



PUPIL PREMIUM STATEMENT

2019-2022

School overview

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	185
Total number of pupils eligible for PPG	12 children – 6G, 6B
Amount of PPG received per pupil	£1320
Total amount of PPG received	£15,840
Pupil premium lead	Caroline Coates
Governor lead	Liz Buxton

Disadvantaged pupil attainment and progress scores for last academic year

	Score
Reading Progress	-19
Writing Progress	-25
Maths Progress	-28
% Meeting expected standard at KS2	50%
% Achieving high standard at KS2	0%

Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	The children need to develop their oral language skills and vocabulary.
B.	The children need to become fluent readers that develop a toolkit of vocabulary to feed into their writing,
C.	The children need to have embedded number skills and need to cement their knowledge of place value and times tables.
External barriers	
D.	Sometimes our learners have unenthusiastic behaviours for learning and need to really engage fully to get the most out of the curriculum and opportunities at school.

Tiered Approach –

In order to enable our disadvantaged pupils to overcome the identified barriers and make progress in line with their peers, we identify a small number of priorities, set within three tiers of intervention, in order to ensure that they impact on pupil’s outcomes. Through the three tiers of intervention we address the barriers through are based on those identified through the work of the Education Endowment Foundation. Within each of these tiers we will identify a small number of priorities which will address our identified barriers to progress:

High Quality teaching for all – ensuring every child, including disadvantaged children, have access to consistently high quality teaching and learning which promotes good progress.

Targeted academic support – Providing disadvantaged children with the additional academic support they may need to make the progress which is attained by their peers who do not have the barriers to progress of this cohort.

Wider strategies – Enrichment and support which helps disadvantaged pupils overcome the barriers they may face in their wider lives when compared to other children.

We believe in the value of high quality teaching, complemented by evidence-based interventions and experiential learning, which is why our actions are led by the impact they have and are adjusted through light touch annual reviews across the three year course of the plan. This ensures that any actions which are not having the required impact can be ceased or amended.

Tier 1 – High quality teaching for all

2019-22	Barrier Ad-dressed	<i>What are our key actions to effect improvement?</i>	<i>What is the evidence and rationale for this choice?</i>	<i>Success criteria</i>
Priority 1:	The children need to develop their oral language	Developing an oracy and vocabulary rich school. Staff CPD in after school meetings and INSET days support the teaching and learning oracy and the promotion of vocabulary.	EEF Improving Literacy in Key Stage 2 states Develop pupils’ language capability to support their	Staff feel confident in the teaching of oracy and vocabulary in the classroom. Lesson observations show oracy and vocabulary rich content.

	skills and vocabulary.	Classrooms to support the promotion of vocabulary and become vocabulary rich across all of the different subjects.	<p>reading and writing</p> <p>Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication.</p> <p>Purposeful activities include:</p> <ul style="list-style-type: none"> • reading books aloud and discussing them; • activities that extend pupils' expressive and receptive vocabulary; • collaborative learning activities where pupils can share their thought processes; • structured questioning to develop reading comprehension; • teachers modelling inference-making by thinking aloud; and • pupils articulating their ideas verbally before they start writing. 	Pre teaching is used with supported children to cement the teaching of vocabulary before the lesson.
		Vocabulary taught discretely and discussed and the use of it highlighted across the curriculum.		
		Pre-teaching begins to be used across school to give children the opportunity to be introduced to key vocabulary and keep up (not catch up) during the lesson.		
Priority 2	Children need to become fluent	Staff CPD on highlighting the recognition of a fluent reader and what teaching can take place to support this.	EEF Improving Literacy in Key Stage 2 states	The number of supported children that are fluent readers increases.

	<p>readers that develop a toolkit of vocabulary to feed into their writing,</p>	<p>Children targeted for daily reading experience. Promote a love of reading across the whole school, new initiatives around favourite books, audio books, teacher modelling will all help to give the children the role models for fluent reading.</p>	<p>Support pupils to develop fluent reading capabilities Fluent readers can read quickly, accurately, and with appropriate stress and intonation. Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.</p>	<p>Supported children get an increased opportunity to listen to fluent reading and to read aloud for an audience.</p> <p>Children's outcomes in comprehension activities show that they make at least average progress.</p>
<p>Priority 3</p>	<p>Children do not have embedded number skills and need to cement their knowledge of place value and times tables.</p>	<p>A rigorous and focused approach to the teaching of basic number skills takes place.</p> <p>Times table rock stars used to support and promote times table across school.</p> <p>Pre and post teach to take place in maths, concentrating on number skills.</p>	<p>teacher/inspector John Dable from Rising Stars) Knowing the times tables (and their associated division facts) supports mathematical learning and understanding and those children who have a strong grasp of them tend to be more self-assured when learning new concepts. In an ideal world, every pupil will start secondary school with a fluent, accessible and automatic knowledge of their tables.</p>	<p>Supported children show high level of skills and confidence with basic number skills. This impacts on their outcomes</p> <p>Supported children access times tables rock stars on a regular basis and improve on their scores. Supported children know the appropriate times tables for their year group.</p> <p>Supported children get the opportunity for pre teach on a regular basis.</p>

