



## Ribchester St. Wilfrid's C of E Primary School

### Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Ribchester St. Wilfrid's C of E Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£17,740	<b>Date of most recent PP Review</b>	May 2017
<b>Total number of pupils</b>	85	<b>Number of pupils eligible for PP and PP+</b>	15 –15.6% April – July 17 13 – Sept to July 18	<b>Date for next internal review of this strategy</b>	April 2018

<b>Attendance rates for pupils' eligible for PP (2015-2016):</b>	97.78%
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2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP (national average)
% achieving expected standard in reading	In 2016 there were no pupils eligible for PP in this cohort	66 %
% achieving expected standard in writing (TA)		74 %
% achieving expected standard in maths		70 %
Average scale score in reading		
Average scale score in writing		
Average scale score in maths		
% Combined RWM		

#### **From Inspection dashboard:**

- For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS development groups was close to or above national figures for other pupils. \*within one pupil below national.
- Attendance for all pupils and the FSM group was above the national all figure and no group had low attendance (in the lowest 10%).
- Persistent absence for all pupils and the FSM group was below the national all figure and no group had high persistent absence (in the highest 10%).

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A</b>	Language skills are lower for pupil eligible for PP in KS1, which impacts on reading and writing progress.
<b>B</b>	More able pupils in KS1 and KS2, who are eligible for PP, are making less progress than other more able pupils across KS1 and KS2
<b>C</b>	Attainment in Year 1 phonics screening is below that of all pupils nationally.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D</b>	The intake is variable and an increasing number of PP pupils attend school with barriers which can include: low self-esteem and resilience which impacts on learning. Some of the PP pupils tend to come from poor home learning environments, so do not develop a love of reading or reading stamina.

<b>4. Desired outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	Increased attainment and progress scores for PP in reading, writing and maths by end of Year 6.	Regular pupil progress meetings focus on attainment and progress of this group of pupils.
<b>B.</b>	Pupils categorised as High Attainers at end of KS1 will be tracked as a focus group throughout the year and given additional support in order to make same rates of progress as non-PP peers	Internal and end of KS2 tracking confirms that HA PP pupils make same progress as non-PP peers
<b>C.</b>	Improve % of PP pupils passing phonics test by end of Year 1 and Year 2 re-take.	Regular pupil progress meetings focus on attainment and progress of these pupils. Additional TA support planned for where required.
<b>D.</b>	Improve language skills of pupil eligible for PP in Key Stage 1	Pupils eligible for PP in KS1 make rapid progress so that all pupils eligible for PP meet age related expectations in Reading, Writing and Phonics.
<b>E.</b>	Maths is a key priority for school improvement plan. See plan for details.	The gap between attainment in Maths in KS1 and KS2 compared to national is reduced due to challenging targets and

5. Planned expenditure					
Academic year		2017 / 2018			
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?
Raise attainment in maths by developing new teaching approaches	Introduction of CPA (Concrete to Pictorial to Abstract) methods using appropriate strategies from Singapore Maths.	The method of teaching Singapore Maths is well-researched. But as combined year group classes we are unable to implement this strategy fully and so will take appropriate elements and integrate them into daily teaching. Maths Hubs are now rolling out this approach and linking with NCETM. Ofsted and DfE have confirmed that these teaching principles raise standards in maths. EEF confirm that 'mastery learning' is highly effective. (+5)	All teaching staff will have access to structured support delivered by LA maths consultants and linking with Maths Hubs to access expertise.	AC / ET  £2000	By Oct 17, then half termly through monitoring cycle.
Phonics and Spelling work	Streamed phonics group in KS1 Introductions of No Nonsense Spelling from Y2 to Y6 KS1 PP pupils receive an additional phonics boost every day 15mins Additional CPD for KS1 staff teaching phonics.	Poor performance in Year 1 Phonics Screening	Already up and running	AC / ND  £1000	Half termly and termly
Total budgeted cost					£3000

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Support PPG pupils in developing phonics and early reading;	Add additional TA hours to create smaller, streamed phonics groups	Acquisition of good phonics strategies is key to improving pupil attainment. Employing this strategy will lead to improving trend over time, as was happening pre 2016.	Regular monitoring by SLT. Whole-staff termly meetings to review impact of group interventions- leading to refinements in practice and groupings. Whole-school focus.	AC / ND / ELH  £7,000	Reviewed on a termly basis.
TA intervention with PPG children across the whole school	Targeted 1-1 & small groups	Raised expectations for the new national curriculum requires a huge input of resources mainly staffing to support not only PPG children but all children in reaching these very challenging targets	Weekly meetings between teachers and TA's. Regular staff meetings to monitor progress and review children's work. Termly meetings between HT and the class teachers reviewing progress of all pupils but with a separate look at PPG groupings at class level.		Reviewed on a termly basis.
Contingency Funds	Provision for resources / additional CPD  <ul style="list-style-type: none"> <li>○ IDL</li> <li>○ IDN</li> <li>○ Finger Gym</li> </ul>	Regular monitoring of effectiveness of interventions may indicate additional funding needed for resourcing and/or additional CPD. If more effective interventions are identified, we want to be able to respond swiftly.	To be identified throughout year as a response to pupil progress meeting and monitoring	AC / ELH  £50 – IDL £359 (+ £100 annually) – IDN  £2000	Reviewed on a termly basis.
<b>Total budgeted cost</b>					<b>£9,640</b>

