

Pupil Premium 2015-2016

Report to Stakeholders

At Ravensbury, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and this report outlines how we spent the PPG to maximum effect.

How will the School spend Pupil Premium?

Schools have the freedom to spend the Premium in a way they think will best support the raising of attainment for the most vulnerable pupils. Schools will be required to report to parents how they have spent the money allocated.

It is important to remember that not all children who are allocated Pupil Premium will receive support at the same time.

Our Pupil Premium money has been used to provide a range of additional support for our children and these interventions have had a significant impact on children's attainment.

Through targeted interventions we are working to eliminate barriers to learning and progress. Many children start school with low attainment on entry and our aim is to ensure that they make accelerated progress in order to reach age related expectations and as they move through the school.

How is Pupil Premium used to support pupils at Ravensbury Community School?

Pupil premium has enabled us to continue to provide high levels of additional support for PP pupils including:

- Play / Drama Therapists for emotional well being
- PSA/Caseworker supporting families
- Subsidise the Year 6 residential trip
- Enrichment events including transport, trips and visitors to the school
- Employ intervention teachers to teach smaller classes

- Provide holiday booster clubs for Year 2 and Year 6 pupils

This year the amount of Pupil Premium has increased and we have been able to:

- Extend our pastoral support team
- Provide additional support for pupils with additional learning needs
- Purchase more mobile ICT equipment for the Key Stages
- Purchase an outside classroom to enhance learning opportunities
- Employ consultants to enhance staff development and training
- Enhance the school library by purchasing more library, guided reading and home read books to enhance children’s reading
- Enrich the curriculum by employing an Art teacher to work with year groups on various art projects
- Employ a Gardener to work with identified groups one day a week as part of the pastoral framework
- Provide an after school Year 3 skills club
- Provide holiday learning clubs for identified children
- Employ additional teaching staff for one to one tuition with identified children
- Employ additional TAs to work with identified pupils
- Purchase of ICT software to support pupils in various areas of the curriculum including home learning
- The release of Assistant Headteacher 0.5 to develop AHT role to support the teaching and learning to create a wider impact of support across the school.
- The release of class teacher 0.5 to develop and support early numbers in EYFS/YR1
- Rewards for identified pupils linked to attendance, behaviour and attainment
- Preschool music and movement classes to create an energetic and fun environment for EYFS

These are just some of the ways the funding is used at Ravensbury Community School and if you would like more information please come and ask.

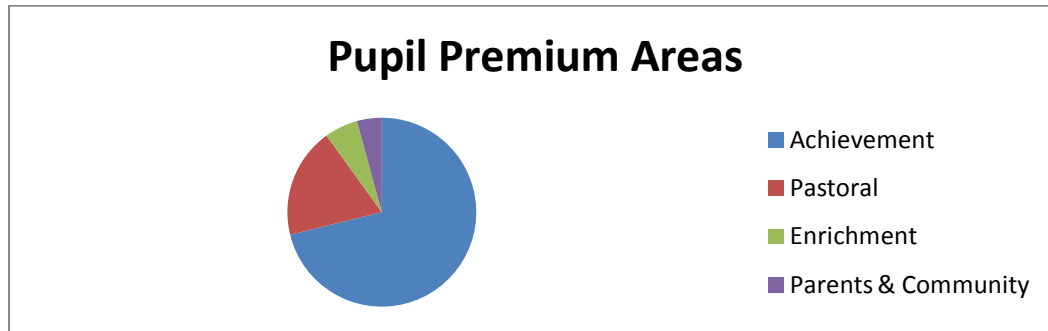
The school will evaluate the impact on pupils at the end of each term. Evaluation will focus on academic gains and how pupils’ self-confidence has developed as a consequence of the interventions they have received

Number of FSM pupils entitled:	234
Number of LAC pupils entitled:	4
Number of Post LAC Pupils:	5
Total Amount of PPG this financial year:	£329,420.60

Amount for 2015-2016 academic year: £328,129.52

Total Amount of PPG spent: £327,706.34

Graph below shows how the Pupil Premium Grant was spent between the 4 areas.



