



**Richard Taylor Church of England Primary School – Pupil Premium Statement of Impact 2017-2018
Action Plan for Spending 2018- 2019**

Headteacher: Andrew Symonds
Deputy Headteacher: Emma Crisell
SENCO: Emily Styles

Chair of Governors: David Sanderson
Inclusion and Equality Governor: Jan Johnson

Summary Review

Pupil Premium Profile 2017-2018

Number of Pupils on Roll	274
Number of Eligible Pupils	26 (9% of population)
Number of PP children on SEN register	7 (27% of PP children were on SEN register 2017-2018)
Total Pupil Premium Budget	£31,160

In 2017-2018 the school used PP funding in the following ways

The provision of teaching staff to provide 1:1 & small group sessions for pupils	Training on pastoral interventions to support pupils with social and emotional learning needs.	Funded sports literacy & numeracy intervention programmes with 'Sporting Influence'
CPD for teaching staff to improve the quality of support given to pupils	Contributions to the cost of music lessons, trips and clubs.	Purchase of additional ICT resources: Clicker 7, BSquared and IDL dyslexia intervention program to support interventions.
Additional SENCo release time to coordinate and monitor interventions.	Purchase of additional Educational Psychologist support time.	CPD for support staff, including 'success at literacy' intervention programme.

Core Aims of the School

To ensure that every child achieves the wisdom knowledge and skills to succeed with the resilience to overcome failure and the aspiration to set and achieve their goals.	To nurture happy children who feel valued, supported and who understand the importance of their own wellbeing	To provide a curriculum where children's learning is enriched by a curriculum filled with memorable experiences, opportunities and challenges.
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What Was the Impact of Spending in 2017-2018 on the Educational attainment of disadvantaged pupils at RTS?

A detailed breakdown of how PP funding was spent in 2017-2018 can be found in the 2017-2018 action plan which is on the school website.

The impact of spending is highlighted in the five measures below.

- The quality of intervention programmes has improved with support staff better able meet the needs of identified pupils.
- Progress and impact of interventions are monitored with greater accuracy to ensure successful outcomes.
- Children access a broad and stimulating curriculum filled with memorable experiences, opportunities and challenges.
- Attendance for all groups is above national averages.
- Data below records outcomes

KS2 Attainment 2018	School PP children	School all children	National all children
% achieving expected in reading, writing and maths	75%	79%	64%
% achieving expected in reading	100%	82%	75%
% achieving expected in writing	100%	89%	79%
% achieving expected in maths	75%	95%	76%
% achieving greater depth in reading	25%	37%	28%
% achieving greater depth in writing	25%	16%	20%
% achieving greater depth in maths	0%	34%	24%
Progress Score in reading	In line with national	In line with national	
Progress Score in writing	In line with national	In line with national	
Progress Score in maths	In line with national	In line with national	
KS1 Attainment 2018	School PP children	School all children	National all children
% achieving expected in reading	100%	84%	75%
% achieving expected in writing	100%	84%	70%
% achieving expected in maths	100%	84%	76%
% achieving greater depth in reading	33%	52%	26%
% achieving greater depth in writing	33%	35%	16%
% achieving greater depth in maths	33%	32%	22%
Phonics Attainment	School PP children	School all children	National all children
% achieving expected in year one phonics	50%	83%	81%



% achieving expected in year two phonics (cumulative)	100%	98%	91%
EYFS Attainment in 2018	School PP children	School all children	National all children 2017
% achieving expected GLD	50%	85%	71%
% achieving expected in reading	100%	85%	77%
% achieving expected in writing	50%	83%	73%
% achieving expected in maths (number)	50%	88%	79%
Attendance in 2018	School PP children	School all children	National all children
Attendance %	96%	98%	96%
Persistent absence %	0%	0%	5%

Summary Review of Impact in other year groups 2017-2018

Year Three

In year 3, 10% of the cohort are identified as pupil premium. Of these children only one had achieved age related expectations in all areas by the end of year three. Attainment for higher ability pupils was above the cohort average. At the end of KS1 50% of the group had achieved age related expectations. Progress is in line with the rest of the cohort but the gap is not being closed by pupils identified as lower attaining.

Year Four

In year 4, 7% of the cohort are identified as pupil premium. Attainment for the majority of pupils identified as PP is in line with the rest of the cohort. There are no higher achieving pupils. 66% of PP children have been with the school since KS1. Of these children progress is expected but the gap is not being closed by pupils identified as lower attaining. The area of greatest focus is maths. GL assessments in year 4 showed one PP child working below age related expectations.

Year Five

In year 5, 10% of the cohort is identified as pupil premium. Attainment for 75% of pupils identified as PP is below the rest of the cohort. Higher achieving PP children are performing better than other pupils in the cohort, particularly in writing. 50% of identified pupils have joined the school during KS2. Attainment at the end of KS1 for this cohort was below expected levels and progress has not yet significantly closed the gap. Progress in maths has been stronger than other subjects. FFT has established 81% attaining expected read/write/maths combined at end of KS2 as a target to place the school in the top 20% nationally. Current FFT predictions for PP children show 22% average chance that they will achieve read/write/ math at the end of KS2.



Pupil Premium Action Plan 2018-2019

What is Pupil Premium Funding?

The Pupil Premium Grant is a sum of money the school receives from the Department for Education (DFE) for each pupil who is either in receipt of Free School Meals (FSM) or is a Looked After Child (LAC).

Nationally the statistics show that these pupils achieve less well than other children. The aim of the Pupil Premium money is to try to close that attainment gap.

A service premium has been introduced for children whose parents are serving in the armed forces.

In some reports the government use the term 'disadvantaged' to describe this group. This refers to the fact that statistically this group is the most likely to underachieve in comparison to outcomes for children who do not fall into this group.

The guidelines on how schools use their Pupil Premium Grant state:

"It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility". (DFE)

We will use our Pupil Premium Grant to ensure that:

- teaching and learning opportunities meet the needs of all of the pupils
- that appropriate provision is made for pupils who belong to vulnerable groups
- the needs of disadvantaged pupils are adequately assessed and addressed

What are the barriers to educational achievement faced by disadvantaged pupils at RTS?

1. A high percentage of disadvantaged children have identified additional learning needs which impact on levels of progress and attainment when compared to other children in school.
2. Many disadvantaged pupils and their families have social and emotional difficulties, including mental health issues which impact on their academic outcomes.
3. Disadvantaged children do not always see themselves as successful learners with the high aspirations for their futures as other children in school. This can have a significant impact on their progress measures.

How Much Pupil Premium funding has the school received for the academic year 2018-2019?

Number of FSM Children: 18x £1320= £23,760

Number of Looked after Children: 5x £2300= £11,500

Number of Service Children: 3x £300= £900

Total Funding: £36,160



8% of current identified group have ECHP.

31% of current identified group are on school SEN register. (increase of 4% on previous year)

The Rationale behind this approach and the Evidence used in developing this Action Plan

In developing this plan the school has studied in detail the evidence of which strategies have the greatest impact on outcomes for disadvantaged children and used this to structure our action plan 2018-2019.

In studying the evidence the school has used the following sources:

- The Education Endowment Foundation Teaching and Learning Toolkit.
- The Education Endowment Foundation Summary Recommendations for making the best use of Teaching Assistants.
- Ofsted The pupil premium: an update Published July 2014
- The Educational Endowment Foundation Using Evidence to Narrow the Gap: Effective Pupil Premium Spending
- The National Governor's Association Report, Pupil Premium: Assessing the impact of the pupil premium
- Steve Higgins: Making the most of the pupil premium.

How will Pupil Premium funding address the identified barriers to learning at RTS

At Richard Taylor School we use the following principles to guide our use of funding to address identified barriers to learning:

- 1. The school will focus on the success of all learners. We will consider the needs of every pupil as a learner and avoid stereotyping disadvantaged learners and focussing on the development of a positive growth mindset for all children:**

'We are a transformational community with a thriving culture of learning and celebrating success where children are inspired to achieve.' School Vision Statement 2018.

