



Pupil premium strategy statement: primary schools.

1. Summary information					
School	Ravens Academy				
Academic Year	2018/19	Total PP budget	£332,240	Date of most recent PP Review	17/18
Total number of pupils	383	Number of pupils eligible for PP	214	Date for next internal review of this strategy	Jan 2019

Current attainment (add performance measures) – as of July 2018			
	All pupils	Pupils eligible for PP (your academy)	Pupils not eligible for PP (national average)
<u>Reception</u>	GLD:	GLD:	
<u>Year 1</u>	R: 51% W: 49% M: 53%	R: 60% W: 60% M: 60%	
<u>Year 2</u>	R: 62% W: 34% M: 74%	R: 59% W: 28% M: 72%	
<u>Year 3</u>	R: 27% W: 27% M: 55%	R: 45% W: 23% M: 45%	
<u>Year 4</u>	R: 55% W: 46% M: 52%	R: 63% W: 48% M: 55%	
<u>Year 5</u>	R: 32% W: 17% M: 36%	R: 30% W: 16% M: 32%	

<u>Year 6</u>	R: 38% W: 35% M: 44%	R: 41% W: 27% M: 45%	R: 75% W: 78% M: 76%
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2. 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)*

A.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
B.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1. This prevents sustained high achievement in Key Stage 2.
C.	Behaviour issues for a small group of Year 6 pupils (mostly eligible for PP) is 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.	Attendance rates for pupils eligible for PP are 82% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.
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3. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Run homework clubs and intervention clubs after school.	More children actively learning outside of school hours.
B.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
C.	Behavioural issues of year 5 (year 4s last year) to be addressed.	Fewer behavioural incidents recorded for these pupils. Stable teachers in place to create a consistent approach to behavioural management and learning.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Attendance Solutions now in place to assist with this.

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 implementation?
Children to become more aware of the wider world.	New Cornerstones curriculum focuses on giving children the 'WOW' factor.	Our students rarely leave the estate and therefore they are rarely exposed to exciting and engaging outside experiences. A huge focus will be given to staff taking their children on or to 'WOW' experiences. For example, a trip on a boat down the Orwell River, Southend <u>Sealife</u> Aquarium and visits from professional sea divers.	Time will be given to staff to organise these experiences. New curriculum lead will monitor all children with a focus on PP students. Subsidy for all trips and experiences, including the residential.	Principal	Jan 2019
Improved outcomes by supporting PP children to be successful and lifelong learners.	Additional support employed. Intervention/support staff situated within every year group.	There is a notable improvement in learning behaviour and attitude, particularly in the lower years.	Key stage leaders will have a more involved role in using this extra support to its full potential.	SLT	Jan 19
Total budgeted cost					£150,000

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?
Run homework and interventions for PP students.	To ensure no PP student is left behind. To provide children with the equipment needed to do their homework as this is rarely available at home.	PP children do not have access to any extra-curricular activities at home. Poverty limits the amount of money PP parents have to spend on activities. Tuition for PP children in preparation for SATs.	Tracking of PP students' data.	SLT	July 2019
Total budgeted cost					£25,000
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	When will you review implementation?
To support PP parents with various problems which hinder children's learning.	Develop family support team.	Parents need encouraging and supporting as this is the way to get parents to become engaged.	Employ Family Support manager. Regular meetings to assess impact. Invite FS into SLT to relay any issues with families.	Elaine Rendall	Jun 2019
Total budgeted cost					£104, 240

5. Review of expenditure					
Previous Academic Year		2017/2018			
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

Pupils ready to learn sounds and blend	Staff training on high phonological awareness	Children to begin to learn their initial sounds and to not fall behind in year 1 and above.	Phonological awareness is now bedded into the teaching of reading. Resources will be kept and continued.	£14,600
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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
Children to become more aware of the world outside of their immediate area.	New curriculum. Cornerstones.	To expose children to more of the outside world and 'wow' factors. For example, trips and visitors.	Approach will be continued. WOW factors will be given more time and more thought.	£32,000

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
Student rewards	Incentives for children to learn, behave and succeed.	For PP families to become more involved with their child's behaviour and success. Met.	This will continue but less money will be spent on the dojo trips. We will be visiting local places instead of travelling an hour.	£7000

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk