

# Pupil premium strategy statement (primary)

1. Summary information					
School	Radipole Primary School				
Academic Year	2017-18	Total PP budget	£96,120	Date of most recent PP Review	Sept 2017
Total number of pupils	81	Number of pupils eligible for PP	81	Date for next internal review of this strategy	Sept 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	See data 2016-17 data sheet	%
% making progress in reading		%
% making progress in writing		%
% making progress in maths		%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Behaviour issues for a small group of Year 4 pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.
<b>B.</b>	Learning behaviours – resilience, ability to learn from mistakes, concentration, pride.
<b>C.</b>	In-school strategies and initiatives not being followed up at home i.e. promotion of basic skills – reading, spelling & maths (tables etc...)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Absence is slightly higher for disadvantaged pupils than for others.
<b>E.</b>	Some parents and pupils have low aspirations.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Behaviour issues are eliminated from the classroom.	Fewer reported concerns on My Concern. Lesson observations showed good learning environment. Increased progress in Year 4. Positive reports from Champions.
<b>B.</b>	Pupils show better learning behaviours.	Increase awareness of learning behaviours. Increased progress due to better learning behaviours demonstrated. Learning behaviour weekly awards.

		Whole-school approach to learning behaviours.
<b>C.</b>	Pupils who are not supported at home are given opportunities in school to work on basic skills (reading, spelling, times tables).	Reading closely monitored through Accelerated Reader. Pupils given opportunities to work on reading and spelling through the use of Lexia. Progress of spelling and reading monitored through Lexia. At the end of Year 4, pupils will know times tables up to 12 x 12.
<b>D.</b>	Disadvantage pupils attendance should have a positive effect on their progress.	Absence for disadvantaged pupils will be in line with others.
<b>E.</b>	Pupils and parents of older children in the school have higher aspirations.	Pupils have improved attitudes towards learning. Improved attitudes towards learning leads to increased progress. Pupils have a greater understanding of what they would like to achieve in life and how to achieve it.

## 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?
Behaviour issues are eliminated from the classroom.	<p>Additional adult support from HLTA.</p> <p>Councillor for those children with significant issues.</p> <p>ELSA.</p> <p>High quality teaching.</p> <p>Emotional pod.</p>	<p>If a child is struggling in class, they can be more likely to misbehave. HLTA able to provide immediate intervention in class to help keep children on task.</p> <p>Children are able to talk about their problems which should help them to deal with them better. Children's well-being is essential for successful learning.</p> <p>Proved very effective with previous year's Year 6 pupils. Similar reasons to that of a councillor.</p> <p>A good learning environment is created by high quality teachers.</p>	<p>Ongoing monitoring of pupils.</p> <p>Ongoing monitoring of teacher by Phase Leader and SLT.</p> <p>Ongoing monitoring of My Concern.</p>	<b>SENCO</b>	<b>Half-termly.</b>
<b>Total budgeted cost</b>					£37,000

<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>
Pupils who are not supported at home are given opportunities in school to work on basic skills (reading, spelling, times tables).	Lexia offered to support reading.	Trailed last year and noticeable effects in Key Stage 2 SATs results for those pupils who had participated in Lexia.	Lexia progress will be looked at weekly by the SENCO or Deputy Head.	Deputy Head / SENCO	Summer term.
	Lexia offered to support spelling.	Trailed last year and noticeable effects in Key Stage 2 SATs results for those pupils who had participated in Lexia.	Accelerated Reading tests will be used to look at progress in reading termly.		
	Intervention groups to support times tables, spellings, handwriting, arithmetic.	Ensuring children have the basics (times tables and written methods) in maths has led to children performing well in the arithmetic tests. Evidence of this can be seen in the last two years' SATs results.	Ongoing teacher assessment in class. Regular assessment in intervention groups to measure impact.		
	Intervention support for SATs revision.	Worked well for some pupils last year. Evidence can be seen in the last two years SATs results.	Tracking on PT of each pupil's interventions.		
	SATs revision books.	Books have always been sold by the school, but disadvantaged pupils have been given them free of charge and time has been set aside to go through books with TAs.	Office staff to monitor breakfast club attendance and to offer it to disadvantaged pupils.		
Breakfast Club.	Pupils who have less support at home have a structured start to the day and the opportunity to catch up on work (with support) that should have been done at home.				
<b>Total budgeted cost</b>					£42,120

<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>
Pupils show better learning behaviours.	Whole school to adopt learning behaviours.  Learning behaviour awards.	It is hoped that by explain to children how they become good learners, they will demonstrate these qualities.	Pupil questionnaire.  Ongoing observations of pupils.  Ongoing observations of teachers.	Deputy Head / Head	Summer Term
Disadvantage pupils improved attendance should have a positive effect on their progress.	Attendance monitored and letters sent out to pupils with concerning attendance.  Attendance panel formed with local collaboration schools.  Attendance policy written with local collaboration schools.  Raise the profile of each class's attendance in school.	It is hoped that pupils who have good attendance receive a better education and make better progress.  A panel made up of people external to the school should have a greater impact on the parents realising the severity of poor attendance.  Some children with poor attendance might not want to 'let their class down'.	Attendance records – SIMS.	Deputy Head / Head	Summer Term.
Pupils and parents of older children in the school have higher aspirations.	School business set up for Year 6 pupils to run.  Careers day organised for Year 5 and 6 pupils.  AfA Structured Conversations – discussions about child's future.  Targets shared at February consultation evenings.  Circle time theme (following Jigsaw) on looking to the future.  School trips funded.	Children see how a business works and the different roles in the world of business.  Children are encouraged to think about their future and what they would like to aspire to be.  Parents are encouraged to think about the future for their child and engage with their learning.  Parents made aware of their child's likely achievement levels and offered support materials for work at home.  Talking to children about the future may make them think about how their primary education can have an impact on the future.  School trips broaden horizons and allow pupils to experience things they otherwise may not have the opportunity to do.	Parent questionnaire.  Pupil questionnaire.	Deputy Head /Year 5/6 Phase Leader	Summer Term
<b>Total budgeted cost</b>					£17,000

