



Pupil Premium Review 2017-18

Improving Education Together.

1. Summary information					
Academy	Ravens Academy				
Academic Year	2017/18	Total PP budget	£341,880	Date of most recent PP Review	
Total number of pupils	387	Number of pupils eligible for PP	222	Date for next internal review of this strategy	Every half term
Total number of LAC pupils	5	Link governor for PP	Darren Elsey	Lead teacher for PP	Karen Hammond

2. Current attainment (add performance measures) – as of July 2017			
	<i>All pupils</i>	<i>Pupils eligible for PP (your academy)</i>	<i>Pupils not eligible for PP (national average)</i>
Reception	GLD – 65%	GLD – 64%	
Year 1	R – 72.7% W – 40.4% M – 72.7%	R – 68% W – 31% M – 68%	
Year 2	R – 62% W – 24% M – 60%	R – 69% W – 24% M – 52%	
Year 3	R – 46% W – 35% M – 46%	R – 48% W – 24% M – 53%	

Year 4	R – 36% W – 35% M – 55%	R – 33% W – 41% M – 50%	
Year 5	R – 86% W – 61% M – 76%	R – 83% W – 58% M – 73%	
Year 6	R – 62% W – 79% M – 82%	R – 59% W – 78% M – 81%	

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

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| A. | Children have no phonological awareness on entry. |
| B. | Lack of life experience |
| C. | No resources at home – no books, paper, pencils, crayons. |

External barriers (*issues which also require action outside school, such as low attendance rates*)

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| D. | Parents affected by addiction |
| E. | General poverty leading to poor nutrition, lack of sleep and poor living conditions |
| F. | Work ethic – no work around the area |

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils ready to learn sounds and blend	More children achieving reading ELG
B.	Children become more aware of the world outside their immediate area	Children able to ask more thoughtful, considered and appropriate questions about the world. Better prepared to understand more sophisticated text that are read.
C.	Run homework/intervention booster clubs after school	More children actively learning outside of school hours
D.	Family support staff actively involved with families and support parents alongside the relevant agencies	Children of addicts make progress in line with their ability and are not disadvantaged
E.	Family Support actively involved helping parents claim benefits. Family support actively involved in promoting positive parenting.	Children making progress in line with their ability – not hampered by lack of food, sleep, inappropriate clothing and housing conditions.
F.	Employ parents from the local community. Offer work experience to local parents. Promote aspirational visions. Maximise children's potential.	Children ready for secondary education and leave with future aspirations and the desire to do well.

5. Planned expenditure						
Academic year	2017/18					
The three headings below enable academies 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	Cost	When will you review implementation?

ii. Targeted support

Desired outcome	Chosen	What is the evidence and	How will you ensure it is	Staff lead	Cost	When will
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Pupils ready to learn sounds and blend	Staff training on high phonological awareness	Without the basic phonological awareness children cannot begin to recognise initial sounds and therefore continue to fail into Y1 and beyond.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Programmes for intervention and whole class teaching specifically for phonological awareness Lessons from training embedded in the teaching of reading.	SenCo	£14,600	Jan 2017
Children become more aware of the world outside their immediate area	New Curriculum which focuses on giving children, particularly PP children, real life experiences	Our PP children do not leave the estate and therefore have little experience of the outside world. By taking children out both daily and residential and subsidising PP children this enables them to have a wider range of experiences to draw on.	New curriculum lead who will monitor all children with a focus on PP students. New subject coordinators who will monitor all children with a focus on PP students. Pupil Progress Meetings take place every 6 weeks and focus on PP children. Subsidy for all visits, including residential	Principal	£32,000 £18,000	July 2018
Total budgeted cost					£68,600	

	action/ approach	rationale for this choice?	implemented well?			you review implement ation?
Sustaining in class support and interventions for PP pupils.	To ensure no PP child is left behind and makes at least expected progress.	Targeting PP children on the chalk face. Providing quality interventions on a daily basis.	Data drop analysis, progress meetings.	SLT	£220,000	January 2018
Run homework/intervention booster/extra-curricular clubs after school	Give children support for homework as equipment is not readily available and parents capacity to help is limited, booster children who need	PP children do not access any extra activities once out of school. Poverty limits the amount of money PP parents have to spend on such activities. Tuition for those PP children who need more extensive intervention than can be provided for during the school day.	Registers, tracking data to look for impact of tuition.	SLT	£28,500	July 2018
Total budgeted cost					£248,000	