PPG Outcomes	Target 2020	Target 2021	Target 2022
Progress in Reading	95% making at least expected progress	95% making at least expected progress	95% making at least expected progress
Progress in Writing	95% making at least expected progress	95% making at least expected progress	95% making at least expected progress
Progress in Mathematics	95% making at least expected progress	95% making at least expected progress	95% making at least expected progress
% Phonics	90%+	92%+	95%+
Other			

Tier 2 – Targeted academic support

2019-22	Barrier Addressed	What are our key actions to effect improvement?	What is the evidence and rationale for this choice?	Success criteria
Priority 1 and 2:	Reading and vocabulary development needs to be given additional time and emphasis for targeted children.	Assess targeted children for appropriate interventions as required.	Evidence from the EEF (please see above) Fluent readers can read quickly, accurately, and with appropriate stress and intonation. This can be developed through: <ul style="list-style-type: none"> • guided oral reading instruction—teachers model fluent reading of a text, then pupils read the same text aloud with appropriate feedback; and • repeated reading—pupils reread a short and meaningful passage a set number of times or until they reach a suitable level of fluency. It is important to understand 	Children are closely tracked and when they are in danger of falling behind an intervention is put into place.
		Set up daily reading timetables for targeted individuals including reading with volunteers.		Targeted children get the opportunity to read on a regular basis.
		Ensure pre teach for vocabulary for targeted children. Give children time for pupil to teacher talk modelling.		Children accessing fluent readers as models on a regular basis (2X a week)
		Target identified children for time to listen to stories with other children/adults. Ensure that these children hear the good models of fluent readers.		

			pupils' current capabilities and teach accordingly. Most pupils will need an emphasis on developing reading fluency, but some pupils may need a focus on more basic skills, such as decoding and phonological awareness.	
Priority 3	Knowledge of times tables and place value are embedded.	Children targeted for achieving times tables in 'Times Tables Rock Stars'	(teacher/inspector John Dable from Rising Stars) Knowing the times tables (and their associated division facts) supports mathematical learning and understanding and those children who have a strong grasp of them tend to be more self-assured when learning new concepts. In an ideal world, every pupil will start secondary school with a fluent, accessible and automatic knowledge of their tables.	Children enthusiastic about TT rock starts and access the website on at least a daily basis.
		Target for pre and post teach in mathematics to ensure that the core skills do not slow down the children in other areas of the mathematics curriculum.	It has been shown that apparatus for developing mastery of the concept of multiplication supports good progress this could include: A variety of real objects to sort and count, e.g. counters, beans, shells	Children are targeted to cement number skills in maths during a pre teach session.

Interlocking cubes, e.g. multilink
Cuisenaire rods
Base-10 equipment, e.g. Dienes
Number lines and grids (marked
and unmarked)
Washing lines and 0-100 number
cards with pegs
Money
Pegboards and pegs
Pictures
Arrays
Multiplication number grids (for
number sequences and pattern
spotting)

**Combined with the hands-on re-
sources above there are many other
exciting ways to help children make
connections when learning their
times tables such as:**

listening and singing to times tables
songs
playing games like Fizz Buzz, Tables
Bingo etc.
playing multiplication and division
'Snap' type games
using flash cards with missing num-
bers

			<p>playing with loop cards</p> <p>using dice games</p> <p>using playing cards, dominoes and darts</p> <p>using graphing tables</p> <p>interacting with Venn and Carroll diagrams</p> <p>making Spidergrams</p> <p>using 'Jym' cards (jog your memory cards)</p> <p>designing fun mnemonics, e.g. use phrases which sound like numbers (sticky floor = 64, plenty more = 24 etc)</p> <p>promoting 'Personal Best' multiplication timed races</p>	
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<p>All targets</p>	<p>Little time given for making partnerships with support from home.</p>	<p>Use the 'structured conversation' system to engage and support parents/carers.</p>	<p>Achievement for All Through structured conversations, many schools have been able to develop really effective partnerships with parents, get them more involved in their children's learning, develop effective learning targets and develop more individualised approaches to learning.</p> <p>We have a wealth of evidence from schools around England that structured conversations work. Parent and carer engagement with teachers and in children's learning improved by 17 per cent according to our surveys.</p> <p>In many schools the approach has been so successful that they have rolled it out for all parents.</p> <p>The parental engagement expert Professor Charles Desforges summed up the purpose of structured conversations very neatly when he said at our recent annual conference that parental engagement was "not about getting on with parents".</p> <p>He continued: It has engineered the parent as a partner focusing on pupil achievement."</p>	<p>Children and families receive one structured conversation opportunity a term,</p>
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Tier 3 - Wider strategies

