

# Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
<b>School</b>	Rauceby C of E Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	31,160	<b>Date of most recent PP Review</b>	May19
<b>Total number of pupils</b>	183	<b>Number of pupils eligible for PP</b>	53	<b>Date for next internal review of this strategy</b>	July19
2. Current attainment					
				<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>				<b>67%</b>	<b>70%</b>
<b>% making expected progress in reading (as measured in the school)</b>				<b>-0.4</b>	<b>0.3</b>
<b>% making expected progress in writing (as measured in the school)</b>				<b>-0.1</b>	<b>0.2</b>
<b>% making expected progress in mathematics (as measured in the school)</b>				<b>-0.6</b>	<b>0.3</b>
3. Barriers to future attainment (for pupils eligible for PP)					
<b>Academic barriers</b> (issues to be addressed in school, such as poor oral language skills)					
<b>A.</b>	Some pupils who eligible for PP are making less progress than non PP pupils				
<b>B.</b>	Poor attendance contributing to pupils eligible for PP who are not at ARE				
<b>C.</b>	Emotional distress due to a parents on deployment				
<b>D.</b>	Children are struggling with early reading and spelling skills due to poor oral language skills				
<b>Additional barriers</b> (including issues which also require action outside school, such as low attendance rates)					
<b>D.</b>	Attendance rates for several pupils eligible for PP are below the school target. PP average is 91% FP is 98%				
<b>E.</b>	Lack of routine with homework				
4. Intended outcomes (specific outcomes and how they will be measured)				<b>Success criteria</b>	

<b>A.</b>	<p>Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. Be able to talk with enthusiasm about their academic future.</p>	<p>Children retain more friendships Children have less fall-outs Children need less support in class time to resolve friendship issues Children talk about academic targets with excitement Children speak ambitiously about their future at Secondary school and work. Children talk about their future with enthusiasm</p>
<b>B.</b>	<p>An increase from 25% PP children reaching ARE or better attainment in Maths and English</p>	<p>More children to achieve ARE in core subjects Children set/attempt challenging targets</p>
<b>C.</b>	<p>PP children's reading improves in line with non- PP children. Non- PP 80% PP- 44%</p>	<p>PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying 80% of PP children to achieve ARE</p>
<b>D.</b>	<p>The attendance of PP children improves in line with the whole school average of 96% PP average attendance is currently 90.6%</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP EWO involvement will not be needed Attendance for the children is in line with national at 96%</p>

5. Review of expenditure			
Previous Academic Year		2017/18	
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Cost
Funding for school trips and residential trips	<p><i>Inclusion of all pupils</i></p> <p><i>Self-esteem and social skill raised</i></p> <p><i>Positive feedback from parents</i></p> <p><i>Ensuring children are equipped to make the transition to secondary school</i></p>	<p>Pupils are able to participate fully in school trips and residential trips</p> <p>Learning is supported by trips that are carefully planned to enhance the school's curriculum</p> <p>Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential trips.</p>	£991
Additional TA support in classes for focused interventions	<p>1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting) support within lessons to improve reading, writing and maths</p> <p>Year Two phonic intervention groups enabled all children to achieve the pass mark in the phonics screening check with 100% of children passed by the end of KS1.</p>	<p>100% of the children passed the phonic screening check by the end of KS1</p> <p>84% of all children reached ARE at KS2 in reading</p> <p>44% of PP children reached ARE in reading</p> <p>71% of FP reached ARE at KS2 in reading</p> <p>65% of FP children reached ARE at KS2 above the 62% school average in writing</p> <p>11% of PP children reached ARE at KS2 in writing</p> <p>Excellent success rate and this support will continue next year</p>	

