

## Pupil Premium Strategy Statement

### Vision

At Rainbow Primary, we want all children to be successful learners, confident individuals and responsible citizens. This helps to prepare children for the next stage in their lives, and beyond to adulthood. It is essential that all children, regardless of their economic background, race, religion or gender, are given equal opportunity to develop the skills needed to be happy and successful. Our Pupil Premium document, and the strategies outlined within, aim to give disadvantaged children the same chance as their non-disadvantaged peers, and by doing so, diminish the difference in their academic achievement and life chances.

### Summary Information

<b>School</b>	Rainbow Primary School				
<b>Academic Year</b>	2016/2017	<b>Amount per child</b>	£1,320	<b>Date of last Pupil Premium external review</b>	08.03.2016
<b>Number of pupils eligible for PP</b>	103	<b>Total PP Budget</b>	£135 960	<b>Dates for internal review of strategy</b>	01.2017 04.2017 07.2017

### KS2 Attainment in 2015 / 2016

	Pupils eligible for PP at Rainbow	Pupils not eligible for PP nationally	Gap
<b>% achieving ARE in reading, writing and maths</b>	<b>67</b>	<b>60</b>	<b>+7</b>
<b>% achieving ARE in reading</b>	<b>83</b>	<b>71</b>	<b>+12</b>
<b>% achieving ARE in writing</b>	<b>67</b>	<b>79</b>	<b>-12</b>
<b>% achieving ARE in maths</b>	<b>83</b>	<b>75</b>	<b>+8</b>

<b>KS2 Expected or better progress</b>	<b>PP Children</b>	<b>NON- PP children</b>	<b>2015-16 GAP</b>
<b>Reading</b>	<b>+2.27</b>	<b>-2.61</b>	<b>+4.88</b>
<b>Writing</b>	<b>-5.22</b>	<b>-4.42</b>	<b>-0.8</b>
<b>Mathematics</b>	<b>-1.29</b>	<b>-0.03</b>	<b>-1.26</b>

<b>KS1 attainment</b>	<b>PP Children</b>	<b>Not PP Children</b>	<b>GAP</b>	<b>National other</b>	<b>GAP</b>	<b>School</b>
<b>% of pupils expected standard in reading</b>	40%	59%	-19%	78%	-38%	53%
<b>% of pupils expected standard in writing</b>	47%	63%	-16%	70%	-23%	57%
<b>% of children expected standard in maths</b>	60%	72%	-12%	77%	-17%	68%

<b>Year 1 Phonics Screening Test results</b>	<b>PP Children</b>	<b>Not PP Children</b>	<b>GAP</b>	<b>National other</b>	<b>GAP</b>	<b>School</b>
<b>Phonics Screening Test</b>	78%	88%	-10%	83%	-5%	86%

<b>Year 2 Phonics Screening Test results</b>	<b>PP Children</b>	<b>Not PP Children</b>	<b>GAP</b>	<b>National other</b>	<b>GAP</b>	<b>School</b>
<b>Phonics Screening Test</b>	80	81	-1	93	-12	81

9 children did not pass the Year 2 phonics screening. 2 of these children were absent. 5 out of 9 joined school at various points in Year 2 and were new to English.

<b>Early Years Performance</b>			
<b>GLD</b>	<b>42.6</b>	<b>National</b>	<b>69.3</b>

<b>GLD</b>	<b>PP</b>	<b>Non-PP</b>	<b>GAP</b>
%	44.4	42.2	<b>+2.2</b>

Outcomes for pupil premium children in Reception are improving rapidly. We have made changes in Reception and we are beginning to see signs of the positive impact of these changes. The changes have involved the organisation of the day-to-day provision, improvements in assessment and tracking, the quality of teaching and the appointment of a new Early Years Leader. All staff in reception are working with great commitment to provide the very best education and care for pupils at the start of their schooling.

**Percentage of pupil premium children achieving ARE in comparison to none pupil premium children: July 2016.**

(The figures show the percentage of children attaining national expectations for their year group.) Where there is + in front of a figure this signifies that pupil premium children **attained higher standards** than others non-pupil premium children in the year group.

Year group	Reading		Writing		Maths	
	% on track	Gap	% on track	Gap	% on track	Gap
	2016	2016	2016	2016	2016	2016
Reception - PP	44%	+ 2	44%	+ 2	56%	+ 7
Reception Non PP	42%		42%		49%	
Year 1- PP	28%	- 22	17%	- 27	17%	- 27
Year 1- Non PP	50%		44%		44%	
Year 2-PP	40%	- 19	47%	- 16	60%	- 12
Year 2- Non PP	59%		63%		72%	
Year 3- PP	25%	- 31	31%	- 28	44%	- 22
Year 3- Non PP	56%		59%		66%	
Year 4- PP	41%	+10	24%	+ 4	65%	+14
Year 4- Non PP	31%		20%		51%	
Year 5- PP	100%	+ 31	100%	+44	83%	+20
Year 5- Non PP	69%		56%		63%	
Year 6- PP	83%	+7	67%	+9	83%	+5
Year 6- None PP	76%		76%		88%	

<b>Attendance 2015 - 2016</b>	
<b>Whole School</b>	<b>95%</b>
<b>Pupil Premium</b>	<b>93.3%</b>
<b>Not Pupil Premium</b>	<b>95.4</b>

<b>Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In school barriers</b>	
<b>a.</b>	Pupils entitled to PP are often behind in terms of their overall development on entering reception.
<b>b.</b>	Pupils entitled to the Pupil Premium enter and leave the school at non-standard times and their education is often disrupted. [High levels of mobility]
<b>c.</b>	A large proportion of pupils entitled to the PP have English as a second language or are new to the English Language this affects their access to the curriculum.
<b>d.</b>	Reading, writing and maths attainment for pupils who are eligible for Pupil Premium in Year 1, 2 and Year 3 is lower than other pupils. This could prevent sustained high achievement at the end of Key Stage 2.
<b>External barriers</b>	
<b>e.</b>	Financial pressures on families that impact on quality of life have an impact on children's well-being and attitudes towards school.
<b>f.</b>	The attendance levels of pupils entitled to PP need to rise and to be good.