2019-22	Barrier Addressed	<i>What are our key actions to effect improvement?</i>	<i>What is the evidence and rationale for this choice?</i>	<i>Success criteria for this choice</i>
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Priority 1:	Unenthusiastic behaviours for learning	Ensure that the curriculum is exciting and engaging	<p>Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge</p> <p>Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.</p> <ul style="list-style-type: none"> • Developing pupils' metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes. • Teachers should support pupils to plan, monitor, and evaluate their learning. 	<p>Supported children make good progress across the curriculum.</p> <p>Children seen to enthusiastically engage in their learning across the curriculum. This can be seen in drop-ins, engagement with learning at home.</p> <p>Pupil questionnaires</p>
		Develop children as #ravenfieldlearners where they know their strengths and weaknesses and what the next steps they need to take to make progress.		
		Ensure that the level of challenge for #ravenfieldlearners makes them motivated and able to succeed.		
		Ensure that targeted children have how to improve with feedback modelled to them so eventually it becomes part of their routine.		

Detailed plans and costings 2019-20

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.

Tier 1 - Quality of teaching for all			
Priority	Chosen action / approach	Staff lead	When will you review implementation?
The children need to develop their oral language skills and vocabulary.	<ul style="list-style-type: none"> • Training for all staff on developing an oracy rich classroom/school. (one CPD session half termly = 5 sessions) • PP children targeted for pre-teach in English. (15 mins support 4x a week) <p>Approx (£1000 training cover cost) (6x 1 hr (£340 = £2040)</p>	RV	July 2020
Children need to become fluent readers that develop a toolkit of vocabulary to feed into their writing,	<p>Children targeted for activities that increase fluency in reading.</p> <ul style="list-style-type: none"> • Children targeted for regular guided oral reading instruction where teachers model the fluent reading of a text, then pupils read the same text aloud with appropriate feedback. • Repeated reading where pupils reread a short and meaningful passage a set number of times or until they reach a suitable level of fluency. <p>(extra support staff time on a regular basis 3x a week)</p>	RV	July 2020

Children do not have embedded number skills and need to cement their knowledge of place value and times tables.	<ul style="list-style-type: none"> • Subscription to Timestable Rockstars. • Development of quick recall sessions at the beginning of maths lessons. • Targeted support of children where necessary in mathematics. <p>(TT rockstars £60 full amount) (TA approx £3800 per 10 hours a week)</p>		July 2020
PROJECTED SPENDING			£6,900

Tier 2: Targeted support			
Priority	Chosen action / approach	Staff lead	When will you review implementation?
Reading development needs to be given additional time and emphasis for targeted children.	<ul style="list-style-type: none"> • Small group reading interventions/Booster in Year 6 classroom/1:1 reading/teacher focus in guided reading <p>(TA approx £3800 per 10 hours a week)</p>	RV	July 2020
Vocabulary development needs to be given additional time and emphasis for targeted children.	<ul style="list-style-type: none"> • Children access pre teach on a regular basis to cement the learning of vocabulary in the lesson. • Children to receive phonics intervention as necessary (1 hour per week £340 per year) <p>(TA approx £3800 per 10 hours a week)</p>	RV	July 2020

Little time given for making partnerships with support from home.	<ul style="list-style-type: none"> • Structured conversations take place with parents on a termly basis (3 hours per year HLTA/teacher time per child approx. £1,800 for 12 children) 	RV	July 2020
PROJECTED SPENDING			£9,400

Tier 3 - Wider strategies for current academic year			
Priority	Chosen action / approach	Staff lead	When will you review implementation?
To develop enthusiastic behaviours for learning	<ul style="list-style-type: none"> • Develop the Ravenfield Learners initiative where learning behaviours are recognised • Give supported children regular opportunities to discuss in a learning conversation how they are doing with their learning • Teacher supports children to articulate their learning 	CCO	July 2020
PROJECTED SPENDING			£0