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	Cost	When will you review implementation?
To support PP parents with various problems which hinder children's learning.	Develop Family Support Team	Parents need supporting and encouraging as this is the way we get parents to become engaged with school and their children's learning.	Employ Family Support Manager. Highly qualified staff. Regular meeting to assess impact.	Elaine Rendall	£90,000	Jun 2017
Total budgeted cost					£90,000	

6. Review of expenditure				
Previous Academic Year				
i. 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
Life experiences and emersion into the wider world giving children the idea that life choices are more varied.	Subsided trips, visits, visitors to school	Better understanding of the world leading to a more considered approach to the curriculum, particularly reading. Success criteria - Met	It is essential to continue this approach as our children have limited exposure to life experiences outside their immediate environment. More money needs to be spent on this crucial area.	£13,390
Improved outcomes by supporting PP children to be successful and lifelong learners.	Additional support staff employed.	There is a notable improvement in learning behaviour and attitude, particularly in the lower years. Success criteria - Met	Continue with this strategy. Key Stage leaders will become more involved in targeting support. Continue with this strategy.	£234,615
ii. 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
PP children to at least reach their projected scaled score and to reach ARE	One to three tuition delivered by qualified teacher using planned programme.	High: observed increased progress amongst participating children, as measured using scores on the Rising Stars assessment test. Success criteria: Met.	This was needed as 94% of children in Y6 were PP. Their attainment was low and there were a lot of social and emotional needs also. This approach for Y6 will not be needed in such numbers this year but we will continue to support PP children in small groups. Easter School was a	£142,868

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iii. 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
PP children attend school and families are supported therefore children are ready to learn.	Develop and recruit to Family Support Team.	Multi-agency working seamlessly to support families. Targeted employment of staff with skills suitable for our families. Success criteria - Met	The right staff are vital. We will continue this approach but with a slightly revised staffing structure.	££73, 976
PP children to at least projected scale score or ARE	Purchase Maths Whizz and Lexia	PP children made progress and whilst in line with national figures in reading were above national in both writing and mathematics. Success criteria – Mostly met.	More targeted approach to these programmes. Extra-curricular support for PP children to ensure these are as effective as they can be.	£15,487
Parents use the breakfast club when getting back into work.	Support parents to get back into work by offering subsidised breakfast and childcare.	More parents have been able to take employment because of breakfast club. Success criteria - Met	This is now well established and will not be part of our PP spend next year.	£4,084
Ensuring Y6 PP pupils (94%) have had breakfast during SATs week and are in school on time.	Give breakfast to all Y6 children (94% PP)	100% attendance and concentration. Success criteria - Met	This was a success and will be repeated next year. PP money will not be spent of this due to lower PP numbers (72%). Money will be found elsewhere. Success criteria - Met	£380

<p>Student Rewards</p>	<p>Giving incentive to learn, behave and succeed. Parents become more involved in their children's learning.</p>	<p>Hugely successful with hard to reach PP families becoming more involved in celebrating their children's success. Success criteria - Met</p>	<p>This will continue but will be funded from the school budget next year.</p>	<p>£7,600</p>
<p>To immerse PP children in outdoor education and have a stimulus for core subjects.</p>	<p>Subsidised residential trip for Y6.</p>	<p>Better understanding of the world leading to a more considered approach to the future educational outcomes. Success criteria - Met</p>	<p>It is essential to continue this approach as our PP children have no experience of living away from home or going on holiday.</p>	<p>£10,298</p>

Recommendation and actions from the review

To consider more targeted and quality teaching for all. As PP money is declining in lower years a more forensic approach is needed.