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 offer our pupils a wider breadth of experiences, inc curriculum learning and extra-curricular	Provision for school trips, activities linked to learning activities and including subsidies for Y5 and Y6 Residential Visit to Tower Wood	<ul style="list-style-type: none"> <li>Activities and visits continue to be an integral part of our curriculum.</li> <li>By paying in full for these visits the eligible PP pupils are able to take part as well as being able to allow whole classes to benefit from the experiences alongside their PP peers.</li> <li>The residential visit for Year 5 and 6 forms part of our core offer now and helps prepare them for transition to high school as they mix with pupils from another school in our cluster who the majority of children then attend the same high school.               <ul style="list-style-type: none"> <li>Increase in their independence and confidence</li> <li>Team work developed alongside their peers</li> </ul> </li> </ul>	Visits and visitors will be quality-assured against work outcomes.	AC  Visits / activities: £900  Residential: £300	Reviewed on an annual basis, and as each visit / activity takes place.
Participation in Shakespeare Schools' Festival – paid in full	Training for teacher to work with children in school to participate in the Festival in November 2018	<ul style="list-style-type: none"> <li>Develop confidence of pupils</li> <li>Allow pupils to experience performing in a Theatre</li> <li>Introduction to the language and works of Shakespeare</li> </ul>	Quality-assured against work outcomes.	£1000	
Contingency Funds	Pupils eligible for PP provision for: <ul style="list-style-type: none"> <li>Uniform</li> <li>FS/KS1: Milk</li> <li>KS2: Fruit / toast</li> <li>Ed Visits / activities</li> <li>After school clubs</li> </ul> For any unforeseen costs or experiences that may occur during the year which will benefit pupils eligible for PP.	All eligible PP pupils had the correct and smart uniform in school <ul style="list-style-type: none"> <li>Increase in self-esteem</li> </ul> Pupils eligible for PP can have milk alongside their peers without any financial cost to parent(s)  Regular monitoring may indicate additional funding needed for resourcing. If more effective provisions are identified, we want to be able to respond swiftly.	To be identified throughout year as a response to pupil progress meeting and monitoring	AC / SLT & teachers  £3000	Reviewed on a termly / annual basis
<b>Total budgeted cost</b>					<b>£5100</b>

