

# Pupil premium strategy statement (primary)

1. Summary information					
School	Radipole Primary School				
Academic Year	2018-2019	Total PP budget	£82,720	Date of most recent PP Review	October 2018
Total number of pupils	444	Number of pupils eligible for PP	PP x 56 SC x 13	Date for next internal review of this strategy	October 2019

2. Current attainment		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>
<b>% achieving in phonics screening</b>		
% achieving expected standard+ in r, w and m (Key Stage 2)	29%	70%
% achieving expected standard+ in reading (Key Stage 2)	71%	80%
% achieving expected standard+ in writing (Key Stage 2)	57%	83%
% achieving expected standard+ in grammar (Key Stage 2)	86%	87%
% achieving expected standard+ in maths (Key Stage 2)	71%	80%
% achieving expected standard+ in r, w and m (whole school)	42%	66%
% achieving expected standard+ in reading (whole school)	55%	76%
% achieving expected standard+ in writing (whole school)	48%	72%
% achieving expected standard+ in maths (whole school)	66%	78%

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>	Not consistently high aspirations from all staff and a lack of understanding of Growth Mindset.
<b>B.</b>	Children are not achieving in reading, writing and maths.
<b>C.</b>	Learning behaviours – ability to learn from their own mistakes, resilience.
<b>D.</b>	Social and emotional issues resulting in pupils not being ready to learn.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	

<b>E.</b>	Very poor attendance from a small group. Frequently late. Lots of holiday taken.	
<b>F.</b>	Lack of parental engagement – with a particular focus on reading at home.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Consistently high aspirations and expectations for all pupils.	Teachers and TA aspirations and expectations will have a positive impact on how Pupil Premium view themselves.
<b>B.</b>	Greater percentage of pupils achieving in reading, writing and maths at the end of KS2.	Percentages of Pupil Premium and non-Pupil Premium will be in line with the national average. Gap will be narrowed.
<b>C.</b>	Children show greater resilience and are more willing to push themselves to do harder tasks. They are less likely to 'give up' on their work.	Classroom observations and champion chats will show that pupils are feeling successful in their learning and are pushing themselves.
<b>D.</b>	Children ready to learn. Social and emotional issues are dealt with by trained members of staff.	Time spent by the teacher and the TA in the classroom sorting issues is reduced as social and emotional issues are addressed so that the pupils are ready to learn in the classroom.
<b>E.</b>	Pupil Premium attendance is in line with the rest of the school.	Overall attendance rate improves to be in line with non-Pupil Premium attendance. Tracking shows upward trends in attendance for Pupil Premium children. The number of Pupil Premium children classed as being persistently absent will improve to be in line with the rest of the school.
<b>F.</b>	Parents are reading and engaging with their children's learning at home.	Children progress more rapidly with their reading.

## 5. Planned expenditure

**Academic year**

**2018-2019 £82, 720**

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?
Consistently high expectations and aspirations from all staff. <i>Metacognition and self-regulation (+8 months)</i>	Training – Growth Mindset.	Teachers need to have consistently high expectations of all children regardless of their background.  Research shows that if teachers have high expectations more children will rise to them.  More children ‘drop-off’ as they go up through the school which could be a result as them being more aware of their academic ability.	Lesson observations. Pupil conversations.	Sally House	Summer Term 2019
Greater percentage of pupils achieving in reading, writing and maths at the end of KS2. <i>Feedback (+8 months)</i> <i>Mastery learning (+5 months)</i> <i>Oral language interventions (+5 months)</i> <i>Reading intervention strategies (+6 months)</i> <i>Small group tuition (+4 months)</i>	Teacher training.  Peer review. Support with planning.  Support with assessment. Speech and Language TA working full time in Early Years.  Targeted support and interventions in reading, writing and maths in Key Stage 1	The gap between the Pupil Premium and the non-Pupil Premium is still there.  Targeted support needs to be offered for those pupils who are achieving in reading and not in writing as the two are so closely linked.  Staff need to be trained on how targeted support and feedback in class to support middle attainers (who are generally the ones who achieve 2/3 subjects).  Ensure pupils are having sufficient time to consolidate learning objectives.  Ensure targeted interventions in Early Years to support language. Oral language interventions consistently show a positive impact on learning.  Reading comprehension support is shown to be more beneficial for upper	Lesson observations. Data analysis. Pupil conversations.	Sally House and Veronique Singer	On-going. Summer Term 2019 data.

