

Ryecroft Primary Academy

Pupil Premium Strategy Statement 2018-2019



1. Summary information					
School	Ryecroft Primary Academy				
Academic Year	2018-2019	Total PP budget	£205650	Date of most recent PP Review	July 2018
Total number of pupils	267	Number of pupils eligible for PP	123 (46%)	Date for next internal review of this strategy	March 2019
<p>School Context Ryecroft Primary Academy is situated in Bradford South, a ward situated in the top 1% of deprivation in England. The majority of the 253 pupils are white British, with few children of Asian or Eastern European heritage. SEND with EHCPs is lower than national average with 2 children with an EHCP. SEND support is more than the national average with 49 children (19.1%) The vulnerable pupils list is significant, with 63 children (%) listed with a range of needs including: domestic violence, neglect, SEMH, child protection, behavioural needs. There are 34 on the safeguarding register, with 4 under child protection and 2 CIN. 5 pupils are currently under assessment. Most children start school with limited vocabulary and the school offers 15 hours of pre-school to eligible families. There is also a 60 place nursery on the school site.</p> <p>Attendance at the school is below national average although better than some other local schools. The current attendance is 95%, with persistent absences well above the national figure, currently at 18.33 due to parents taking their children out of school for holidays. The school employs a full time attendance/ safeguarding lead to raise the attendance figures, parents are set challenges to improve poor attendance.</p> <p>In November 2016 the school was placed in Special Measures. In September 2017 a new principal was appointed to the school. In Spring 2018 a new leadership was formed, comprising of a new Vice Principal, Associate Vice Principal and Assistant Principal. A School Business Manager joined the leadership team in September 2018.</p>					

2. Current attainment 2018 Results		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
	Brackets indicate gap	
% achieving age expected or above in Early Years	58%	71%
% achieving the expected standard in Year 1 Phonics	79%	74%
% achieving the expected standard in reading, writing and maths – KS1	48%	74%
% achieving at least the expected standard in reading – KS1	74%	57%
% achieving at least the expected standard in writing – KS1	57%	78%
% achieving at least the expected standard in maths – KS1	70%	85%
% achieving the expected standard in reading, writing and maths – KS2	44%	35%
% achieving the expected standard in English Reading – KS2	41%	48%

% achieving the expected standard in English Writing – KS2 (TA)	59%	64%
% achieving the expected standard in Maths – KS2	47%	56%
Progress score: English Reading KS2		-1.1
Progress score: English Writing KS2		-1.6
Progress score: English Maths KS2		0.6

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Low reading vocabulary and -comprehension levels commensurate to chronological age
B.	Pupils eligible for PP enter Ryecroft with skills and abilities that are usually well below those typical for their age; speaking and listening skills are often particularly weak
C.	Pupils eligible for PP generally make slower progress than their non-PP counterparts due to living in the top 1% deprivation in England.
D.	Low levels of adult literacy make it hard for teachers sending work home.
E.	Some pupils often present with other vulnerabilities such as domestic violence, substance abuse and require additional emotional support

External barriers (*issues which also require action outside school, such as low attendance rates*)

F.	Poor attendance and punctuality and high rates of persistent absence has a detrimental effect on pupils' attainment and progress throughout the school.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Reading comprehension outcomes improve so that the gap between comprehension age and chronological age closes.	PP pupils make rapid progress towards (and to exceed) age related expectations. The gap between PP and Non PP will narrow in phonics by 5%, Key Stage 1 SATS 10% KS2 SATS by 5%
B.	Increase the progress of those eligible for PP in English and maths. To ensure all pupils are consistently challenged.	The gap between pupil progress for eligible pupils and their peers is reduced rapidly so that all pupils make rapid progress in English and maths.
C.	Increase the rate of attendance for those eligible for the grant. To reach 96% attendance and further reduce the percentage of persistent absence.	Reduce the % of Persistently Absent pupils who are eligible for the grant so that it matches other groups. Increase the % of families (pupils) eligible for the grant who engage with the school and family support services so that basic needs are met.
D.	Children's vocabulary improves in EYFS	Speech and Language screening shows an improving trend so less children need intervention in Year 1. (Working with Speech and Language Therapist)

5. Planned expenditure

Academic year **2018-2019**

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?
Pupils make at least good progress in reading, writing and maths	An additional Year ¾ teacher for targeting PP children. Vice principal teaching 0.4 in Year 6 to narrow the gap. Senco supporting children in Year 2. All teachers to receive training on guided reading (Philip Webb) Raise achievement in writing with the support of Jane Pow – writing consultant.	Year 6(33 pupils) has been split into two smaller groups, with four teaching groups in a morning. Children made less progress in reading than other subjects last year – focus on retrieval and inference through quality-guided reading. Colourful semantics intervention support in Y3 Y4 with specialist teaching assistant.	Weekly RAG meetings for Year 6 – Principal and Vice Principal. Year 2 RAG meeting introduced from November Year 6 Pupil premium gap narrowed by 5%	HP/AW/LM	December 18 April 19
Pupils make rapid and sustained progress in mathematics	1:1 DA timetable with Year ¾ 0.4 teaching commitment (Vice Principal) to focus on mastery in basic skills – children identified as at risk of not reaching ARE	Trust-wide focus is to ensure that all resources are ploughed into Year 6 to raise attainment. The Vice Principal is experienced in closing the gap.	Weekly RAG meetings to analyse attainment of pupils. Interventions are then planned according to need and evaluated weekly.(4i model) Daily maths test shows an improving trend. Year 6 children reach maths targets	HP/AW	Review half termly.

