



Know myself. Respond to my world.
Connect with my community.

Pupil Premium 2019-22 strategy (including ever6)

At Raysfield, we have an unwavering pledge to ensure all our pupils become confident learners, who have an intrinsic motivation to succeed and attain well. We are committed to our curriculum vision and these imperatives influence all we do:

Assessment data July 2019

INFANT SITE		JUNIOR SITE	
Percentage Pupil Premium:	3%	Percentage Pupil Premium:	15%
Funding allocation:	£6600	Funding allocation:	£46620
End of EYFS	PP pupils Raysfield (1 pupil)	National for all pupils	Gap
%Good Level of Development	100%	72%	+28
PHONICS	PP pupils Raysfield (1 pupil)	National for all pupils	Gap
% year 1 phonic pass	100%	82%	+18

Key Stage 1 outcomes	PP pupils Raysfield (3 pupils)	National for all pupils	Gap
Reading	100%	75%	+25
Writing	66%	69%	-3
Maths	100%	76%	+24
Reading, Writing, Maths	66%	65%	+1
Key Stage 2 outcomes	PP pupils Raysfield (5 pupils)	National for all pupils	Gap
Reading	100%	73%	+27

GPS	100%	78%	+22
Writing	60%	78%	-18
Maths	80%	76%	+4
Reading, Writing, Maths	60%	65%	-5
Progress data		Average scaled score 106.7↑ / -1.3↑	
Reading	0.03		
Writing	-5.62		
Maths	-2.65		

3 Year Strategy Outcomes (2019-22)

Outcome 1	<i>Pupils have positive and established behaviours for learning in order to solve problems, apply resilience to learning tasks, be motivated and have confidence in their own ability to succeed.</i>
Outcome 2	<i>Pupils make positive progress measures in all three core areas (reading, writing, maths)</i>
Outcome 3	<i>Those eligible for the Pupil Premium fund and FSM consistently achieve 97% attendance.</i>
Outcome 4	<i>By the end of KS2, 90% (or better) pupils achieve the expected standard (or better) in reading, writing and maths. By the end of KS1, 90% (or better) pupils achieve the expected standard (or better) in reading, writing and maths.</i>

Outcome 1	<i>Pupils have positive and established behaviours for learning in order to solve problems, apply resilience to learning tasks, be motivated and have confidence in their own ability to succeed.</i>		
Identified barriers. WE NEED:	Strategy to address barrier	Pupil Premium spend	Anticipated impact
Pupils who know themselves as learners and the skills involved in learning something new.	Continuous professional development for a deeper understanding of inclusive pedagogy. <ul style="list-style-type: none"> - Open questions - Challenge around resilient behaviours - Language for learning - Responsive teaching - Effective feedback between teacher and TA 	(CPD – cost commitment. Think like a Learner research £200)	Confident learners who have an intrinsic motivation to succeed and attain well.
	Develop and Implement a school system for pupils to recognise the skills of being a successful learner.		

Nurture network 2020-21	Whole nurture network trained and accredited.	£1500	Improved school culture. Children are proud of their school and know they can trust the adults.
Consistent and regular PSHE teaching	Buy PSHE programme, Jigsaw. Implement Jigsaw lessons. Monitor and evaluate the quality and impact of the lessons.	£2500 + training session £375	Pupils recognise the importance of learning about themselves and others. Pupils well-being is prioritised.
An effective behaviour system, which is applied with rigour and consistency.	New behaviour policy is developed through a practical and research based approach.	£100 (for books – Paul Dix. When the \adults change, Everything changes)	Pupils show respect for each other. Staff show respect to pupils. Pupils show respect to staff.
Nurture facility	Nurture space will provide: <ul style="list-style-type: none"> - Daily check in for breakfast - A range of interventions i.e. zones of intervention, therapeutic services - Lunchtime support 	£5684 + £1900 (lunchtime support)	Calm start to the school day, where pupils are ready to learn. Services to support identified vulnerabilities.
Pupils to enjoy enrichment experiences	School trips	£1500	Provide experiences which will enrich learning.
Positive lunchtime experiences	Support the PTA to purchase a Play Pod to enable pupils to experience resources for imaginative play. Training for the LBS team	£5816	Improve the resources available at playtime. Improve the LBS' understanding of the importance of play. LBS team will be able to resolve conflict in a consistent way.
Play Leader appointed 2020 – 21	Positive role modelling to support LBS team and improve enjoyment at lunchtime for all. To provide structure and support for play.	£2800	To establish play routines at lunchtime.

