

# Raynham Primary School



## Pupil Premium Strategy Statement

1. Summary information					
Raynham Primary School					
<b>Academic Year</b>	2016-17	<b>Total PP budget</b>	£396,660.00	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	711	<b>Number of pupils eligible for PP</b>	300.5	<b>Date for next PP Strategy Review</b>	January 2017

At Raynham Primary School we aim to ensure that every child leaves school excited about learning, resilient to setbacks and determined to succeed. We strive to create a holistic learning environment, which will raise achievement and promote mutual respect. We enable each child to contribute fully to and be valued members of, the school and wider community. All students have the right to a healthy, happy, safe environment.

We use the Pupil Premium that the government provides along with the main school funding to ensure all pupils who have additional needs receive the highest quality of personalised provision which helps them to thrive regardless of their status as disadvantaged or non-disadvantaged.

It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, they will be held accountable for how they have used the additional funding to support pupils from low income families. From September 2016, schools are required to publish a Pupil Premium Strategy. This will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. We also need to include how the allocation was spent for the previous year and its impact on eligible and other pupils. Our key objective in using the Pupil Premium Grant is to close the gaps in pupil groups.

As a school we consistently track all groups of pupils to ensure that they make good or better progress. Through targeted interventions we are working to eliminate barriers to learning and progress. For new pupils who start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we

always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement.

Current Attainment and Progress								
	% PP achieving the expected standard	% Non PP achieving the expected standard	% PP achieving a high standard	% Non PP achieving a high standard	% PP making expected progress (positive progress)	% Non PP making expected progress (positive progress)	Scaled Score PP	Scaled Score Non PP
Reading	52.5%	52.7%	12%	9%	86% (31%)	85% (41%)	99	99
Writing	94.9%	87.3%	24%	34%	93% (88%)	91% (85%)		
Maths	94.9%	96.4%	17%	29%	97% (72%)	98% (63%)	105	106

2. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	PP pupils do not always make better than expected progress from their starting points (current year 2 PP pupils just below expected at start of year 1 but remained just below at the end of year 1). PP pupils are just below all pupils in some year groups and need to make accelerated progress to be in line.
<b>B.</b>	PP pupils make less than expected progress in the Autumn term in years 1-4
<b>C.</b>	A large majority of PP pupils have English as a second language
<b>D.</b>	Fewer most able PP pupils achieved the higher standard in reading at the end of KS2
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Parental support during the school summer break resulting in a dip in performance and less progress being made in Autumn term
<b>E.</b>	Attendance in 2015-16 shows that 86 PP pupils had attendance rates below 96% - this represents 41% of PP pupils
<b>F.</b>	Some home environments have limited reading material

<b>3. Outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	Improve reading skills for pupils eligible for PP and increase the number of PP pupils reaching the higher standard in reading at the end of KS2	Outcomes for all year groups for PP pupils are in line with all pupils Reading data shows most able PP pupils are in line with most able nationally
<b>B.</b>	Accelerate progress of all PP pupils through providing additional support.	PP pupils make above the expected 2 points progress each term
<b>C.</b>	Provide additional maths support for PP pupils to continue to raise achievement across KS1 and 2.	Outcomes for all year groups for PP pupils are in line with all pupils Maths data shows most able PP pupils are in line with most able nationally

#### **4. Planned expenditure**

Academic year **2016-17**

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**

<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>
Improve reading skills for pupils eligible for PP and increase the number of PP pupils reaching the higher	Daily supported reading programmes In EY and KS1  Additional phonics support in KS1 and Yr3  Encourage more reading for pleasure	2016 KS2 reading result was below national expectation:  The ReadingWise programme has shown positive outcomes across other local authorities in KS2 reading.  Tracking data in the school shows that pupils in EY and	Data Manager /SLT  All new staff inducted  AHT / specially trained TAs / English Coordinators  Timetabled daily  Budget allocated for programme	Data manager/SLT  AHTs/English Coordinators  Specially	January 2017  March 2017  July 2017

standard in reading at the end of KS2	through lunchtime reading clubs and library sessions in KS1 and 2  ReadingWise programme for KS2  Additional Learning Resources eg iPads and Kindles in KS2  Annual World Book Day	KS1 made above expected progress in reading.  Daily reading activity by trained staff.  Continued phonics support to ensure all PP children achieve and maintain age related expectation in KS1 and 2  Most able PP targeted to extend learning.  Read for My School Project demonstrates the importance of reading for pleasure and its impact on English attainment and other outcomes.	Part of the regular monitoring schedule  Data manager and SLT  Continual staff development through twilight sessions.  Time –tabled to ensure that intervention take place  Staff INSET day planned  Budget allocated for the programme  Groups will be tracked termly and assessment information analysed  POP-UP libraries in all key stages.	trained TAs	
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<b>Total budgeted cost</b>	£396,660
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**ii. 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>
Accelerate progress of all PP pupils	Accelerating progress teachers, experienced support teachers and assistant Heads targeting support and providing interventions where needed in reading, writing	Some pupils need targeted support to close the gaps and to have individual support matched to their needs  Data for 2016 in the	<ul style="list-style-type: none"> <li>Improving outcomes in reading is Part of SIP – SLT regularly review this</li> <li>Groups will be tracked half-termly and assessment information analysed</li> </ul>	SLT/AHTs	January 2017  March 2017  July 2017

