We are unable to present data for the previous academic year as the Covid Lockdown prevented statutory assessments. These actions will be carried on to Ac Yr 20-21.

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| **Pupil Premium Strategy Plan - Summary information** | | | | | |
| **School** | **Ravensworth Terrace Primary School** | | | | |
| **Academic Year** | **19-21** | **Total PP budget** | **20-21 - £98,815** | **Date of most recent PP Review** | **April ‘19** |
| **Total number of pupils** | **20-21 -343** | **Number of pupils eligible for PP** | **20-21 - 81** | **Date for next PP Strategy Review** | **April ‘21** |

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| **2.Current attainment** | | | | |
|  | | *Pupils eligible for PP (at Ravensworth)* | *Pupils not eligible for PP (at Ravensworth)* | *Pupils not eligible for PP (national average)* |
| **Y6 % achieving the expected standard or above in reading, writing & maths** | | **78% (7/9 children)** | 83% | 64% |
| **Y6 % making at least average progress in reading** | | **78% (7/9 children)** | 87% | 75% |
| **Y6 % making at least average progress in writing** | | **78% (7/9 children)** | 90% | 78% |
| **Y6 % making at least average progress in maths** | | **89% (8/9 children)** | 87% | 76% |
| **3.Barriers to future attainment (for pupils eligible for PP)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | Lack of support from families – poor engagement in their children’s learning – impacts progress.  B. Emotional well being  C. Social communication and behavioural difficulties  D Academic attainment below standard required | | | |
|  | Emotional well-being | | | |
| **C.** | Social communication difficulties | | | |
| **D.** | Academic attainment below standard required. Basic reading skills/habits are poor which impacts on their vocabulary, comprehension and spelling. | | | |
| **E.** | The number of PP pupils who are also on the SEN register for cognition and learning. | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **A.** | Lower attendance and punctuality rates for some pupils eligible for PP | | | |
| **B.** | Some children eligible for PP funding do not always arrive in school with the same rich life experiences as other pupils and so need access to a broad rich curriculum. | | | |

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| **4.Outcomes** *(Desired outcomes and how they will be measured)* | | **Success criteria** |
|  | Engagement of families in children’s learning. Measured through pupil progress meetings; family attendance at school events, parents’ evenings etc | Families attend school events and support children with their learning. Children make expected progress across the year. |
|  | Children are emotionally resilient and ready to access learning | There are improvements in identified pupil’s well-being. Children can access learning and make expected progress across the year. |
|  | Children interact appropriately with their peers and have positive social relationships. | Children can self-manage behaviour and form social relationships which allow learning to be accessed and expected progress to be made. |
|  | Children make expected progress across the year, especially in reading. | Children make expected progress in reading |
|  | Those children who are on the SEN register and are PP have their individual targets reviewed regularly and aspirational targets are set for their progress. | Learning behaviours are good and children are making progress. |
| **A.** | Attendance for PP children improves, and they attend on time. | Improved attendance allows access and consolidation of learning; children make expected standard across the year. |
| **B.** | Continue to expose children receiving PP funding to a rich curriculum to enable all aspects of their development to be fulfilled. | Children have access to a variety of enrichment opportunities and therefore can move their own learning forward and make expected progress. |

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| **5.Planned expenditure** | | | | | | |
| **Academic year** | | **2019/21** | | | | |
| 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 | | | | | | |
| 1. **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?** |
| |  | | --- | | Progress across all key stages for pupils eligible for PP is in line with non-PP children including a higher percentage of PP children achieving at greater depth. | | Support (Teacher and TA) used to target children for immediate feedback in lessons.  Support to provide extra support for PP learners.  Resources for supporting PP children in their development. | | High quality support and interventions tailored to specific needs. Immediate feedback is evidenced to have a significant impact on children overcoming learning barriers. | Use of teachers and TAs will ensure effective teaching and learning.  Monitor deployment and effective ness of Interventions through data tracking of PP children.  Comparisons to school and National data. | CB/AR/DT | Termly- review of groups of children and which intervention they are accessing.  **Release time for Pupil progress meetings £2000**  **TA £ 18,325**  **Staff to provide targeted support £53, 533** |
| Children engaged with curriculum and their own learning through the ability to access a wide range of learning opportunities | Through PP school will fund educational visits, learning opportunities and residential. | | |  |  | | --- | --- | | Children are given a broad and balanced curriculum where no barrier narrows the children’s experience. |  | | Business Manager and Administrator monitor spend and access.  Subsidise educational visits, after school clubs and breakfast phonics group for PP children. |  | |  | | --- | | Termly- review of groups of children and which before/after school learning opportunities they are accessing |   **Cornerstones curriculum £3000 over 3 years (£1000 per year)**  **Reading plus £4300 over 3 years (£1433 per year)**  **Subsidise visits and after school clubs - £5000**  **Breakfast club staffing £5000** |
| **Total budgeted cost** | | | | | | **£84,291** |
| 1. **Targeted support** | | | | | | |
| **.0** | | | | | | |
| **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?** |
| |  | | --- | | Improve mental health, well-being and readiness to learn of PP children | | SENDCo, CTs and TAs to work with children to enhance their emotional well-being and readiness to learn through intervention.  OPAL play – continue to develop and children engage in positive play | | Identified pupils need support with their emotional well-being and readiness to learn/independence and this can often be a barrier to learning.  OPAL -More active and creative playtimes can mean happier and healthier children, and having happier, healthier, more active children usually results in a more positive attitude to learning in school | Learning plan reviews  Pupils emotional well being  Pupil Progress meetings  Pupil outcomes  OPAL steering group feedback | CB, AR, Phase Leads. | Termly- Reports compiled which will review groups of children and their progress towards given targets  **OPAL £2000** |
| Increase attainment and progress of PP children throughout the school so that their attainment and progress is in line with non-PP children. | SENDCo and TA work alongside PP children delivering immediate feedback and pastoral support | | The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. This includes immediate feedback and prompting and cueing techniques. | Pupil Progress Meetings with focus on PP children and their English and Maths targets  Deploy staff to work with children to address barriers to learning.  Progress data reflects targeted and focussed intervention. | CB, AR, Phase Leads | Termly- review of groups of children and which intervention they are accessing.  **Training courses - £5000** |
| **Total budgeted cost** | | | | | | **£7000** |
| 1. **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?** |
| Increased attendance and punctuality rates for pupils eligible for PP thereby reducing the % who are classed as persistently absent | DHT monitors and works closely with families. DHT and SENDCo will signpost parents to any support required.  Incentive scheme for PP children to target attendance | | Continue to improve and maintain the punctuality and attendance of children, ensuring they have access to all support networks available and are aware of any help available to them. | Attendance Monitoring  Attendance cards given for a weeks full attendance and punctuality then children bank or spend cards on pocket money toys. | CB, Phase Leads, DT | Weekly review  **Pocket money prizes**  **£300** |
| **Total budgeted cost** | | | | | | **£300** |
| **Overall total budgeted cost** | | | | | | **£91,591** |

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| **6.Review of expenditure** | | | | |
| **Previous Academic Year** | |  | | |
| 1. **Quality of teaching for all** | | | | |
| **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** |
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| 1. **Targeted support** | | | | |
| **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** |
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| 1. **Other approaches** | | | | |
| **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** |
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| **7.Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to support the sections above. |