

Pupil premium strategy statement Ranelagh Primary School

1. Summary information					
School	Ranelagh primary School				
Academic Year	2018-2019	Total PP budget	£264,000	Date of most recent PP Review	July 2018
Total number of pupils	402	Number of pupils eligible for PP	September 2018 200	Date for next internal review of this strategy	April 2019

2. Current attainment 2018 (2017 2018)							
End of Year 6			End Of Year 2				
Reaching expected standard KS2	Pupil premium	Non- Pupil premium	Standard KS1	Pupil premium Expected	Non- Pupil premium Expected	Pupil premium Exceeding	Non- Pupil premium Exceeding
COMBINED	85%	83%	COMBINED	80%	83%		
Reading	92%	90%	Reading	82%	83%	39%	40%
Writing	92%	88%	Writing	80%	83%	29%	30%
Maths	92%	88%	Maths	82%	83%	32%	33%
Science	95%	93%	Science	80%	83%	38%	35%
Scaled Score KS2	Pupil premium	Non- Pupil premium					
Reading	107	107					
Maths	108	108					
SPaG	111	111					

End of Year Progress (2017-2018) Points in all Core Subjects. (Standard progress is 3)

Year 1	PP (FSM) 13	Non PP 47	More Able 18	More Able 18
Reading	3.62	3.49	4.94	4.94
Writing	3.62	3.34	4.89	4.89
Maths	3.85	3.72	4.94	4.94
Science	3.77	3.44	4.72	4.72

Year 2	PP 30	Non PP 30	More Able 18	More Able PP 9
Reading	3.43	3.37	4.78	4.78
Writing	3.23	2.93	4.33	4.56
Maths	3.30	3.10	4.22	4.56
Science	2.57	2.43	3.00	3.00

Year 3	PP 31	Non PP 17	More Able 19	More Able PP 17
Reading	3.81	2.71	4.84	4.94
Writing	3.68	2.65	4.74	4.82
Maths	4.00	3.00	4.89	4.94
Science	4.19	2.88	4.89	5.00

Year 4	PP 37	Non PP 20	More Able 14	More Able PP 8
Reading	3.49	3.35	4.93	4.88
Writing	3.38	3.35	4.86	4.75
Maths	3.24	3.60	4.79	4.63
Science	3.35	3.60	4.79	4.63

Year 5	PP 43	Non PP 17	More Able 21	More Able PP 17
Reading	3.37	2.88	4.48	4.35
Writing	3.30	2.53	4.33	4.24
Maths	3.37	2.94	4.38	4.41
Science	3.51	3.18	4.52	4.53

Year 6	PP 41	Non PP 17	More Able 20	More Able PP 15
Reading	3.78	3.94	4.15	4.27
Writing	3.56	3.53	4.05	4.07
Maths	3.78	4.35	4.55	4.47
Science	2.88	3.00	3.00	3.00

In-school barriers		
A.	Limited real life experiences	
B.	Parents understanding of the standards of learning.	
C.	Ensuring Higher attainers develop at greater depth and convert	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Housing issues: overcrowding, risk of eviction, temporary arrangements	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p><i>Maintain attainment of higher attainers PP in Reading, writing, maths and Science Focus on learning in the curriculum</i></p> <ul style="list-style-type: none"> Maths and English intervention Science progress for higher attainers Independent learning 	<p>Children with lower starting point make better progress. Children's gaps in learning closed. Closely monitor the children who are underachieving and add intervention. 90% of Year 1,2,3,5 children expected to reach reading standard by end of year. 90% of Year1,2,3and 5 to reach writing standards 100% of children expected of progress form KS1 to KS2 100% of pupil premium children achieved year group standards in reading, writing and maths Standards are raised in Science for all children with 100% of middle attainers to reach expected year standards. 100% of high attainers continue to exceed end of year standards through depth of understanding.</p>
B.	<p>Maintain Focus on social, emotional and behaviour</p> <ul style="list-style-type: none"> Nurture Leader Head start- building resilience 	<p>Social and behavioural barriers to learning and progress broken down. 100% Children make at least good progress. At least 20% of children make at outstanding progress. Children talk positively about school</p>
C.	Maintain enrichment in the curriculum	Provide engagement and experiences for children in order to access learning and deepen understanding.
D.	<p>Focus on families and community</p> <ul style="list-style-type: none"> Home Support Wrap around care throughout holidays Home learning support Educational visits 	Social and behavioural barriers to learning and progress broken down.