Measuring the Impact of the Pupil Premium Grant:

This year we have targeted our Pupil Premium funding through 7 different areas :-

- Achievement through the Curriculum
- Resourcing the Curriculum within School
- Improvement of opportunities for Home Learning
- Out of Hours learning
- Pastoral provision
- Enrichment Activities
- Parents and the Community

Spending was targeted to raise attainment to narrow the gap between those children receiving pupil premium and those who don't. We aim to allow children to reach their full potential in all areas of the Curriculum both academically and pastorally.

Target Area	Action Summary	Impact Summary
Achievement <ul style="list-style-type: none"> • Close within school gap • Enhance T&L • Enhance extended Curric 	<ul style="list-style-type: none"> • Improve feedback opportunities • Personalised learning programmes • Develop effective Parent conferencing • Employment of 0.6 staff to define smaller learning groups • Develop outstanding teaching programme • Training and CPD led by external consultants • Art and Music external provision to enhance teaching in the creative curriculum • Employ additional TA support 	<ul style="list-style-type: none"> • Accelerated progress for identified pupil premium children working in smaller learning groups with personalised programmes. • In all end of year results in EYFS, KS1 and KS2 were in line or better than National • All lessons are good or better • Raised outcomes in workbooks • Gaps between PP and non PP are narrowed
Resourcing <ul style="list-style-type: none"> • Raise Attainment 	<ul style="list-style-type: none"> • Enhance Creative Curriculum resources • Implementation of Lexia Reading programme • Increase technology resources within school • Increase in incentives and rewards 	<ul style="list-style-type: none"> • Creative curriculum enhancements • Progress through use of ICT packages • Enthusiasm for learning developed through incentives such as reading teddies
Opportunities for Home learning <ul style="list-style-type: none"> • Accelerate Learning 	<ul style="list-style-type: none"> • Purchase software packages for use at home. • Develop range of books in the library for children to take home • Homework clubs to be offered 	<ul style="list-style-type: none"> • Raised attainment through home learning opportunities
Out of Hours Learning <ul style="list-style-type: none"> • Accelerate progress 	<ul style="list-style-type: none"> • Offer Holiday schools for children in year 2 and year 6 to support progress • Lexia after school online reading club 	<ul style="list-style-type: none"> • Accelerated progress in key performance indicators • Improvements in reading progress through intro of Lexia
Pastoral <ul style="list-style-type: none"> • Remove social and emotional barriers 	<ul style="list-style-type: none"> • Employment of play therapist to work with both children and families • Employment of drama therapist • Employment of garden therapy • Boogie Beats • Purposeful play sessions • Delivery of Pass survey • Free fruit for all • SEN provision 	<ul style="list-style-type: none"> • Improved self-esteem and behaviour as measured on SDQ scores • Pupils attitude to school are improved as measured with the PASS data • Increased concentration as measured on the PASS data • Promotion of inclusion for all
Enrichment <ul style="list-style-type: none"> • Development of life experiences 	<ul style="list-style-type: none"> • Year 6 team building residential • Enrichment activities • Development of basic skills sessions • Enrichment clubs – Samba, little sports coaching 	<ul style="list-style-type: none"> • Access to wider life experiences • Wider access to a range of differing clubs

Parents and the Community

- **Increase punctuality and attendance**

- Provide professional therapeutic guidance from play therapist
- Parent Support Advisor work with families
- Rewards and celebrations for attendance

- Improved attendance

Impact of spending on raising attainment and narrowing the gap.

Impact of the pupil premium spending has been measured by the progress of children receiving Pupil Premium funding compared to ALL pupils.

Numbers of Pupil Premium children by cohort identified below :-

	Y1	Y2	Y3	Y4	Y5	Y6
Number in cohort	58	60	56	52	55	44
Boys	30	35	27	30	23	22
Girls	28	25	29	22	32	22
Number of FSM	22	21	18	20	23	18
Number of Non FSM	36	39	38	32	32	26
Number of Pupil Premium	0	27	25	35	31	28
Number of Non Pupil Premium	58	33	31	17	24	16

