

Pupil premium strategy statement for Richard Avenue Primary School

1. Summary information					
School	Richard Avenue Primary School				
Academic Year	2019/20	Total PP budget	£135,960	Date of most recent PP Review	N/A
Total number of pupils	422	Number of pupils eligible for PP	103	Date for next internal review of this strategy	N/A

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	61%	63%
progress in reading	-1.30	-0.28
progress in writing	0.83	2.38
progress in maths	-1.79	0.37

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Lower starting points in Nursery and Reception with poor language acquisition for some children.
B.	Progress for SEN Support children particularly in Writing and Maths is low (A higher proportion of DP Pupils are SEN.)
C.	% of higher attainers meeting the Greater Depth standard in Reading, Writing and Maths is lower than the national average.
D.	Other barriers of DP Pupils
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A.	Attendance of DP pupils is slightly lower than the rate of attendance for all children.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve attainment and progress in all core subjects including the combined attainment.	Attainment in core subjects continues to rise along with progress scores. DP pupils attainment shows improvement.
B.	Improve both physical, mental health and well being of all pupils.	Children who need support have had required intervention with counsellor and feel comfortable in school having the best possible chance to learn and improve outcomes.
C.	Improve the attainment of prior higher attainers.	Higher attaining pupils consistently make good progress and more pupils attain the GDS standard at the end of KS 2 in reading and maths.

D.	Engage with families to ensure all children can be supported at home.	Outcomes for children improve as parents and families are fully engaged in their child's education and in a better position to support their children at home.
E.	To provide a broad and balanced curriculum that is inspiring and allows all pupils to develop skills and acquire knowledge that is rich and meaningful.	Pupils learn a curriculum that inspires them to ask questions and be curious. Pupils knowledge and skills across the curriculum are enhanced. Outcomes in all subjects increase.
F.	Improve attendance rates to ensure that they are consistently inline or above the national average.	Attendance rates are consistently inline or above the national average and this will have a positive impact on outcomes.

5. Planned expenditure					
Academic year	2019-20				
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?
Improve attainment in all core subjects including the combined attainment in Reading, Writing and Maths.	Continued monitoring of teaching and learning with tailored support programmes as required. Staff CPD as required both in school and external. Embedded assessment system with focussed pupil progress meetings.	To continue to improve overall outcomes in EYFS, KS 1 and KS 2 in all subjects so that progress is at least good and attainment is closer to the national average in KS 1 and at least inline or above the national average in KS 2.	Staff will be fully supported in teaching and learning through focussed lesson observations, book scrutinise and regular feedback. Pupil progress meeting will be focussed and staff will have a secure knowledge of their children including any notable groups. Set teachers in KS 2 for core subjects and intervention in small groups in KS 1 as required.	HT AHT	Termly and continuous to ensure timely support is given.
Improve the attainment of prior higher attainers at the end of key stage 2.	Whole school priority involving all staff.	The need to improve attainment of higher attaining pupils at the end of KS 2 so that the number of children reaching the Greater Depth standard is higher.	Whole school priority and focus led by senior staff. Focus during lesson observations and pupil progress meetings with senior staff. Book scrutinises to ensure quality of provision for more able children. Staff CPD offered as required.	AHT SLT	Termly – reported to SLT and governing body.
Total budgeted cost					
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?
Outcomes for all pupils are improved and especially those pupils who require additional support.	Targeted and small group work providing pupils with additional support.	Allow all children to access work at their own level with those requiring support	This is an embedded whole school approach with highly effective KS 1 practitioners providing phonics, English and maths intervention. KS 2 sets in Y3,4,5 and 6 ensure all pupils are getting work tailored to their individual needs.	KS 1 Leader KS 2 maths and English lead.	Termly following assessments.

Outcomes for all pupils are improved and especially those pupils who require additional support.	Additional targeted tuition for Year 6 Pupils in Maths and English to support attainment and progress (including more able learners.)	We need to ensure that KS 2 outcomes are at least in line with national averages including the higher attaining pupils. This will also help to ensure that all pupils are making progress from their KS 1 starting points.	Year 6 staff will provide the tutoring after school as they know the current attainment and outcomes of each pupil and can tailor a programme to meet individual needs.	Year 6 staff.	Termly following assessment.
Total budgeted cost					
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 improve the curriculum offered to all pupils to ensure that it is fit for purpose, rigours in nature and robust.	School Priority 1 – full review of all curriculum plans. Whole school involvement and upskilling leaders of all subjects.	The need to review the curriculum offered in all areas due to increased national focus and to ensure relevant content in line with national expectations.	School priority 1 in SIP 2019-20. Middle leaders supported through release time and increased CPD. Work scrutinise and lesson observations. Review of all plans in consultation with year group staff.	EG SLT	Ongoing. Termly report to SLT and governors.
To improve pupil and staff wellbeing and mental health particularly for identified individuals.	School priority 3. Development of staff wellbeing team. Continue to develop the roll of school counsellor.	The current national agenda. The need to ensure that all pupils and staff are supported appropriately to best support outcomes and effectiveness.	School counsellor sessions reviewed and reported. Staff well being team established.	TE School Counsellor. SLT	As required. School counsellor sessions reviewed after each block of sessions with identified groups.
To improve the physical fitness of all pupils.	Work with Change for Life Team . Run a mile – profile enhanced.	The need to ensure that all pupils are aware of how to lead a healthy lifestyle to support wellbeing and learning outcomes for all.	Development of Run a Mile track in school- record of participation – sports leaders with PE leader. TE to work alongside CfL team to deliver age appropriate sessions in class.	TE RD	As required. Heights and Weights compared at 2 points in the year.
To improve attendance of all pupils to above the national average.	Whole school focussed and embedded approach. Celebrations of good attendance each week. Attendance 100 to intervene as required.	School attendance slightly dipped below national averages in 2018-19. We need to ensure that this improves in order to offer all children the best possible chance.	Profile of attendance and importance given each week in assembly. Celebrations and rewards on weekly and termly basis.	KT Support Staff	Each week for class attendance. Support staff attendance audits once each month.
To support families of vulnerable children in order to support outcomes and engagement.	Employment of school Family Liaison Officer.	We have a number of vulnerable families who can be difficult to engage in school life.	Family Liaison Officer will identify children and families and need of support and engage with parents through school events and home visits. Constant liaison with class teachers to help identify vulnerable families and children.	SA	As required. Family Liaison Officer will feedback to HT at regular intervals to support and identify safeguarding concerns.

To ensure that all children receive high quality first hand experiences to improve outcomes.	Funding for school visits and visitors.	Many of our pupils do not have the first hand experiences some other children benefit from. Our visits and visitors allow children to access a broader and more thought provoking curriculum.	New EVC from Jan 2019 – central record of visits and impacts. Staff system for arranging visits that is embedded in school.	EVC Office Staff All teaching staff.	As required – reported to governors termly in HT report.
Total budgeted cost					