



Pupil premium strategy statement: Raeburn Primary School

1. Summary information					
School	Raeburn Primary School				
Academic Year	2018/19	Total PP budget	£55,060 apx	Date of most recent PP Review	Sep 2018
Total number of pupils	418	Number of pupils eligible for PP	31	Date for next internal review of this strategy	July 2019

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 (95.7% 2017/18) and attendance for all PP pupils to be at least in line with the national average (95.3% - 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

2018/19

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	SLT	Jan 2019 April 2019 July 2019

<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 after school clubs to support Pupils Premium pupils in completing their homework.</p> <p>Inclusion in school trips- 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. (TA)</p> <p>1:1 and small group tuition before and after school with a teacher for year 2, 3 and year 6</p> <p>In class TA support for Maths</p> <p>Implementation of Forest Schools across the school</p> <p>Implementation of Read Write Inc across the school</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>Extra sessions will enable all pupils to have a secure understanding of the work taught in class.</p> <p>Forest schools will give pupils more opportunities to develop skills of independence, resilience and improve their confidence.</p> <p>All pupils will receive high quality teaching of phonics which will improve all literacy skills.</p>	<p>INSET training on Read Write Inc</p> <p>New phonic scheme-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. New reading system created- 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>10 members of staff will be trained for 6 weeks to ensure forest schools is implemented well.</p> <p>2 x full days of training for all staff and one staff member to be a reading leader to support the teaching and learning of phonics.</p>	<p>HT DHT English Leads</p> <p>HT/SLT</p> <p>HT/SLT</p>	<p>Jan 2019 April 2019 July 2019</p> <p>Appraisal – mid cycle and end of cycle reviews</p> <p>Jan 2019 April 2019 July 2019</p> <p>Weekly monitoring</p>
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C. Behaviour of KS1 pupils improved	Embed the Good to be green behaviour system leading to Golden time.	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.	Staff to monitor the behaviour of pupils and note improved outcomes. Engage with parents to ensure they understand the system and support this at home.	HT DHT	Jan 2019 April 2019 July 2019
Total budgeted cost TA time INSET time					£45,000
ii. Targeted support					
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 (outside agency) 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.	SLT Learning Mentor TA	Jan 2019(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 2018 December 2018 February 2019 April 2019 May 2019 July 2019
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.	Musical Minds Each class will have a 6 week block of music	Pupils need to have the opportunity to play an instrument and to take ownership of their own learning. This will motivate and inspire	Pupil voice discussions Learning walks to see evidence of music.	HT/DHT	Dec 2018 March 2019 July 2019

	lessons where they will learn to play an instrument	them to continue to play an instrument.			
Total budgeted cost					£3600

