



Pupil premium strategy statement: Raeburn Primary School

1. Summary information					
School	Raeburn Primary School				
Academic Year	2017/18	Total PP budget	£50,720 apx	Date of most recent PP Review	Sep 2017
Total number of pupils	422	Number of pupils eligible for PP	35	Date for next internal review of this strategy	July 2018

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Social and emotional issues are impacting on the learning of some pp pupils.
B.	Low ability pp pupils are making less progress than their peers due to SEN issues.
C.	Behaviour issues for a small group of pp pupils are having detrimental effect on their academic progress and that of their peers.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Social and emotional well-being of pp pupils due to home life is affecting their learning in school, causing them to fall behind their peers.
E.	Attendance of pupil premium pupils

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the social and emotional health of a group of pupil premium pupils, giving them confidence to learn and progress at the same rate as their peers.	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Higher rates of progress across KS1 for pupils eligible for PP.	Pupils eligible for PP identified as SEN make as much progress as 'other' pupils identified as SEN, across Key Stage 1 and 2 in maths, reading and writing. Measured each term through teacher assessments and through pupil progress meetings.
C.	Behavioural issues of KS1 pupils addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Monitor the behaviour system and keep a weekly log as evidence of improvement.
D.	Improve overall well-being of a group of pupils by supporting parents.	Reduce the number of pupil premium pupils working on our mental health programme. Parents will receive training on how to support their child.
E.	Attendance above 90% for all PP pupils and attendance for all PP pupils to be at least in line with the national average (95.4% - 2015/16)	Reduce the number of persistent absentees to 0% for all PP pupils. FSM pupils to attend above 96% collectively.

4. Planned expenditure

Academic year

2017/18

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?
A. Improved social and mental well-being of pupils.	Staff training on Yoga, mental health. Two members of staff as staff leads across the school. School working as accelerator school with CAMHS to develop mental health, knowledge, skills and support for children.	We want to invest some of the PP in longer term change which will help all pupils. Two members of staff will be mental health champions to work with staff and pupils in the school. One TA is appointed to work with pupils in small group and on a 1:1 basis. We believe that if we raise the self- esteem and confidence of our pupils, they will have a more positive mindset for learning and make more progress.	Courses selected using evidence of effectiveness. Use INSET and twilight days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Observations of staff working with pupils. Review pupil premium provision maps each term Measure the impact of support on the children who receive it through entrance and exit assessment	DHT AHT	Jan 2018 March 2018 July 2018

<p>B. Improved outcomes for pupil premium pupils.</p>	<p>Review interventions and allow SEN and pp low attaining pupils the opportunity to access the full curriculum, working with peers as mentors.</p> <p>Staff training on developing questioning in order to ensure rapid progress of learners. Homework club- Two weekly lunchtime clubs to support Pupils Premium pupils in completing their homework.</p> <p>Inclusion in schooltrips- Enhanced learning opportunities across the curriculum. Develop new skills across the curriculum</p> <p>Funding for school trips and residential visits: Raised individual children's self-esteem and enhancing emotional/social development and interaction. Inclusion in the residential giving new life experiences.</p> <p>Year 6 booster sessions: Small Group booster for 'Expected Standard' mathematics and Grammar.</p>	<p>Low ability pupils eligible for PP are making less progress than other low attaining pupils across the school in reading, writing and maths. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train all staff in practices to provide stretch and encouragement for these pupils.</p> <p>Giving all pupils opportunities to enhance their learning on school trips will develop social interaction and raise self-esteem, therefore improving pupil outcomes.</p>	<p>INSET training on reciprocal reading New spelling programme-staff training given and will be monitored half termly by SLT.</p> <p>New arithmetic resources</p> <p>Use INSET and twilights days to deliver training. Whole school swap of classes for whole class reading to raise the profile of reading. Close monitoring of reading records to ensure consistent reading at home. Arithmetic tests to show impact of new resources.</p> <p>Accurately pitched interventions that will support learning and challenge PP pupils in RWM.</p> <p>Lesson observations – formal and drop-in</p> <p>Weekly light touch monitoring or books to include PP pupils</p> <p>Full book scrutiny</p> <p>Outside agency support is timely</p>	<p>HT DHT English Leads</p>	<p>Jan 2018 March 2018 July 2018</p> <p>Appraisal – mid cycle and end of cycle reviews</p>
<p>C. Behaviour of KS1 pupils improved</p>	<p>Introduce a Good to be green behaviour system leading to Golden time.</p>	<p>We want to provide a systematic behavioural system to encourage excellent behaviour of all pupils. All staff will log behaviour on a chart and encourage praise for effort, attainment, behaviour etc. Good behaviour will result in minutes of Golden time and certificates.</p>	<p>Staff to monitor the behaviour of pupils and note improved outcomes.</p> <p>Engage with parents to ensure they understand the system and support this at home.</p>	<p>HT DHT</p>	<p>Jan 2018 March 2018 July 2018</p>
<p>Total budgeted cost TA time INSET time</p>					<p>£</p>
<p>ii. Targeted support</p>					

