



Pupil premium strategy statement 2017-2018

1. Summary information					
School	Richmond Methodist Primary School				
Academic Year	2017-2018	Total PP budget	£65,578 estimated	Date of most recent PP Review	Oct 2017
Total number of pupils	309	Number of pupils eligible for PP	57	Date for next internal review of this strategy	March 2018

2. 2017 attainment and progress-Year 6 children		
	<i>Richmond Methodist School Pupils classed as "disadvantaged"</i>	<i>The national average for non-disadvantaged pupils</i>
% achieving in reading, writing and maths	43%	67%
progress measure in reading from KS1 to KS2	-4.8	+0.33
progress measure in writing from KS1 to KS2	-4.81	+0.17
progress measure in maths from KS1 to KS2	-3.74	+0.28

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Emotional and social needs which affect their learning
B.	Access to extra-curricular activities eg residential visits
C.	The number of pupils who are in receipt of Pupil Premium and who are also Vulnerable eg on the SEN register for cognition and learning
External barriers	
D.	Attendance
E.	Reaching parents
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	Improved attendance of Vulnerable children-monthly monitoring of attendance figures	Vulnerable children will have attendance over the school year in line with their peers (target of 96%)
B.	A whole-school approach to improving outcomes for disadvantaged learners, ensures that teachers are primarily accountable for their outcomes and, where intervention is necessary, there is a culture of early, focused, precise and time-limited intervention. Disadvantaged and vulnerable learners disproportionately work with the best qualified, most effective staff available.	Disadvantaged pupils access consistently high- quality teaching, particularly in writing (and barriers to accessing high-quality teaching are removed.) Pupil premium children make progress in writing that is at least in line with their peers
C.	A clear understanding of barriers (within school, with learners and their families) informs all strategies: at school level, phase/subject level, class level and personalised strategies.	Children with emotional and social needs better placed to engage with learning. Vulnerable parents/parents of vulnerable pupils feel comfortable and confident to seek support from the team within school. School is proactive in reaching out to these parents

5. Planned expenditure			
Academic year		2017-2018	
Area of spend	Total allocation	Intended outcomes – why these approaches were taken	Actions
Specialist Writing Teacher 8 hours (RL)	£6582	<ul style="list-style-type: none"> Disadvantaged pupils access consistently high- quality teaching, particularly in writing (and barriers to accessing high-quality teaching are removed) and support when necessary. Pupil premium children make progress in writing that is at least in line with their peers 	<ul style="list-style-type: none"> Employment of English Teacher commencing Autumn 2 2017 to teach focused afternoon writing sessions for vulnerable pupils, based on 'Write Away Together' approach. Tuesday, Wednesday and Thursday afternoon lessons, focusing on Year 4, 5 and 6. Small groups of vulnerable pupils (Groups of 4 per year group.) Group 1 Tuesday, Group 2 Wednesday, Group 3 to consist of those who require additional teaching from Groups 1 and 2.

<p>HLTAs</p> <p>2 ½ days each week (AK) 2 days a week (KM) 2 mornings (DR)</p>	<p>£27485</p>	<ul style="list-style-type: none"> Disadvantaged pupils access consistently high- quality teaching, particularly in writing (and barriers to accessing high-quality teaching are removed) and support when necessary. Pupil premium children make progress in writing that is at least in line with their peers A nurture group for vulnerable children- to support children at the start of each day-ensuring children have a calm positive start to the day and have had a suitable breakfast. To meet their social and emotional needs. To develop friendships, working with others and gaining support from others 	<ul style="list-style-type: none"> New approach adopted September 2017. PP Pupils supported in class by HLTAs during morning writing lessons, thus maximising access to quality first teaching. Release teachers to allow them to have ring fenced (Closing the Gap time) to work on writing skills of pupil premium children Early morning Nurture group
<p>Reaching parents and their vulnerable children</p>	<p>£200</p> <p>£200</p>	<ul style="list-style-type: none"> Support for families –to increase parental involvement in school life and to aid parents in supporting their child with reading and oracy. To provide opportunity and resources to aid parents to support their children in the completion of homework 	<ul style="list-style-type: none"> Tea and Toast sessions for FS2 parents each Monday morning Setting up “Explorer Club” to support families in reading with their children Additional parents’ information events eg FS2-supporting your child at home, O2/NSPCC safeguarding on the internet To provide children with a breakfast and a quiet and positive start to the day within the calming environment of the WAC Appointment of the Methodist School and Family Support Worker