			To improve the relationships between pupils and LBS team to enable positive playtimes where problems can be resolved in a respectful manner.
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Outcome 2		<i>Pupils make positive progress measures in all three core areas (reading, writing, maths)</i>	
Identified barrier WE NEED:	Strategy to address barrier	Cost	Anticipated impact
An effective assessment system to enable teachers to identify next steps in learning.	Purchase a new assessment system. Invest in training for how to use the system effectively	£4500 + £300 training	Teachers will plan with confidence their lessons will be meeting the learners' needs.
Pupil Premium Lead release time	Effective tracking systems are put in place to monitor the attainment and progress of every vulnerable child through a virtual class model. Pupil progress meetings are held regularly to hold colleagues to account and support them to identify barriers and next steps	£1900 (X 10 supply days across an academic year)	Those eligible for the funding remain on track to meet expected standards or better. The Lead holds teachers to account on provision and supports teachers with next steps in learning.

Outcome 3			
<i>Those eligible for the Pupil Premium fund and FSM consistently achieve 97% attendance.</i>			
Identified barrier WE NEED:	Strategy to address barrier	Cost	Anticipated impact
A designated support worker for families with skills to support and sign post services to parents. All parents engaged with the school community	Employ a Family Link Worker, who will be able to lead on the following areas: <ul style="list-style-type: none"> - Support families with sign posting to early help services. - Provide quality nurture opportunities to vulnerable pupils who find school difficult. - Regularly monitor, review and take swift action to address attendance issues. 	£20,000 +£500 for training	Families are well supported and are engaged with school. Pupils social, emotional and mental health needs are met.
An effective attendance policy.	A new attendance policy is applied with rigour. Staff are trained in the new system and everybody is committed to supporting the policy.	£1500	Attendance for FSM is 97% on both infant and junior site.

Outcome 4			
<i>By the end of KS2, 90% (or better) pupils achieve the expected standard (or better) in reading, writing and maths.</i>			
<i>By the end of KS1, 90% (or better) pupils achieve the expected standard (or better) in reading, writing and maths.</i>			
Identified barrier WE NEED:	Strategy to address barrier	Cost	Anticipated impact
High quality teacher intervention groups	Additional time prioritised for pre-teaching or consolidation.	Minimal resourced	<ul style="list-style-type: none"> - Positive pupil/teacher working relationship. - Improved confidence with new concepts. - Pre-teach will allow pupils to maximise time in lessons to move to deeper learning opportunities.
A system for reading which matches ability to text.	PM Benchmarking will accurately assess the needs of the child.	£498	Pupils read appropriately challenging material, which maintains reading enjoyment and extends vocabulary.

			Teachers' reading lessons are well-informed to enable the pitch and match to be increasingly accurate.
Inclusion lead release time	Implement an inclusive pedagogy	£7950 (15% vulnerable child register)	Inclusion lead will: <ul style="list-style-type: none"> - Have a clear strategy for improvement. - Deliver changes against strategy priorities. - Monitor, evaluate and review the impact of identified actions.
High quality books to be accurately matched to pupils' reading needs.	An enticing library, which inspires the love of reading, supports pupils to challenge and extend reading skills.	£4000	Pupils are able to read for pleasure, recommend books to peers and apply reading skills across the curriculum with confidence.
To provide training to staff so a broader range of therapeutic services can be offered to children requiring emotional support. 2020-21	Sandbox therapy training (October 2020)	£490	Pupils emotional needs are met which enable them to learn and therefore achieve.
TOTAL		£59,513	