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?
D Improve social and mental well-being of a group of pupils.	1:1 and small group work focusing on mental health and self- esteem work with a TA.	Some of the students need targeted support to improve their confidence and change their mindset. Working in collaboration with a mentor from a local secondary school and seeing the impact that they have had with pupils has instigated the training of some staff to work with our vulnerable pupils.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local school which has used the programme to identify any potential barriers to good implementation.	AHT Learning Mentor TA	Jan 2018(termly)
E Attendance above 90% for all PP pupils and attendance for all PP pupils to be at least in line with the national average (95.4% - 2015/16	Attendance Meeting with parent/carer as soon as attendance is below 93%. ESW in attendance at meetings if below 90%.	If pupils are not in school, we are unable to improve their attainment. NFER briefing for school leaders identifies addressing attendance as a key step.	Half termly monitoring of attendance percentage. First day response continued by office staff. Improved picture of attendance after Attendance Meeting. Parental/carer engagement.	HT	Half termly: October 2017 December 2017 February 2018 April 2018 May 2018 July 2018
Total budgeted cost Learning Mentor					£ 4000
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 inspire and motivate all pupils.	An author visit and a session for each class to discuss the role of being an author.	Pupils need to have a love of reading and books. Having an author visit will help to motivate and inspire the more reluctant readers.	Pupil voice discussions Learning walks to see evidence of reading.	HT/DHT	Dec 2017 March 2018 July 2018
Total budgeted cost					£150

5. Review of expenditure																
Previous Academic Year		2016/17														
i. Quality of teaching for all																
Desired outcome	Chosen action/approach	Estimated impact: Medium	Lessons learned (and whether you will continue with this approach)	Cost												
To raise the attainment of pupils through the appointment of a teaching assistant and a part time teacher.	To raise attainment of all pupils through a variety of interventions Mission Maths Nessy Maths of the Day Quality first teaching groups. Booster groups. Pre-teaching	<p>Medium: All of the pupil premium pupils made good progress, however not all of the progress was rapid enough to bring them up to the expected standard. This success criteria was partially met as the data shows that the % of pupils attaining the expected standard rose from 2016-2017.</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>55%</td> <td>64%</td> </tr> <tr> <td>Writing</td> <td>44%</td> <td>57%</td> </tr> <tr> <td>Maths</td> <td>47%</td> <td>53%</td> </tr> </tbody> </table>		2016	2017	Reading	55%	64%	Writing	44%	57%	Maths	47%	53%	<p>Maths of the Day proved to be a valuable intervention for many pupils.(evidence- parent/pupil questionnaires) Employment of a part time teacher enabled the pupils to progress, although the desired impact was not achieved therefore we have decided to spend te pupil premium money on SEMH interventions as we feel that this will benefit all learners. Pre-teaching is having some impact on the pupils(see pupil voice questionnaires) and the data shows that the pupils who are targeted are making progress. Teachers need to record the impact of pre-teaching this year. The employment of a teaching assistant will continue this year, however their focus will be on the SEMH of pupils as we believe that by improving their SEMH, their learning will improve.</p>	£27,682
	2016	2017														
Reading	55%	64%														
Writing	44%	57%														
Maths	47%	53%														
ii. Targeted support																
Desired outcome	Chosen action/approach	Estimated impact: Low	Lessons learned	Cost												
To raise the attainment of a group of Year 6 pupils.	Employment of a teacher to teach Maths and English four mornings per week.	Low: observed increased progress amongst participating children compared to peers. However, although progress was made, the desired outcomes for pupils to meet the expected standard was not met.	This provision will not continue next year as there are new interventions in place which are being carried out by a teaching assistant and the resources are being used for pre-teaching.	£16,000												
iii. Other approaches																
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost												

<p>To improve outcomes for all pupils. To boost pupil attainment and achievement as well as confidence in speaking.</p>	<p>Speech and Language Teaching assistant and Speech and Language Therapist ½ day per week.</p>	<p>Medium-: positive impact for pupils who worked with TA. Pupil data shows that these pupils have now exited the speech and language programme as they have made progress.</p>	<p>Next year we will employ one of our teaching assistants to work with pupils as she is now trained. The intensive speech programme will be for those pupils who are making very slow progress.</p>	<p>£3000</p>
<p>Pupil welfare – To work with pupils developing self-esteem, confidence and social issues. To enable vulnerable pupils to flourish and academically and pastorally.</p>	<p>Learning Mentor ½ a day per week.</p>	<p>High- At the beginning of the year, there a large group of pupils working with our learning mentor. By the end of the year, these pupils no longer needed support and were much happier in school.</p>	<p>This will continue next year as it had a good impact on the pupils. Due to this, we have funded training for staff in order to work with our vulnerable pupils on SEMH issues in order to have a stronger impact across the school next year.</p>	<p>£4000</p>

6. Additional detail