6. Review of expenditure																																																																																														
Previous Academic Year		2016 / 2017																																																																																												
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 language skills of pupil eligible for PP in Key Stage 1	TA intervention	Alongside input from the Speech and Language service and daily 1:1 sessions with TA this pupil's speech and language has improved significantly  Success criteria: Partially met	This will continue for as long as this pupil requires this extra support / intervention to help develop his speech and language skills.			TA support £9840																																																																																								
Improved rates of progress across KS1 and KS2 for more able pupils eligible for PP	TA intervention: targeted 1-1 & small groups  Interventions: ○ IDL programme – online programme	<div>○ Improve rates of progress across KS1 and KS2 for more able pupils eligible for PP(+) KS1: (4 pupils – 25%)</div> <table><tr><th>Progress</th><th colspan="2">Reading</th><th colspan="2">Writing</th><th colspan="2">Maths</th></tr><tr><th></th><th>No</th><th>%</th><th>No</th><th>%</th><th>No</th><th>%</th></tr><tr><td>Below</td><td>2</td><td>50</td><td>2</td><td>50</td><td>2</td><td>50</td></tr><tr><td>Expected</td><td>2</td><td>50</td><td>2</td><td>50</td><td>2</td><td>50</td></tr><tr><td>Greater depth</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> <div>KS2: (9 pupils – 11.1%)</div> <table><tr><th>Progress</th><th colspan="2">Reading</th><th colspan="2">Writing</th><th colspan="2">Maths</th></tr><tr><th></th><th>No</th><th>%</th><th>No</th><th>%</th><th>No</th><th>%</th></tr><tr><td>Below</td><td>3</td><td>33.3</td><td>4</td><td>44.4</td><td>5</td><td>55.5</td></tr><tr><td>Expected</td><td>4</td><td>44.4</td><td>5</td><td>55.5</td><td>3</td><td>33.3</td></tr><tr><td>Greater depth</td><td>2</td><td>22.2</td><td>0</td><td>0</td><td>1</td><td>11.1</td></tr></table> <div>Success criteria: partially met</div> <div>○ IDL – Improve phonic/spelling and reading 4 / 15 (26.8%) eligible pupils received IDL intervention in 2016/17.</div> <table><tr><th>Pupil</th><th>Start date</th><th>Reading Progress</th><th>Spelling Progress</th></tr><tr><td>A</td><td>Jan '15</td><td>1 yr 4 mths</td><td>1 yr 3 mths</td></tr><tr><td>B</td><td>Jan '15</td><td>1 yr 7 mths</td><td>1 yr</td></tr><tr><td>C</td><td>Feb ' 16</td><td>3 yrs 4 mths</td><td>3 yrs 3 mths</td></tr><tr><td>D</td><td>Sept '16</td><td>10 mths</td><td>2 yrs 9 mths</td></tr></table> <div>Success criteria: partially met</div>	Progress	Reading		Writing		Maths			No	%	No	%	No	%	Below	2	50	2	50	2	50	Expected	2	50	2	50	2	50	Greater depth	0	0	0	0	0	0	Progress	Reading		Writing		Maths			No	%	No	%	No	%	Below	3	33.3	4	44.4	5	55.5	Expected	4	44.4	5	55.5	3	33.3	Greater depth	2	22.2	0	0	1	11.1	Pupil	Start date	Reading Progress	Spelling Progress	A	Jan '15	1 yr 4 mths	1 yr 3 mths	B	Jan '15	1 yr 7 mths	1 yr	C	Feb ' 16	3 yrs 4 mths	3 yrs 3 mths	D	Sept '16	10 mths	2 yrs 9 mths	<div>Pupils eligible for PP will continue to be tracked and monitored to ensure that they make as much progress as other pupils across KS1 and KS2 in reading, writing and maths. This will be measured by teacher assessments which will be moderated internally and externally within the local cluster of schools</div> <div>Pupils eligible for PP will continue to access IDL in order to improve their phonic/spelling and reading ages.</div>	£250
Progress	Reading		Writing		Maths																																																																																									
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<b>Desired outcome</b>	<b>Chosen action / approach</b>	<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)	<b>Cost</b>
Improved rates of progress across KS1 and KS2 for more able pupils eligible for PP (continued)	Finger Gym – Scheme of work and resources	Strengthen and improve gross and fine motor skills to improve their handwriting.  3 / 13 (23.1%) eligible pupils received Finger Gym intervention in 2016/17. Improvement in handwriting seen in all 3 pupils  Success criteria: Met	Pupils eligible for PP will continue to access Finger Gym in order to improve their handwriting.	Total: <b>£10,090</b>
Increase the participation in after school activities for pupils eligible for PP.	Payment for: After school clubs / activities	By paying for these after school clubs the eligible PP pupils are able to take part. 9 / 15 (60.3%) eligible pupils took up after school clubs / activities in 2016/17. <ul style="list-style-type: none"> <li>○ Sport activities / clubs – 8/15 (53.6%)</li> <li>○ Drama club – 3/15 (20.1%)</li> </ul> Success criteria: partially met	Continue – this is valued by PP families. It supports our school ethos and helps us ensure pupils are able to participate in any after school activities that they have an interest in.	Total: <b>£495</b>
Increase opportunities for pupils eligible for PP to participate and experience educational / cultural visits/activities	Provision and payment for: <ul style="list-style-type: none"> <li>○ Educational Visits – pay in full</li> <li>○ Residential Visit – Year 5 and Year 6 – contribution</li> <li>○ Theatre visit to school</li> <li>○ Participation in Shakespeare Schools' Festival – pay in full</li> </ul>	Activities and visits continue to be an integral part of our curriculum. By paying for these visits the eligible PP pupils are able to take part as well as being able to allow whole classes to benefit from the experiences alongside their PP peers.  Shakespeare Festival: <ul style="list-style-type: none"> <li>○ Developed confidence in pupils</li> <li>○ Allowed pupils to experience performing in a Theatre</li> <li>○ Introduced pupils to the language and works of Shakespeare</li> </ul> Success criteria: Met	Continue – this is valued by PP families. It supports our school ethos and helps us ensure pupils are able to participate and experience educational / cultural visits/activities	£79  £704  £375  £310  <b>Total: £1468</b>

Contingency Funds	Provision and payment for: <ul style="list-style-type: none"> <li>○ Uniform – contribution</li> <li>○ FS/KS1 milk money</li> <li>○ KS2 break snack of fruit/toast</li> </ul>	Children continue to wear the correct uniform alongside their peers, thus increasing their self-esteem.  100% uptake of payments towards FS/KS1 milk and KS2 fruit / toast at morning break.  Success criteria: Met	Continue – this is valued by PP families. It supports our school ethos and helps us ensure pupils <ul style="list-style-type: none"> <li>○ have the correct and smart uniform in school and thus increase their self-esteem</li> <li>○ can have milk alongside their peers without any financial cost to parent(s)</li> <li>○ can have a snack at break time alongside their peers without any financial cost to parent(s)</li> </ul>	£126  £108  £342  <b>Total: £576</b>
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