

**Risdene Academy**  
**Pupil premium strategy statement 17/18**



1. Summary information					
School	Risdene Academy				
Academic Year	2017/18	Total PP budget	118800	Date of most recent PP Review	2/5/17
Total number of pupils	286	Number of pupils eligible for PP	90 (31%)	Date for next internal review of this strategy	2/5/18

2. Current Outcomes (last Year's data)		
<b>Key Stage 2</b>	<b>Pupils eligible for PP (Risdene Academy)</b>	<b>Pupils eligible for PP (National average)</b>
% achieving Age Expected or above in Reading, Writing & Maths	15%	60%
% achieving Age Expected in Reading	38%	71%
% achieving Age Expected in Writing	31%	79%
% achieving Age Expected in Maths	38%	75%
Progress in Reading	-2.64	
Progress in Writing	-3.33	
Progress in Maths	-3.40	
<b>Key Stage 1</b>	<b>Pupils eligible for PP (Risdene Academy)</b>	<b>Pupils eligible for PP (National average based on 2015/16 figures)</b>
% achieving the expected level in Phonics Year 1	35%	81%
% achieving the expected level in Phonics Year 2	88%	91%
% achieving Age Expected in Reading	47%	74%
% achieving Age Expected in Writing	35%	65%
% achieving Age Expected in Maths	83%	73%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barrier (issues to be addressed in school, such as poor oral language skills)		
A	Reading and writing skills need developing – especially comprehension skills, writing with more accuracy and spelling and punctuation	
B	Development of using and applying maths skills to improve reasoning and problem solving skills	
C	Develop opportunities for challenges for the more able pupils	
D	A group of pupils receive emotional and behavioural support, as their academic progress is affected	
E	Support for PP pupils at risk of exclusion	
External barriers (issues which also require action outside school, such as low attendance and family support)		
F	Attendance of pupil premium and persistent absence is a barrier to consistent learning for a minority of pupils	
4. Desired Outcomes		
	<i>Desired Outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	<ul style="list-style-type: none"> <li>Improve the rate of attainment in Key Stage 1 and 2 in Reading and Writing for PP narrowing the gap to peers and National Non PP</li> <li>Improve the rates of progress from KS1 to KS2 in Reading and Writing</li> <li>Improve the % of pupils reaching the expected standard in phonics in years 1 and 2</li> </ul>	<p><b>Key Stage 1</b> % Attainment for PP in reading and writing is higher than the previous academic year and in school gap is closer to 0% with attainment being closer to national non PP than in 16/17. % attainment for phonics is higher than previous academic year and in school gap is closer to 0%</p> <p><b>Key Stage 2</b> % Attainment for PP in reading and writing is higher than the previous academic year and in school gap is closer to 0% with attainment being closer to national non PP than in 16/17. Progress rates from KS1 to KS2 for reading and writing are improved from previous academic year, in school gap is reduced and school progress for PP is closer to the national rates for non PP.</p>
B	<ul style="list-style-type: none"> <li>Improve the rate attainment in Key Stage 1 and 2 in Maths for PP narrowing the gap to peers and National Non PP</li> <li>Improve the rates of progress from KS1 to KS2 in Maths</li> </ul>	<p><b>Key Stage 1</b> % Attainment for PP in maths is higher than the previous academic year and in school gap is closer to 0% with attainment being closer to national non PP than in 16/17</p> <p><b>Key Stage 2</b> % Attainment for PP in maths is higher than the previous academic year and in school gap is closer to 0% with attainment being closer to national non PP than in 16/17. Progress rates from KS1 to KS2 for maths are improved from previous academic year, in</p>

		school gap is reduced and school progress for PP is closer to the national rates for non PP.
<b>C</b>	<ul style="list-style-type: none"> <li>Improved % of PP pupils achieving the higher standard in KS1 and KS2 for Reading, Writing and Maths</li> </ul>	<p>% Attainment at the higher standard for PP is higher than the previous academic year and in school gap is closer to 0% with attainment being closer to national non PP than in 16/17</p> <p>Progress rates from KS1 to KS2 for reading, writing and for more able PP pupils are improved from previous academic year, in school gap is reduced and school progress for more able PP pupils is closer to the national rates for non PP.</p>
<b>D</b>	<ul style="list-style-type: none"> <li>Reduced behaviour incidents for those children targeted.</li> <li>Improve the rate of attainment in Key Stage 1 and 2 in Reading, Writing and Maths for PP narrowing the gap to peers and National Non PP</li> <li>Improve the rates of progress from KS1 to KS2 in Reading, Writing and Maths</li> </ul>	<p>Reduction in the number of 'red' behaviour logs term on term for identified pupils.</p> <p>% Attainment for PP in reading, writing and maths is higher than the previous academic year and in school gap is closer to 0% with attainment being closer to national non PP than in 16/17</p> <p>Progress rates from KS1 to KS2 are improved from previous academic year, in school gap is reduced and school progress for PP is closer to the national rates for non PP.</p>
<b>E</b>	<ul style="list-style-type: none"> <li>Reduced behaviour incidents for targeted children</li> <li>Reduced number of exclusions for PP</li> <li>Clear Individual Pupil Profiles mapping progress</li> <li>Improve the rate attainment in Key Stage 1 and 2 in Reading and Writing for PP narrowing the gap to peers and National Non PP</li> <li>Improve the rates of progress from KS1 to KS2 in Reading and Writing</li> </ul>	<p>Reduction in the number of 'red' behaviour logs term on term for identified pupils.</p> <p>Reduction in the number of exclusions for targeted PP pupils term on term</p> <p>IPPs have clear targets reflecting external advice and demonstrate progress children have made.</p> <p>% Attainment for PP in reading, writing and maths is higher than the previous academic year and in school gap is closer to 0% with attainment being closer to national non PP than in 16/17</p> <p>Progress rates from KS1 to KS2 are improved from previous academic year, in school gap is reduced and school progress for PP is closer to the national rates for non PP.</p>
<b>F</b>	<ul style="list-style-type: none"> <li>Attendance improved for those eligible for PP and the gap is closing on National Non PP</li> <li>Reduction in Persistent Absence for PP pupils and the gap is closing on National Non PP.</li> </ul>	<p>Reduce the number of persistent absentees (PA) among PP pupils to below 11% and closer to 8% (national non PP %).</p> <p>Overall attendance among PP pupils to at least 96.5%</p>