Dynamo Maths (child EH)	£280	<ul style="list-style-type: none"> Improved learning outcomes maths (meeting end of year age-related objectives) and ensuring progress is at least in line with their peers-as identified in school data 	<ul style="list-style-type: none"> ICT 1:1 personalised maths programme implemented and assessed
GTA 30 hours to support LAC child (RS and LY)	£14,388	<ul style="list-style-type: none"> To provide dedicated time and support (1:1 and group) to help build pupils emotional development To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom To provide opportunity for “chunking” the school day-to support children in accessing learning To support over lunch time period 	<ul style="list-style-type: none"> Support in class Timetabled time in the Lilypad to support in coping with the school day EMS support and liaison Regular review meetings-internally and with outside agencies Lunchtime support
KS1 support and interventions GTA 2 3/4 hours (SF)	£1379	<ul style="list-style-type: none"> Improved learning outcomes in reading, writing and maths (meeting end of year age-related objectives) and ensuring progress is at least in line with their peers-as identified in school data Specific phonics intervention for targeted groups to support in reaching the Yr 1 standard 	<ul style="list-style-type: none"> Maths groups Handwriting groups to develop fine motor skills Additional phonics group to support spelling. Additional reading groups To set up the Regular reviews of PP children at least termly. Regular communication with class teachers
KS2 support and interventions ATA (PE) 14 ½ hours GTA (HL) ½ of hours	£14334	<ul style="list-style-type: none"> Improved learning outcomes in reading, writing and maths (meeting end of year age-related objectives) and ensuring progress is at least in line with their peers-as identified in school data 	<ul style="list-style-type: none"> Success @ Arithmetic groups Handwriting groups to develop fine motor skills Social and emotional support Additional phonics group to support spelling. EGPS support groups Termly reviews of PP children with SLT Regular communication with class teachers

MSA 5 hours a week	£2563	<ul style="list-style-type: none"> Children engage well with their peers at lunchtimes playing games and interacting 	<ul style="list-style-type: none"> Development of Playground activities and training of MSA staff
Milk	£205	<ul style="list-style-type: none"> Develop a healthy lifestyle 	<ul style="list-style-type: none"> Children are in receipt of daily milk
Course Fees-Write Away Together	£235	<ul style="list-style-type: none"> To provide catch up for identified children in writing-children identified from school data. To benefit all children within targeted group with increased knowledge of writing interventions/support/ resources. Increase staff knowledge and expertise. 	<ul style="list-style-type: none"> To identify vulnerable children on entry, track and support their learning
Funding for school visits	£600	<ul style="list-style-type: none"> Pupils are able to participate fully in school trips and residential trip Learning is supported by trips that are carefully planned to enhance the school's curriculum Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential visits 	SBM to liaise with parents and HT regarding specific requests for funding

6. Additional detail

How will the school measure the impact of the Pupil Premium?

At Richmond Methodist School, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. In addition we carefully monitor the progress and attainment of pupils covered by the Pupil Premium Funding. Review meetings take place at least termly and will include the Senior Leadership and input from staff.

The school will review the impact of actions taken and will then review how the funding will be specifically allocated over the next term. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP but who have similar needs and who would also benefit from being part of these groups, therefore we include these vulnerable children too.

Pupil Premium Funding and the impact of this is a regular item on the governors' school data and improvement committee meeting.

Designated staff members in charge: Miss Helen Ring and Mrs Susan Gardner

Nominated governor: Mrs Eithne Longstaff