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?	Autumn Evaluation
To maintain and improve standards in reading and to ensure that Higher attaining children at the end of KS1 convert to higher attaining at KS2 and there is evidence of accelerated progress.	Phonics teachers Providing training for Phonic and intervention groups Intervention teachers Training for Reciprocal reading	KS2 showed that strategies in place – strong phonics teaching; reciprocal reading in KS2 and intervention groups that focussed on children both PP and underachieving have had good effect. Reading ASS= 110. (KS2)	Progress in reading and writing is good and year group standards are met- 90% of disadvantaged children and differences between non pp and pp are diminished	English Lead and Phonics Lead Termly	
To maintain and improve standards in Maths – Intervention programmes 5- a -day maths and prizes	Teacher training in: Developing children’s number facts (variation) And developing greater depth through explanation Intervention on groups Every child is given a maths book that shows all the strategies and targets that are expected of that Year group.	Good progress is being made – however in order to diminish the differences for children with pupil premium and non pp children strategies put in place to train whole staff on teaching children how to learn number facts and how to support children in explaining their understanding of concepts. Each week it is celebrated in assembly with prizes. Our curriculum provides Finance education and we have worked with Natwest bank workshops for children. This needs to be continued	Standards are raised in Maths 90% in KS1 and 90% in KS2 and children motivated to learn at home.	Maths lead Termly	

Middle and Higher attaining children In Science	Computing Science Resources	Science attainment is improving across the school. 93% of children with Pupil premium achieved the expected standard. This is due to the well – resourced science curriculum we provide. Each week a child carries out an investigation that develops a rich understanding of scientific concepts. To maintain this, costs for exciting scientific resources need to be added.	Standards are raised in Science for all children. 100% of middle attainers to reach expected year standards. 100% of high attainers continue to exceed end of year standards through depth of understanding.	Science Lead Termly	
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Total budgeted cost
£120,000

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Autumn Evaluation
Diminishing the Differences	Intervention 1:1 and small group work Staff recruitment	It has been successful since the introduction of PP so to continue with 2 extra staff for intervention and phonic groups. Maths intervention 1 staff Writing intervention New to English groups	100% of children expected of progress from KS1 to KS2 100% of pupil premium children achieved year group standards in reading, writing and maths	TC Termly	
Children's mental well being	Art therapist Head start 2 Mentors	50 % of PP children targeted for art therapy- this had a positive attitude to learning and school. Ensuring children's well – being in the face of external barriers allows a child to possibly thrive with a nurture – focused intervention.	Social and behavioural barriers to learning and progress broken down. 100% Children make at least good progress. At least 20% of children make at outstanding progress.	SP Termly (half)	

Total budgeted cost
£90,000

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	Autumn Evaluation
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				implementation?	
Milk is offered in line with government initiative	Free milk for all children	All children have a healthy and balanced diet.	School council children lead with the distribution of milk in the playgrounds	KR, ST Termly	
Wrap around Care` PP fund	`Placements offered in the Lodge to ensure parents of children have childcare for college and interviews.	`Child care is expensive and a barrier to aspiration	`A sum of money given to the Lodge for PP children who may get themselves in arrears- cannot afford full time care.	KR LW and AC Ongoing	
To ensure that children have a love of learning and opportunities to visit and be part of memorable visits and events	Immersion lessons within the Ranelagh Curriculum Extended School Clubs: Debating Shakespeare for schools Festival of voices	Promote and deepen understanding whilst raising engagement, excitement and curiosity about their learning. Opportunities to experience places and events to inspire them to aspire. Voluntary contributions for School Visits are reduced for children with PP. PP money used to allow all children to have exciting experiences Visits to France and Spain. Festival of Voices for Year 4, Debate Mate, Shakespeare For Schools	Children have a wide range of experiences and are inspired to aspire.	MDV, DW Termly	
Attendance issues	To use money to allow children to travel to school.	Families who are vulnerable often use a range of blocks to stop children attending school. A group of children have to travel by bus from different parts of the borough	Attendance by pupil premium children is raised to 100%	MDV Termly	
				Total budgeted cost £54,000.	

Ratified By governors 4th October 2018

To be reviewed: end of Autumn, December 2018