Children show greater resilience and are more willing to push themselves to do harder tasks. They are less likely to 'give up' on their work. <i>Metacognition and self-regulation (+8 months)</i> <i>Outdoor adventure learning (+4 months)</i>	Learning dispositions key part of school life.  Trips and visits which support and encourage resilience.	Teaching children about their learning will have a greater impact on them understanding the learning dispositions.  Allow children to select their own task in lessons.  Ensure there is no setting in the school (apart from Phonics groups). Setting has a negative impact (-1 month)  Allowing children to show their strengths in out-of-school contexts will promote better self-confidence.  Trips and visit promote collaborative learning and have an impact on <i>metacognition and self-regulation</i>	Ensure all of Key Stage 2 offer outdoor adventure learning. Pupil conversations.	Sally House and Veronique Singer	Summer Term 2019.
<b>Total budgeted cost</b>					£60,424
<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>
Children ready to learn. Social and emotional issues are dealt with my trained members of staff. <i>Social and emotional (+4 months)</i> <i>Behaviour interventions (+3 months)</i> <i>Outdoor adventure learning (+4 months)</i>	Employ councillor.  Employ full-time ELSA.  Train additional staff as ELSAs.  Pupil Premium Champions.  Facilitate play in the	Dealing with social and emotional issues means that children come into school ready to learn.  Fewer issues means class teachers can spend more time teaching and less time dealing with issues.  More ELSAs in the school means more children can be seen.  Facilitating play outside (Scrap Store Pod) may have a positive impact on collaboration, self-confidence and self-regulation.	Observations (classroom and playground). Feedback ELSA. Fewer My Concern logs. Teacher and TA feedback.	Sally House, Veronique Singer and Natalie Hilton	On-going.
<b>Total budgeted cost</b>					£12,548
<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>
Parents are reading and engaging with their children's leaning at home.	Engage with parents of pupils who are not reading at home (AfA).	Structured conversations have shown a positive impact on parental engagement (see AfA data).  Reading at home and learning other basics (times tables, spelling etc) will support the children with their work in class.	Reading record data. Structured conversation records.	Sally House and Natalie Hilton	Summer Term 2019

<i>Parental engagement (+3 months)</i>					
Pupil Premium attendance is in line with the rest of the school. <i>Parental engagement (+3 months)</i>	Engage with parents of pupils with low attendance (AfA).	Pupils need to be in school to learn. Incentives to bring children into school have not worked and therefore, we need to look at engaging with the parents (through structured conversations) to get the children into school on time.	Attendance data. Structured conversation records.	Sally House and Veronique Singer	Summer Term 2019
<b>Total budgeted cost</b>					£9,748

6. Review of expenditure			
Previous Academic Year		2017-2018	
i. Quality of teaching for all			
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)
Behaviour issues are eliminated from the classroom.	Additional adult support from HLTA Councillor for those children with significant issues. ELSA. High quality teaching. Emotional pod.	Fewer reported concerns on My Concern. Lesson observations showed good learning environment.  Increased progress in Year 4. Positive reports from Champions.	Additional adult support early in the year ensured the children settled in quickly, expectations were clear and behaviour dealt with quickly with little disruption.  High quality teaching and behaviour management meant that the children felt secure on the boundaries and consequences.  High quality teaching meant that the children felt happy at school (Champion Chats) and felt like they were succeeding.  Classes have been mixed to ensure certain children do not clash in the classroom.  Careful consideration has been made as to which children go to which teachers.  ELSA has proved very successful and two more TAs will undertake ELSA training in the autumn term.  Emotional Pod has meant the children have somewhere to go when things become challenging in the classroom – problems are dealt with by the ELSA before they escalate.
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 (and whether you will continue with this approach)