	and maths	<p>school showed positive progress measures where additional support and interventions were implemented.</p> <p>The data for PP pupils shows they must continue to make accelerated progress to be in line with all pupils nationally</p>	<ul style="list-style-type: none"> <li>• Focused pupils identified through pupil progress meetings and outcomes tracked to measure the impact of the support</li> </ul> <p>Maths consultant to provide seminars for pupils and training sessions and workshops for teachers and parents.</p>	Isaac Anoom (Mr Numbervator)	
Provide additional support for EAL PP pupils	<p>Provide all EAL pupils with a rich language experience through EMA groups and 1-1 support</p> <p>SLT/Data Manager to identify and track progress of EAL PP pupils</p> <p>Focus for experienced support teachers, HLTAs and Assistant Heads/AHTs.</p> <p>Initial Assessments to determine the needs of individual EAL pupils</p>	<p>The data shows this groups as underachieving</p> <p>EAL pupils need intervention to support them to develop fluency when speaking English</p> <p>The 5 Stage Model of English as an Additional Language Acquisition demonstrates the necessity to ensure learning is differentiated to match the needs of the individual pupil.</p>	<ul style="list-style-type: none"> <li>• EAL Lead will take a leading role in ensuring pupils outcomes are improving and that the provision supports pupils to develop their fluency in speaking English.</li> <li>• SLT to look at data and to highlight the needs of pupils during pupil progress meetings</li> </ul>	EAL Lead /SLT	<p>January 2017</p> <p>March 2017</p> <p>July 2017</p>

<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 enhance children's focus on learning through the provision of a healthy snack	School to purchase and supply fruit for Key Stage 2 children.	Children able to stay more focused on learning at KS2 during the lengthy morning sessions.	KS2 to have an allocated time for children to eat fruit.	SBM and KS2 teachers.	January 2017 March 2017 July 2017
Widen children's experiences and aspirations through the use of Poets, Performers, and other specialists working directly with pupils and providing training for teachers	Plan visits from at least the following: <ul style="list-style-type: none"> <li>• Medical Mavericks</li> <li>• Transplant teams</li> <li>• FaceFront</li> <li>• Range of people from different professions</li> <li>• Secondary school links</li> <li>• RNIB</li> <li>• Fire Brigade etc</li> </ul>	Contribute to the raising of progress and attainment for Pupil Premium pupils in each year group. To broaden the children's artistic/creative experiences with practical, hands on experiences to enhances their class-based learning. Enhance creativity across the curriculum	Teachers to discuss and plan during yearly overview planning meeting and then integrated into medium term planning.	SLT/teachers/project manager	January 2017 March 2017 July 2017
Extra-Curricular activities	Provide clubs <ul style="list-style-type: none"> <li>• Fitness</li> <li>• Football</li> <li>• Table Tennis</li> <li>• Breakfast Clubs – General, Maths, Reading, Library</li> <li>• Children taking part in Children's University (activities)</li> </ul>	Enhanced social skills, through participation and interaction with other children in school and across schools. Children understand that talents and skills developed and used through the activities impact on learning in	Sports specialist and team to provide range of fitness and sports activities for KS2 during lunchtimes and after school. Teachers and TAs to train and enter children into borough sports tournaments.	PE Coordinator /project manager/sports specialist/	

	and graduation) <ul style="list-style-type: none"> <li>• Archery</li> <li>• Dance</li> <li>• Athletics</li> </ul>	class, their general wellbeing and self-confidence. Skills, through participation and interaction with other children in school and across schools. Children understand that talents and skills developed and used through the activities impact on learning in class, their general wellbeing and self-confidence.	Children to be involved in annual borough athletics tournaments. Year 6 children to attend end of year transition programmes at Middlesex University and Local secondary schools. Morning booster sessions for reading and maths groups supported by experienced support teachers and TAS.		
<b>Total budgeted cost</b>			Part of school's allocated funds		

<b>Nature of Expenditure</b>	
Experienced Intervention Team – closing the gaps initiative	£ 166,387.00
Reading and Counting Team	£ 110,711.00
Professional Development – external trainer	£ 7,157.00
Additional support from teaching assistants in the classroom	£ 58,132.00
Good pupil: adult ratio in reception to provide early intervention	£ 24,032.00
Contribution to Easter/Shine Saturday School	£ 17,000.00
Fruit Scheme	£ 10,241.00
Contributions to School Trips and Visiting Performers	£ 3,000.00
<b>Total</b>	<b>£ 396,660.00</b>