Pupils' engagement in reading contributes to higher attainment and closing the gap between reading/comprehension age and chronological age.	3-year subscription to Accelerated Reader to link to Accelerated Reader and promote parental engagement in supporting homework.	Children become better readers by reading. Accelerated Reader is a proven strategy as evaluated within the EEF toolkit in raising standards in reading. Through forensic analysis of starting points, children will be able to make rapid progress by reading material that is targeted at their current level with the aim of matching reading age to chronological age.	STAR reading tests (Accelerated Reader) Associate Vice Principal to regularly monitor improvement in reading age and certificates gained. Impact measured on increased reading age of majority.	LT	Dec 18 April 2019
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Total budgeted cost

£80800

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?
Vulnerable pupils are fully supported academically, socially and emotionally	Forest School and Mentoring of key children identified for SEMH. Introduce Peer Mentor /friendship stop scheme in school Learning mentor to provide pastoral support to pupils who have emotional needs and needs support to settle.	Many of our pupils enter Ryecroft with a range of social, emotional and mental health needs which have a negative effect on learning. Children find it difficult to socialise in play times and lunchtimes.	CPOMs tracking system to monitor behaviour and welfare Half-termly review of attainment and progress Book looks highlight an improvement in behaviour for learning Analyse number of behaviour incidents in school and see a declining trend. Look at trends for attendance of Forest School pupils	LM	April 2019
To develop language and literacy skills from an early starting point.	Speech and Language Team support to provide SALT support for children in Fs/Year 1 and to train teachers and support staff in delivering specific programmes A full time HLTA delivers specific , targeted interventions to children with SALT concerns. All children are screened in Early Years.	Early intervention has a direct impact on future outcomes. By targeting barriers to learning early, rapid and sustained progress can be made in subsequent years. Evidence of baseline and impact seen, working with speech and language therapist.	Monitoring of attainment and progress on a half-termly basis. Rigorous assessments show the progress children make, against specific targets. Drop-ins to observe intervention delivery	LM YE	April 2019

To ensure that early intervention is established for the most vulnerable of pupils	Education Psychologist Services	Diagnosis of learning difficulties from an early starting point allows for effective provision to be vulnerable pupils.	EHCP and IEPs reflect the programmes given. Interventions put in place show progress in books.	LM	April 2019
Increase the rate of attendance for pupils eligible for PP and reduce number of persistent absences	Full time attendance and safeguarding officer employed. Employ a Home School Partnership worker part	Term-time holidays are becoming increasingly frequent despite the academy's policy not to authorise holidays during term-time.	Attendance and punctuality monitored and challenges are set. The full time Increase the rate of attendance for pupils eligible for PP. Disadvantaged attendance to reach 95%, with the aim of 96.1% by 2019	ET	April 2019
Total budgeted cost					96800
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?
To ensure that children are in school, on time and fully prepared for learning	Free Breakfast Club	Self-sustainable resource to promote and support punctuality and attendance. Evidence shows that breakfast clubs have a positive effect on pupil attendance, punctuality and behaviour for learning. Approximately 100 children attend Ryecroft's breakfast club on a daily basis.	Attainment and progress evaluated for children who attend breakfast club.	ET AW	April 2019
To develop cultural awareness of the world around us and promote inclusion throughout the academy	Subsidising Educational Visits)	Educational visits contribute to improved standards in writing, speaking and listening and cross-curricular learning. Children are able to demonstrate progress in writing when they have real-life experiences to reflect upon. Link with Interfaith to promote cultural diversity.	Measure impact on writing Monitor language and vocabulary development	HP/SL	April 2019
To promote inclusion throughout the academy	Provision of uniform/spare uniform for the most vulnerable children (£2,000.00)	Children who are eligible for Pupil Premium will be supported buying correct uniform if needed.	Senior leaders will speak to parents to assess.	HP LM	April 2019
Total budgeted cost					21750
Total Pupil Premium Budgeted Costing					199450

6. Review of expenditure				
Previous Academic Year		2017-2018		
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)	Cost
Improve pupil outcomes in reading	Read, Write Inc. Reduced class sizes by recruiting additional teaching staff to offer targeted support.	65% of PP children achieved the required standard in the end of Year 1 phonics screening compared to 54% in the previous year. 45% of PP children achieved the expected standard in reading, writing and maths combined vs 21% in 2016	Continue support through smaller class sizes. Continue RWI but develop the teaching of reading for understanding (comprehension) across the academy using guided reading and the content domains as a guide. Purchase Accelerated Reader to improve engagement and outcomes	
Improve pupil progress in maths and in particular problem-solving strategies.	Additional teaching staff to provide target focus groups. Use of concrete, pictorial and abstract	KS2 progress measure +1.5 for PP children vs +0.3 for non-PP nationally. 24% increase year-on-year in combined RWM scores for PP children, reducing the attainment gap from -43% to -20%. Continue strategy as it embeds.	Continue focus on Basic Skills to plug gaps in learning. Weekly analysis of performance and adjust support to target gaps	
Increase the number of children achieving GLD at the end of Foundation Stage	SALT Team BLAST Training	65% vs 31% last year of PP children achieved GLD	Continue strategies and seek further CPD from Ed Psych in order to train support staff to deliver SALT interventions.	
Increase attendance for the most vulnerable children	Recruitment of a Safeguarding and Attendance Officer to lead: First Day Response Home visits Attendance Challenge Breakfast Club	Attendance has increased from 92.8% (2016) to 94.2% (2017) Persistent absence has decreased from 25.2% (2016) to 22.0% (2017) PP Attendance has increased from 92.2% (2016) to 93.4% (2017) PP Persistent absence has decreased from 28.7% (2016) to 24.9% (2017)	Additional services are required to escalate attendance issues to the next level EWS was not as effective as hoped..	
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