

Ruskin Academy

Pupil premium strategy statement (primary)



| 1. Summary information | | | | | |
|------------------------|----------------|----------------------------------|---------|--|-----------|
| School | Ruskin Academy | | | | |
| Academic Year | 2017 - 18 | Total PP budget | £161040 | Date of most recent PP Review | Jan 2017 |
| Total number of pupils | 289 | Number of pupils eligible for PP | 109 | Date for next internal review of this strategy | Sept 2018 |

| 2. Current attainment | | |
|--|------------------------|----------------------------|
| From end of KS2 data summer 2017 | Pupils eligible for PP | Pupils not eligible for PP |
| % achieving expected standard or above in reading, writing and maths | 31% | 48% |
| % achieving expected standard in reading | 42% | 48% |
| % achieving expected standard in writing | 65% | 76% |
| % achieving expected standard in maths | 54% | 72% |

| 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. | A number of children who are eligible for PP are not making good progress and achieving age related expectations in reading, writing and maths. |
| B. | A number of children eligible for PP have low levels of Literacy skills which are impacting on their progress. |
| C. | A significant number of children eligible for PP require a high level of additional pastoral support in order to access learning. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Attendance for children who are eligible for PP is lower than for non-PP children. |
| 4. Desired outcomes | |
| | <i>Desired outcomes and how they will be measured</i> |
| | <i>Success criteria</i> |
| A&B. | Children eligible for the Pupil Premium make progress at the same rate as pupils who |
| | Data shows: |

| | | |
|-----------|--|--|
| | <p>are not eligible. Progress measured from individual starting points. Where starting points are lower than those of other pupils, eligible children catch up with their peers and maintain good progress.</p> <p>Measured through pupil level progress and attainment data. Discussed and actions agreed during Pupil Progress Meetings. Monitoring of the impact of interventions by senior and middle leaders. Monitoring of the impact of teachers' marking and feedback by senior and middle leaders. Monitoring of teachers' lesson planning and universal implementation of Quality First Teaching by senior and middle leaders.</p> | <ul style="list-style-type: none"> • increasing rates of progress from individual starting points • improving attainment <p>Work in books shows:</p> <ul style="list-style-type: none"> • Children improving the quality and content of their work following teachers' marking and feedback • Clear next steps in teachers' marking and feedback • Clear high aspirations in teachers' marking and feedback |
| C. | Children are identified who need additional pastoral support. Higher levels of emotional well-being developed in these children. | Children better equipped to access learning and are more self-assured |
| D. | <p>Children eligible for the Pupil Premium attend school at least as often as other pupils. Children eligible for the Pupil premium are at least as punctual as other pupils.</p> <p>Measured through attendance and punctuality data. Monitored through work of Family Support Worker.</p> | . Attendance at least 96% for Pupil Premium pupils |

| 5. Planned expenditure | | | | | |
|--|--|---|--|-------------------|---|
| Academic year | | 2017 - 2018 | | | |
| 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? |
| All children receive Quality First Teaching to enable them to make accelerated progress. | Personalised staff development activities to ensure that all teaching is at least good. Developmental marking used by all staff with clear 'next steps' feedback for children. | For all children to receive Quality First Teaching that will accelerate children's progress and improve attainment. | Through learning walks, lesson observations, book scrutinies, pupil progress meetings. | IP/NK/AW | Termly |
| Total budgeted cost | | | | | £16,966 |

| 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? |
| Focus Interventions to ensure children make better than expected progress. | Small group intervention work led by TA that focuses on identified gaps in learning. | To accelerate children's progress and close gaps in learning. | Through learning walks, lesson observations, book scrutinies, pupil progress meetings and monitoring of intervention records. | IP/NK | Termly |
| Emotional well-being of children to be maintained / improved where needed. | Children to access 1:1 or small group work to support well-being (including access to counsellor) | Regular emotional well-being work will improve attitude to learning and enhance progress. | Timetabled sessions for children with working records kept. | EG/IP | Termly |
| Total budgeted cost | | | | | £76,494 |
| 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 attendance of children who are entitled to PP. | Family Support Worker / Inclusion Director to monitor attendance and offer advice, support and incentives to parents and children to encourage attendance. | Good attendance improves the well-being of children and will improve their attainment and progress. | Attendance monitored. PP children absent sessions highlighted daily. | SC/IP | Termly |
| To ensure all children have access to a broad and balanced curriculum. | The Academy will subsidise curriculum visits throughout the year. | Children will have the opportunity to have first-hand experiences that they may not usually have. These experiences will enrich and extend learning. | Monitor the children who are taking part in the visits. | AW/BS | Termly. |
| Total budgeted cost | | | | | £52,846 |

6. Review of expenditure

| | |
|------------------------|--|
| Previous Academic Year | REVIEW FOR PREVIOUS YEAR CONTAINED IN 2016-17 DOCUMENT. |
|------------------------|--|

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 |
|-----------------|------------------------|--|--|------|
| | | | | |

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 |
|-----------------|------------------------|--|--|------|
| | | | | |

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 |
|-----------------|------------------------|--|--|------|
| | | | | |

7. 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