Comprehension Up to date Sounds Write reading books based on adventure stories to engage boys in reading and to be used for interventions. Purchase of further free reading material for KS1 to expose them to a wider range of vocabulary. Accelerated Reader Guided reading Sessions Individual Reading Sessions PALS research project with Y 5 children (Coventry University) Early Years & KS1 Library book system. Daily Sounds Write lessons Whole Class Reading Reward Schemes. Phonics Party for Parents. Votes for Schools (Debating Opportunities)	<p>We recognise that children were not fluent and confident readers which impacts on their ability to complete reading comprehensions with a particular link to vocabulary. We want to develop children's vocabulary so that it permeates through to both their speech and also their writing.</p> <p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective. We want to combine this additional provision with regular interventions.</p> <p>Sounds Write books which are linked to the sounds being taught have shown an instant improvement to children's fluency and confidence. Therefore the children have a greater understanding of what is being read.</p>	<p>All KS1 staff trained in Sounds Write training. SLT trained in sounds write and majority of KS2 staff.</p> <p>CPD selected using evidence of effectiveness.</p> <p>Use INSET days to deliver training.</p> <p>Using staff meetings to deliver training and to develop agreed strategies.</p> <p>Observation of interventions and termly tracking of progress against Age Related Expectations.</p>	Head Teacher English Co-ordinator	Sep 2020
Total Budgeted Cost				Staffing: £14,940	

<p>B. Improve oracy of pupils, developing their vocabulary and helping them to organise their thoughts and articulate more clearly.</p>	<p>Staff modelling correct use of English. EYFS & KS1 Talking Homework including Nursery Rhymes and talk topics for use at home. 'Would you Rather' discussion sessions. 'Ask Me Why' stickers. Whole Class Reading Books Stay & Play with Early Years, to promote talk for learning. Development of Role Play areas in Lower KS2. Votes for Schools takes place on a fortnightly basis in Y5/6 and a half-termly basis for whole school, to provoke debate. Dedicated vocabulary/Thesaurus sessions. Whole staff training on restorative approach to behaviour is all linked to children's ability to articulate their thoughts and feelings.</p>	<p>Poor use of language and limited vocabulary is hindering age related expectations being achieved for English Reading and Writing.</p> <p>We recognise that quite often, our children will write as they speak. We want to emphasise the marked differences between formal, written English and informal spoken English. We want to educate children to communicate clearly and effectively, with purpose and using standard and correct forms of English.</p>	<p>Observation of interventions and termly tracking of progress against Age Related Expectations. Termly 'Deep Dives' into written work with a focus on 'Closing the Gap' with regard to vocabulary acquisition. Monitor use of Speaking and Listening Performances during Debating sessions. Contributions to discussions in class.</p>	<p>Headteacher Deputy Head Teacher/ SENDCo.</p>	<p>Sep 2020</p>
Total budgeted cost					<p>£4,998 (permeates all areas of provision).</p>

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?
C. Resilience, motivation and independence of these children to be developed.	Developed through; Wider, open-ended questioning Opportunities for co-operation and collaboration in a structured form. Meaningful praise and reward systems. Engagement of parents through regular dialogue. Provide resources and tools for pupils to experience success. Staff to model and provide structure and modelling to support independent work through gradual reduction of scaffolding. A review of the curriculum and implementation to provide more opportunities for children to acquire and use these skills across the whole curriculum.	Poor work ethic. Expectations that adults or others will facilitate. Lack of initiative/investigative skills. Few opportunities for reward. Limited responsibility/ownership of their own learning.	Lesson Observations. Observations of interventions. Pupil Voice 'Deep Dive' Discussions Book scrutinies Collaboration with parents	Head Teacher/ Deputy Head Teacher Teaching Assistants	Sep 2020
Total Budgeted Cost					Resources £1,400

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?
D. Attendance of small core of Persistent Absentee Pupil Premium Children rises to at least 95%	Part time Parental Support Adviser employed to monitor pupils, support families in getting children to school and follow up quickly on absences. First day calling Subsidies of Breakfast & After School Clubs. Parental Engagement through Read & Relax sessions and Coffee Mornings. Parental classes for Maths and English. Career Talks to Y5/6 Review of Curriculum to ensure it provides a richness and diversity to engage all pupils. Increase the use of targeted fines. Subsidised Trips Transport	Children need to be at school to ensure attainment and progress is maintained. Children unable to make sustained progress or build upon previous learning.	Thorough briefing of Parental Support Adviser about existing absence issues. PSA, secretary and Head Teacher, will collaborate to ensure new provision and standard school processes work smoothly together. Half termly review of attendance.	Parental Support Adviser	Sep 2020
Total budgeted cost					Breakfast Club £750 Clubs £490 Transport/Visits £1,482 PSA £2000

6. Review of expenditure				
Previous Academic Year		2018-2019		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Improvements in lessening the difference between PP and non-PP pupils across the curriculum and across year groups.	Staff trained on improving Reading and Writing courses to enable them to identify and provide targeted bespoke support to acquire at least basic skills and ideally parity with Non-PP or better.	Y6 Cohort 0% of PP children achieved ARE in Reading 100% of PP children achieved ARE in Writing 100% of PP children achieved ARE in Maths Middle 20% Progress in Writing Top 5% Progress in Mathematics	Training and provision have gone well with observations indicating some very good progress with our PP children, again, especially in Maths	Training and staffing costs £14,260
ii. Targeted support				
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	Cost
Improved Reading and Writing Results.	One to one and small group tuition delivered by qualified teacher and teaching assistants using planned programmes.	0% of PP children made expected/exceeded progress in Reading 100% of PP children made expected/exceeded progress in Writing	Reading SAT not achieved by two marks. Rushed attitude to paper. Perhaps more emphasis next year on dedicated work on past SATS to acclimatise.	£1290 Sounds Write Training
iii. 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	Cost
Improve children's attendance and enjoyment in school.	Subsidising Breakfast Club and After-School Clubs for some of our disadvantaged children. Providing enhanced curricular experiences.	Success Criteria: Pupil Premium Attendance on average is 95.99%, which is one of our higher attending groups.	Next year we will try to broaden after-school activities and perhaps start a homework club with parental engagement to encourage attendance. Broaden the range of curricular offer in terms of after school clubs.	£1500 Breakfast Club subsidy. £1600 After School Club subsidy. £1000 curricular enhancements £1500 PSA.