- 2. The school will prioritise the highest possible standards of teaching. Through monitoring performance, and prioritising the sharing of best practice through collaboration and research within our appraisal cycle we will make sure that all staff are developing their practise and tailoring teaching and support to suit the children in their care:**

'Appraisal targets for all staff will include a focus on improving pupil outcomes; will be underpinned by robust evidence and expertise and will include collaboration and expert challenge.' School appraisal cycle 2018-2019.

- 3. The school will ensure that we meet the individual needs of pupils to support the next steps in their learning. Targeted support will make effective use of formative and summative assessments and will be regularly reviewed for impact.** *'Monitoring to focus on quality of written and verbal feedback.'* School Development Plan Priority 2018-2019.



4. The school will use support staff effectively to impact on pupils learning, particularly through the use of specific learning interventions. *'The school will use TAs to deliver high quality 1:1 and small group support using structured interventions. The school will ensure that TAs are fully prepared for their role in the classroom.'* EEF recommended best practice for the use of TAs.

Effective Strategies will Include:

- **High Quality Feedback to Pupils.**
- **The Delivery of the Mastery learning Style supported by Growth Mindset Strategies**
- **Intervention in the Early Years**
- **Social and Emotional Support.**
- **The teaching of effective reading comprehension strategies.**

How will the school measure the impact of Pupil Premium funding?

As well as termly cohort tracking reviews the school will hold termly Pupil Premium Strategy Review meetings with the Inclusion and Equality Governor to measure the impact of actions identified in the Pupil Premium Action Plan 2018-2109

The school local governing body curriculum and development committee will review all actions relating to pupil premium children on a termly basis.

The school will work with MAT partners to complete a pupil premium collaborative review to assess the effectiveness of Pupil Premium spending at RTS and develop MAT agreed strategies for effectively meeting the needs of disadvantaged children.

The date of the next Pupil Premium Strategy Review?

The next formal review will be completed in the autumn term 2019.



Planned Spending for the Academic Year 2018-2019

Every target is underpinned by the knowledge and understanding that consistently delivered outstanding teaching has the greatest impact on the progress of all pupils.

Target & Desired Outcome	Actions	Staff Lead	Cost	Review
<p>To ensure that all support staff are effectively deployed in delivering targeted and purposeful intervention strategies in every classroom.</p> <p>D.O That disadvantaged children increase levels of progress and achieve a level of attainment which demonstrates 'closing the gap' or matching cohort levels of progress.</p>	<p>Every class base to have additionally funded TA support to specifically deliver targeted intervention programmes and 1:1 support.</p> <p>EYFS Blast programme (see below) dough gym programme</p> <p>Yr1 Daily phonics catch up programme, time to talk ginger bear programme, write dance handwriting programme</p> <p>Yr2 Daily phonics catch up programme, time to talk ginger bear programme, write dance handwriting programme</p> <p>Yr3 Socially speaking and counselling programme</p> <p>Yr4 IDL intervention, dysgraphia pack, maths catch up programme, 1:1 reading comprehension</p> <p>Yr5 IDL intervention, able reading book club, clicker 7, maths catch up programme</p> <p>Yr6 IDL intervention, able reading book club, clicker 7, maths whizz and squeebls program, 1:1 reading comprehension</p>	<p>Senior Management Team</p>	<p>£24,000</p>	<p>Dec 2018 April 2019 July 2019</p>
<p>To implement early intervention strategies in EYFS to address identified weakness in communication, speaking and listening</p> <p>D.O End of EYFS shows that possible gaps between disadvantaged learners and the cohort in communication have been successfully addressed.</p>	<p>To identify pupils for programme.</p> <p>To train support staff in the delivery of BLAST programme.</p> <p>To purchase resource needed to deliver programme.</p> <p>Termly monitoring of programme impact.</p>	<p>A Robertson A Rothera</p>	<p>£300</p>	<p>Dec 2018 April 2019 July 2019</p>