Booster groups for Y6	To improve the self-esteem of	Positive feedback from parents	
Funding for 1:1 support time for children with a parent on deployment	Maintain contact, emotional support, share news and continu	Increased confidence and engagement in the classroom  Positive parental feedback in reading diaries and from the parents on deployment.	£730
Funding Y6 Booster clubs, Magical Maths as extra curriuclar	Progress in Maths to build pupils engagement, confidence and ability in maths.	The booster groups were successful with a rise in KS2 data from 77% in Nov. to 84% at the end of KS2.  Magical maths was something the children enjoyed but as there is no evidence of the academic impact it isn't a club we will be pursuing in the future.	£1100
Additional learning resources	Pupils are fully supported by learning resources being made available to them.  Computing curriculum to be delivered  Pupils enjoy using resources such as iPads to complete games/tasks that consolidate learning  A range of learning styles can be catered for.	Whole school training in the use of ipads and a variety of apps has had an impact on consolidation of key concepts- as seen in lesson observations.	£634
Travel	To ensure regular attendance school will purchase a bus pass to support the parent in bringing their child to school	Objective met for the end of the summer term  Attendance did improve from 86% to 94%  This support will continue next year	£6060
Improved support for children with SALT difficulties as they enter EYFS	Supported staff in confidently diagnosing level of understanding and providing appropriate support.  Staff are able to reduce the number of 'information carrying' words to enable a child in EYFS to understand tasks more successfully and move through 1 level of the Wellcomm pack.	The 3-5 year old course may be need for future development of staff.	£1088

After school club and	To offer wrap around care.	Parents are able to work and the children are in a safe and nurturing environment.	£1050
Swimming	To ensure the children reach the required swimming standard by the end of KS2	Children have confidence in and around water.	£1186
Core Assessment	To Assess a pupil	Accurate, targeted intervention is in place for the child and guidance for the parents has been given.	£380
Uniform	To ensure inclusion for all pupils	Self-esteem is maintained for all children.	£582
FSM	To ensure children have a healthy meal at lunchtime.	Children are able to concentrate and maximise their potential in afternoon sessions.	£1928

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	RSE lessons are regular  Circle time etc.  Class ethos is agreed on a classroom charter to ensure all children feel safe to talk about their feelings.  New RSE policy/scheme to be written	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact <b>of four months</b> additional progress on attainment.(EEF)  Circle time allows a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries. This will mean the teacher is aware of concerns early on before they become a catalyst for anger.	I will speak with the children to see that they feel they can talk about their feelings in class  Drop ins to lessons will show the class ethos  Training will be offered to staff who are unsure about good quality circle time.	PP Lead  RSE Lead  SENCo  £876 Cost for cover  RSE Review  Cover and cost £500  Wellbeing Support £500  Deployment support £1100  Forces club £500  Evolve support £576  Full cover of transport costs £800	July 2019

<p>Children make expected or better attainment and talk with enthusiasm about their academic future.</p>	<p>Pupil progress meetings half termly will inform how the children are achieving. Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career. Children will be inspired by visitors who talk about their jobs/careers.</p>	<p>Children who are not on track to meet their end of year target will gain support from intervention (subject support, nurture, forest school EFF plus 4 months for outdoor learning, 1:1 EEF plus 5 months, specialist support). Assemblies are an opportunity to showcase careers and inspirational people allowing the children to see that it is also achievable for them too. This allows them to be inspired to believe they can achieve the same and gives them the opportunity to ask questions about how they got to where they did.</p>	<p>Dates are set for the year. LSAs are employed to carry out intervention. I will see lessons in the Monitoring programme and interview children about purposeful learning. I will role model in my assemblies but also support staff in inviting people in to speak to the children. I will attend those assemblies to show the children how I hold aspirations in high regard. The school values will inspire and motivate the children. #thischildcan</p>	<p>Insight Data Tracking System £558 CPOMs £712 LSA time £14,000 PP Lead SLT</p>	<p>Jul 2019</p>
<p>PP children's spelling/reading improves in line with non-pp children</p>	<p>Children will receive extra daily reading and spelling with an LSA. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Bug club will be embeded to support this. Books will be celebrated and enjoyed in school Authors will be celebrated and invited in to encourage children to read.</p>	<p>When children read daily their reading and spelling improves. (EEF plus 6 months) <i>There is a difference in reading performance equivalent to just over a year's schooling between young people who never read for enjoyment and those who read for up to 30 minutes per day.</i> Any areas of difficulty can be address (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics (EEf plus 4 months) will be encouraged as a strategy to reading in the classroom when necessary. Books will be on display in the classrooms and work on the walls will show the children's interest in books. An author will be celebrated in each year groups medium term planning and the Book Club will lead this. Subscription to IDL cloud</p>	<p>Pupil progress meetings will review intervention given (daily readers) and progress made. All children will visit the school library each week to foster a love of reading. The children will be able to talk to me about the Author they are celebrating and learning about being a writer.</p>	<p>PP Lead £2,700 on books and laptops Bug Club £1,400 Subscription £620</p>	<p>July 2019</p>