<p>Pupils who are not supported at home are given opportunities in school to work on basic skills (reading, spelling, times tables).</p>	<p>Lexia offered to support reading.</p> <p>Lexia offered to support spelling.</p> <p>Intervention groups to support times tables, spellings, handwriting, arithmetic.</p> <p>Intervention support for SATs revision.</p> <p>SATs revision books.</p>	<p>Lexia continues to have a positive impact. - 5/6 disadvantaged pupils, who did Lexia for a whole year, got the expected standard.</p> <p>Interventions during assembly did not have a great impact and as a result have been changed this academic year. Teachers are not using assembly time to pre-teach rather than back fill.</p> <p>SATs revision support worked well according to the year 6 teachers. HLTA has been placed to support Year 6 in the afternoons again this year.</p>	<p>Structure conversations have proved very successful in getting parents to support their children at home – these will continue and will be targeted towards children who have poor attendance, are disadvantaged and are not listen to read at home on a regular basis.</p> <p>Lexia has continued to prove successful with 5/6 disadvantaged pupils, who did Lexia for a whole year, got the expected standard.</p> <p>Short assembly interventions were not proving as successful, and this has been changed for 2018.</p> <p>SATs revision worked well. HLTA has been put in Year 5/6 in the afternoons to use for revision and support for work they did not understand in lessons.</p>
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### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
<p>Disadvantage pupils attendance should have a positive effect on their progress.</p>	<p>Attendance monitored and letters sent out to pupils with concerning attendance.</p> <p>Attendance panel formed with local collaboration schools.</p> <p>Attendance policy written with local collaboration schools.</p> <p>Raise the profile of each class's attendance in school.</p>	<p>Attendance has been monitored and letters have been sent out; however, disadvantages pupils still have a lower average attendance than the non-disadvantaged pupils.</p> <p>Attendance panel has been formed; however, no child has ever reached the threshold to attend.</p> <p>Attendance policy has been written and letter have been sent out according to the policy.</p> <p>Attendance is now on the school website and teachers are given a percentage for each child's attendance.</p> <p>Structured conversations are being had with those pupils who are Pupil Premium and have low attendance.</p>	<p>Holidays have a significant impact in lowering disadvantaged children attendance.</p> <p>Engaging with parents in a positive way (through structured conversations) seems to have a more positive impact on attendance.</p> <p>Four disadvantaged children, who are regularly late and have poor attendance, significantly lowers the average attendance for the disadvantaged children.</p>

<p>Pupils and parents of older children in the school have higher aspirations.</p>	<p>School business set up for Year 6 pupils to run.</p> <p>Careers day organised for Year 5 and 6 pupils.</p> <p>AfA Structured Conversations – discussions about child’s future.</p> <p>Targets shared at February consultation evenings.</p> <p>Circle time theme (following Jigsaw) on looking to the future.</p> <p>School trips funded.</p>	<p>School business set up and continues to run. Disadvantaged pupils, who are interested in running the shop, are automatically entitled to work in the shop.</p> <p>In-school day on school shop training continues to broaden children’s understanding about the different careers involved in running a business.</p> <p>Careers day with very successful. Questionnaires showed that pupils were far more aware of industry in the local area and what career options were available for them.</p> <p>Structured conversations have proved very successful and will continue to have a focus on the child’s future.</p> <p>School reports are more explicit about where children are working in relation to the national expectations.</p> <p>Jigsaw is still taught weekly.</p>	<p>We will continue to run the school shop and careers day for Year 6 pupils.</p> <p>We will focus the structured conisations on children who are disadvantaged with low attendance and who are not heard read at home – this will hopefully address lots of issues.</p> <p>The Year 3 residential will run again this year as it proved successful last year.</p>
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## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)