Focus including Evidence/Rationale	What this does	Intended outcomes	Targeted Pupils	New or continued	Cost To the school	Monitored by
Pupil Premium Lead High impact and low cost when linked to feedback if approach taken slips into mentoring this becomes low impact (EEF Toolkit).	Works with class teachers and subject leaders to monitor and track pupil progress. Clear analysis and evaluation of data and pupil progress information to focus appropriate learning interventions. Strategic overview of actions and strategies in line with this document.	Desired outcomes section 4 A-F	All year groups	Continued	8000	LA
Outcomes						
By the end of term 2 2017		By the end of Term 4 2018		By the end of term 6 2018		

Focus including Evidence/Rationale	What this does	Intended outcomes	Targeted Pupils	New or continued	Cost To the school	Monitored by
Provision of support staff with a focus on behaviour and well-being of pupils with social and emotional difficulties For teaching assistants to be effective, support needs be individual or small group, which this support is. This is shown to have moderate positive impact. Clearly specified approaches for the staff is key. (EEF Toolkit)	Provides additional support to identified pupils whose needs are complex	Desired outcomes section 4 D and E	All year groups	Continued	£30000	LA
Outcomes						

By the end of term 2 2017	By the end of Term 4 2018	By the end of term 6 2018

Focus including Evidence/Rationale	What this does	Intended outcomes	Targeted Pupils	New or continued	Cost To the school	Monitored by
Provision for SEMH pupils (including drawing and talking, play therapy and animal therapy) Moderate impact for moderate cost. Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. Three broad categories of SEL interventions can be identified: 1. Universal programmes which generally take place in the classroom; 2. More specialised programmes which are targeted at students with particular social or emotional problems; 3. School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning.(EEF Toolkit)	Provides additional support to identified pupils whose needs are complex	Desired outcomes section 4 D and E	All year groups	Continued	£8000	LA

Outcomes		
By the end of term 2 2017	By the end of Term 4 2018	By the end of term 6 2018

Focus including Evidence/Rationale	What this does	Intended outcomes	Targeted Pupils	New or continued	Cost To the school	Monitored by
Pastoral support to provide targeted work for specific pupils and families Moderate impact for moderate cost. Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. This provision is more specialised programmes which are targeted at pupils and families with particular social or emotional problems.(EEF toolkit)	Provides skilled and specialist support for children and parents for identified areas of need, either through school's own identification processes or outside agencies including social care.	Desired outcomes section 4 D, E and F	All year groups	Continued	£33000	LA
Outcomes						
By the end of term 2 2017		By the end of Term 4 2018		By the end of term 6 2018		

Focus including Evidence/Rationale	What this does	Intended outcomes	Targeted Pupils	New or continued	Cost To the school	Monitored by
Attendance officer role National statistics show that children on free school meals or those with SEN are around 3 times more likely to be persistently absent.	Ensure attendance remains at least above national average by ensuring first day response is consistent and tracking systems are thorough, providing accurate information to EIP and challenge parents at all stages where attendance is a concern.	Desired outcomes section 4 F	All year groups	Continued	£4000	LA
Outcomes						
By the end of term 2 2017		By the end of Term 4 2018		By the end of term 6 2018		

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Focus including Evidence/Rationale	What this does	Intended outcomes	Targeted Pupils	New or continued	Cost To the school	Monitored by
Breakfast club for 40 pupils (priority given to pupils in receipt of PP funding) and extended provision to help children with their studies Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers (EEF Toolkit).	Promotes a positive start to the school day so that pupils go into class ready to learn. Supports children with the learning beyond the classroom.	Desired outcomes section 4 A-F	All year groups	Continued	£3600	LA
Outcomes						
By the end of term 2 2017		By the end of Term 4 2018		By the end of term 6 2018		

Focus including Evidence/Rationale	What this does	Intended outcomes	Targeted Pupils	New or continued	Cost To the school	Monitored by
Pupil Premium Learning Interventions based on individual personalised need reviewed regularly through Pupil Progress	Provides 1:1 and group support for pupils through specific learning interventions, directed by the teacher, SENCo or Pupil Premium	Desired outcomes section 4 A-C	All year groups	Continued	£18000	LA

Meeting and IPP reviews. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact than one to one tuition	Lead for English and maths, targeting key areas to accelerate progress.					
Outcomes						
By the end of term 2 2017		By the end of Term 4 2018		By the end of term 6 2018		

Focus including Evidence/Rationale	What this does	Intended outcomes	Targeted Pupils	New or continued	Cost To the school	Monitored by
Reduced RWI group sizes Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	RWI groups are more tightly focussed on the levels of attainment of the groups	Desired outcomes section 4 A and C	KS1	New	£5000	JB
Outcomes						
By the end of term 2 2017		By the end of Term 4 2018		By the end of term 6 2018		