The attendance of PP children improves and more opportunities and experiences	Topics will interest all children and especially PP children.  They will include WOW days and Forest school, Art/DT work and exciting activities throughout the term.  Subsidy of non-curricular items	When a child is excited about the topics learned it can motivate the child to want to come to school.  WOW days and exciting activities throughout the term will be fun and the children will want to be part of them.  PP children are not at a disadvantage compared to their non PP peers.	Topic planning will be shared with parents and be interesting.  Wow days will be shared with the children and parents as something to look forward to. They will be in the diary and on the website.  Forest school, DT and outdoor learning will be regular.	Curriculum training £800  All Staff  Wrap around care £1700  Lunch payment £1935  Trips, swimming and uniform £1543	July 2019
<b>Total budgeted cost</b>					£30,320

## ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Some PP children will attend nurture time to talk sessions where they can talk about their feelings. Led by the HT.	Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work.	Intervention charts will show the children who need support in this area.	SENDco	
Children make expected or better attainment and talk with enthusiasm about their academic future.	Pupil progress meetings will focus on how the PP children feel about their future and areas of the curriculum they find strength.  Assemblies will encourage children to be ambitious and consider their strengths and where they might use them.	Children are inspired by stories of people who have achieved something even if they once thought they wouldn't. They can begin to see that school teaches them skills which can easily be used in many careers – this will explicitly show them how what they are learning can lead to a job they will enjoy or a University course they will enjoy.	Feedback from staff/progress and TAs will inform SLT as to whether the children can see that their schooling is teaching them vital skills in order to achieve their desired career or future dreams.  Assemblies will inform if the children are beginning to have visions of a productive happy future.  Monitoring will show children can discuss how what they are learning in class can be used as a skill outside the classroom.	SLT	

PP children's reading and GPS improves in line with non-pp children	<p>A reading team is set up to ensure PP children below ARE are receiving daily 1:1 reading to ensure comprehension and instil a love of books and reading. The curriculum will allow for more boy friendly books to be incorporated at whole school/class level. Bug Club will be used to support this.</p>	<p>When children read daily they gain in confidence.</p> <p>This time makes them feel valued.</p> <p>This time makes them see that books are positive and enjoyed.</p> <p>The boys who do not like reading will be more inspired in class with books which are more appropriate to their interest and reading on the ipads.</p>	<p>The books used in class will be of more interest to boys – super heroes, action etc.</p> <p>Children who have daily reading – progress will be seen at pupil progress meetings.</p> <p>Children will look to read more at 'free time'.</p> <p>Boys will begin to enjoy reading as a past time and not just when asked.</p> <p>Reading diaries will show positive comments from parents.</p>	TA	
The attendance of PP children improves	<p>EWO will be involved with families whose attendance falls below 87%.</p> <p>The children will be invited to partake in planning the medium term curriculum and desired outcome – taking some ownership and interest.</p>	<p>When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident.</p> <p>Children enjoy receiving awards and will often try harder when an award is being offered.</p>	<p>Attendance will be monitored half termly.</p> <p>Any absence will be addressed immediately.</p> <p>A chart of which children receive awards will be logged and tracked.</p>	HT	
<b>Total budgeted cost</b>					£30,320

## 6. Additional detail

Percentage of PP children achieving the expected standard

Subject	17/18	18/19
Reading	78%	75%
Writing	78%	100%
Maths	67%	67%
RWM combined	67%	67%

Made good gains in writing and children performing similarly to their non PP peers.