The table below shows the monitoring of progress 2016

Reading	Progress	Yr 1	Yr2	Yr3	Yr4	Yr5	Yr6
	AS Progress FSM	5.9	5.4	5.4	7.5	7.7	11.6
	AS progress Non FSM	6.1	5.7	5.4	8.7	7.1	11.1
	AS Pupil Premium		5.6	5.2	8.2	6.4	11.2
	AS Non Pupil Premium	6.0	5.6	5.5	8.1	8.8	11.5

Writing	Progress	Yr 1	Yr2	Yr3	Yr4	Yr5	Yr6
	AS Progress FSM	3.1	3.8	2.1	3.4	4.6	7.0
	AS progress Non FSM	3.0	3.7	2.9	3.3	3.8	7.7
	AS Pupil Premium		3.5	2.2	3.3	4.0	7.6
	AS Non Pupil Premium	3.1	3.9	3.0	3.5	4.4	6.9

Maths	Progress	Yr 1	Yr2	Yr3	Yr4	Yr5	Yr6
	AS Progress FSM	6.2	6.3	5.7	6.9	7.8	9.6
	AS progress Non FSM	5.8	6.1	5.4	7.8	6.2	8.1
	AS Pupil Premium		6.2	5.5	7.3	6.9	8.7
	AS Non Pupil Premium	6.0	6.3	5.8	6.7	6.8	8.9

KEY: Autumn 1- Summer 2 Progress in reading and maths

AS- Average step

=/<4 steps= less than average progress

5 steps= expected progress

6+ steps= accelerated progress

KEY: Autumn 2 –Summer 2 Progress in writing

AS- Average step

=/<2 steps= less than average progress

3/4 steps= expected progress

5+ steps= accelerated progress

The table below shows the monitoring of Attainment 2016

Met Age Related Expectation	Yr 1	Yr2	Yr3	Yr4	Yr5	Yr6
Attainment FSM Reading		24 /27 89%	12/25 48%	21/35 60%	11/31 35%	23/28 82%
Attainment FSM Writing		18/27 67%	7/25 28%	20/35 57%	11/31 35%	23/28 82%
Attainment FSM Maths		23/27 85%	12/25 48%	21/35 60%	21/31 68%	24/28 86%

3 year data (needs updating for 2016 when Raise online is released).

<u>READING</u>			
2015 APS	<u>School</u>	<u>National</u>	
<u>FSM</u>	26.4	27.6	-1.2
<u>Non FSM</u>	28.5	29.6	-1.1
	-2.1	-2.0	-3.2
2014 %	<u>School</u>	<u>National</u>	
<u>FSM</u>	27.6	27.5	+0.1
<u>Non FSM</u>	25.5	29.7	-4.2
	+2.1	-2.2	-2.1
2013 %	<u>School</u>	<u>National</u>	
<u>FSM</u>	26.8	26.9	-0.1
<u>Non FSM</u>	26.4	29.2	-2.8
	+0.2	-2.3	-2.4

<u>WRITING</u>			
2015 APS	<u>School</u>	<u>National</u>	
<u>FSM</u>	28.1	26.6	+1.5
<u>Non FSM</u>	30.5	28.8	+1.7
	-2.4	-2.2	-0.7
2014 %	<u>School</u>	<u>National</u>	
<u>FSM</u>	28.9	26.3	+2.6
<u>Non FSM</u>	28.0	28.6	-0.6
	+0.9	-2.3	+0.3
2013 %	<u>School</u>	<u>National</u>	
<u>FSM</u>	27.0	25.9	-1.1
<u>Non FSM</u>	28.2	28.2	0
	-1.2	-2.3	-1.2

<u>MATHS</u>			
2015 APS	<u>School</u>	<u>National</u>	
<u>FSM</u>	27.6	27.3	+0.3
<u>Non FSM</u>	30.5	29.8	+0.7
	-2.9	-2.5	-2.2
2014 %	<u>School</u>	<u>National</u>	
<u>FSM</u>	29.1	27.2	+1.9
<u>Non FSM</u>	28.5	29.8	-1.3
	+0.6	+2.6	-0.7
2013 %	<u>School</u>	<u>National</u>	
<u>FSM</u>	27.6	27.0	+0.6
<u>Non FSM</u>	27.6	29.5	-1.9
	0	-2.5	-1.9