<p>To ensure high quality teaching of reading comprehension skills consistently implemented across school. D.O Rates of progress for disadvantaged children have improved and show an increased number achieving expected levels for their year group.</p>	<p>All staff trained in the delivery of reading comprehension skills. School to fund new class library for every class. School to purchase comprehension assessment resources for year 4. Senior manager to complete joint lesson planning, delivery and observations in every class</p>	<p>C Simpson</p>	<p>£1000 £500 £2,160</p>	<p>Dec 2018 April 2019 July 2019</p>
<p>To effectively implement strategies for providing effective support and interventions for children with identified social and emotional needs. D.O Children and families are supported effectively so that social and emotional needs do not provide a barrier to successful learning outcomes.</p>	<p>15 support staff to receive compass buzz training at L2 and L3. School to purchase recommended resources for supporting the delivery of mental health and wellbeing programmes. SENCo to plan and deliver family support drop in sessions on a half termly basis. Additional SENCo time budgeted to allow lead to deliver social and emotional intervention programme.</p>	<p>E Styles</p>	<p>£500 £1000 £2700</p>	<p>Dec 2018 April 2019 July 2019</p>
<p>To train all support staff in the delivery of the mastery curriculum. D.O Children receive consistent delivery of the mastery curriculum</p>	<p>Maths Coordinator to be trained in TA CPD programme focussed on delivering mastery in school. Coordinator released for termly training sessions with TAs in school.</p>	<p>E Crisell</p>	<p>£280 £720</p>	<p>Dec 2018 April 2019 July 2019</p>
<p>To ensure that all staff are providing effective and meaningful feedback which supports pupil progress. D.O All teachers and TAs are fully trained to provide effective feedback which has an impact on pupil progress and next steps for learning.</p>	<p>All staff are following agreed same day intervention strategies and challenge marking to ensure that verbal and written feedback has an impact on the progress of pupils.</p>	<p>A Symonds</p>		<p>Dec 2018 April 2019 July 2019</p>
<p>To make sure that every child identifies themselves as a successful and aspirational learner with the resilience to overcome challenges.</p>	<p>Whole school training on positive growth mindset to be delivered in autumn term. Monitoring of marking and feedback to focus on effective use of these strategies.</p>	<p>A Symonds</p>		<p>Dec 2018 April 2019 July 2019</p>



D.O Every child has high expectations for themselves and recognises themselves as a successful and resilient learner with aspirational targets for their own outcomes.				
To ensure that every child in school has the opportunity to access a curriculum filled with memorable experiences, opportunities and challenges. D.O Every child fully participates in all aspects of the school's broad and enriching curriculum	School to ensure that all disadvantaged children access at least one after school activity within the course of the year. The school will establish a sports programme accessing opportunities for all disadvantaged learners to represent the school during the year.	A Symonds K Saunderson	£540	Dec 2018 April 2019 July 2019
Planned Spending £36,100				

Monitoring Systems
Monitoring Milestones Autumn Term: <ul style="list-style-type: none"> • HT report to full local governing body. • Monitoring report to curriculum and development committee. • Monitoring visit from inclusion governor. • Cohort data review meeting for every year group. • MAT collaborative pupil premium review visit. Spring Term <ul style="list-style-type: none"> • HT report to full local governing body. • Monitoring report to curriculum and development committee. • Monitoring visit from inclusion governor. • Cohort data review meeting for every year group. • MAT collaborative pupil premium review visit. • Interim update of Pupil Premium Action Plan.



Summer Term

- **HT report to full local governing body.**
- **Monitoring report to curriculum and development committee.**
- **Monitoring visit from inclusion governor.**
- **Cohort data review meeting for every year group.**
- **MAT collaborative pupil premium review visit.**
- **Update of Pupil Premium Action Plan.**