1. Summary information				
<b>School</b>				
<b>Academic Year</b>		<b>Total PP budget</b>		<b>Date of most recent PP Review</b>
<b>Total number of pupils</b>		<b>Number of pupils eligible for PP</b>		<b>Date for next internal review of this strategy</b>
2. Current attainment				
		<b>Pupils eligible for PP (your school)</b>	<b>Pupils not eligible for PP (national average)</b>	
<b>Progress 8 score average</b>				
<b>Attainment 8 score average</b>				
3. Barriers to future attainment (for pupils eligible for PP)				
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )				
<b>A.</b>				
<b>B.</b>				
<b>C.</b>				
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )				
<b>D.</b>				
4. Intended outcomes (specific outcomes and how they will be measured)				Success criteria
<b>A.</b>				
<b>B.</b>				
<b>C.</b>				
<b>D.</b>				

<b>5. Planned expenditure</b>						
<b>Academic year</b>						
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
<b>i. Quality of teaching for all</b>						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
<b>Total budgeted cost</b>						
<b>ii. Targeted support</b>						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
<b>Total budgeted cost</b>						
<b>iii. Other approaches</b>						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
<b>Total budgeted cost</b>						

6. Review of expenditure				
Previous Academic Year				
<b>i. Quality of teaching for all</b>				
Action	Intended outcome	<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)	Cost
<b>ii. Targeted support</b>				
Action	Intended outcome	<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)	Cost
<b>iii. Other approaches</b>				
Action	Intended outcome	<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)	Cost

## 7. Additional detail

1. Summary information				
<b>School</b>			<b>Type of SEN (eg.PMLD/SLD/MLD etc.)</b>	
<b>Academic Year</b>		<b>Total PP budget</b>		<b>Date of most recent PP Review</b>
<b>Total number of pupils</b>		<b>Number of pupils eligible for PP</b>		<b>Date for next internal review of this strategy</b>
2. Current attainment				
		<b>Pupils eligible for PP (your school)</b>	<b>Pupils not eligible for PP (national average)</b>	
<b>% achieving UQ targets in communication</b>				
<b>% achieving UQ targets in maths</b>				
<b>% progress specific to school setting</b>				
3. Barriers to future attainment (for pupils eligible for PP )				
In-school barriers				
<b>A.</b>				
<b>B.</b>				
<b>C.</b>				
External barriers				
<b>D.</b>				
4. Intended outcomes (specific outcomes and how they will be measured)				Success criteria
<b>A.</b>				
<b>B.</b>				
<b>C.</b>				
<b>D.</b>				

<b>5. Planned expenditure</b>												
<b>Academic year</b>												
The headings enable you to show how you are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.												
<b>iii. Quality of teaching for all</b>												
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?							
<b>Total budgeted cost</b>												
<b>iv. Targeted support</b>												
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?							
<b>Total budgeted cost</b>												
<b>v. Other approaches (including links to personal, social and emotional wellbeing)</b>												
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?							
<b>Total budgeted cost</b>												

6. Review of expenditure				
Previous Academic Year				
iv. Quality of teaching for all				
Action	Intended outcome	<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)	Cost
v. Targeted support				
Action	Intended outcome	<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)	Cost
vi. Other approaches (including links to personal, social and emotional wellbeing)				
Action	Intended outcome	<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)	Cost

## 7. Additional detail