<b>Outcomes</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success Criteria</b>
<b>a.</b>	Early Years to provide a language rich environment to optimise children's speaking and listening opportunities. Language will be modelled through meaningful communication in everyday conversation and a range of practical activities.	GLD for pupils entitled to Pupil Premium will be in line or better than those not entitled.
<b>b.</b>	Pupils are fully included in the life and work of the school community and intervention is timely and well focussed.	Pupils' individual needs are well met Pupil's progress is accelerated.
<b>c.</b>	Acquisition of English is rapidly achieved. This will be measured by the level at which pupils access the curriculum, and the progress they make.	Pupil's proficiency in English is increased rapidly and their progress is in line with their individual targets.
<b>d.</b>	Improved rates of progress for all pupils who are eligible for pupil premium.  Improved attainment for pupils in Year 1, 2 and Year 3 in reading, writing and maths to ensure continued success in upper key stage two.	Progress for pupils who are eligible for pupil premium is good or better so that the majority of pupils attain ARE by the end of Year 4.  Pupils eligible for pupil premium attain as well as their peers in reading, writing and maths.
<b>e.</b>	Range of strategies used to improve quality of life and community attitudes towards school ensure that all pupils eligible for pupil premium attend school, wear uniform and have well-informed parents who engage with school.	All pupils who are eligible for pupil premium make good or better progress from their starting points.  Percentages of pupils eligible for pupil premium attaining age related expectations is the same as or close to those who are not eligible for pupil premium.
<b>f.</b>	Increased attendance levels of pupils eligible for pupil premium	Attendance levels of pupils eligible for pupil premium are in line or better than those who are not eligible.

## Planned Expenditure

Academic Year: 2016/2017

Desired Outcomes	Action	Evidence and rationale for this choice	Ensuring it has impact	Staff lead	Review
<b>Quality of teaching for all</b>					
<p>d. Improved rates of progress for all pupils who are eligible for pupil premium.</p> <p>Improved attainment for pupils in Year 1, 2 and Year 3 in reading, writing and maths to ensure continued success in upper key stage two.</p> <p>a. Early Years to provide a language rich environment to optimise children’s speaking and listening opportunities. Language will be modelled through meaningful communication in everyday conversation and a range of practical activities.</p>	<ul style="list-style-type: none"> <li>Teaching and Learning Mentors for all year groups</li> <li>3 x SLT members</li> </ul>	<p>Research shows that within school variance can have a negative effect in progress, especially for disadvantaged pupils. Teaching and Learning Mentors will support greater consistency in teaching as well as developing some of the more effective interventions as highlighted in the EEF toolkit – feedback, collaborative learning, 1:1 tuition and targeted parent work</p>	<p>Implementation is systematically and robustly monitored, evaluated, and feedback relating to the implementation of the T and L strategy is used to inform next steps– adjustments to strategy are made where needed.</p> <p>Roles and responsibilities of the T and L mentors are clear.</p>	<p>Headteacher</p> <p>Teaching and Learning Mentors</p>	<p>Half termly</p>
<p>d. Improved rates of progress for all pupils who are eligible for pupil premium.</p> <p>Improved attainment for pupils in Year 1, 2 and Year 3 in reading, writing and maths</p>	<ul style="list-style-type: none"> <li>Incentives to improve learning behaviour in classrooms</li> </ul>	<p>The Education Endowment Foundation outlines that behaviour interventions and school level approaches to developing a positive school ethos and improving discipline produce large improvements in academic performance along</p>	<p>CPOMS behaviour analysis half termly report showing years, groups or key stages behaviour patterns.</p>	<p>Headteacher</p>	<p>Half termly</p>

to ensure continued success in upper key stage two.		with a decrease in problematic behaviours.			
<b>Total budgeted cost £69,503.34</b>					
<b>Targeted support</b>					
<p>d. Improved rates of progress for all pupils who are eligible for pupil premium.</p> <p>Improved attainment for pupils in Year 1, 2 and Year 3 in reading, writing and maths to ensure continued success in upper key stage two</p>	<ul style="list-style-type: none"> <li>We will provide one to one opportunities for pupil premium children to read each day with a member of staff.</li> </ul>	<p>Small group work and one to one tuition are outlined by the NfER, Ofsted and the Sutton Trust as being effective strategies to use. We took note that no specific package, intervention or scheme was mentioned. Our ethos is to ensure we teach the way the children learn and so we will look at specific targeted interventions rather than any one product.</p>	<p>Pupil Progress meetings to monitor impact on the attainment and progress of pupils eligible for PP in reading at three key points across the year.</p> <p>Curriculum team to discuss approaches to the teaching of reading and share best practise.</p>	<p>Deputy Assistant Head</p> <p>SENDCO</p>	<p>01.2017 04.2017 07.2017</p>
<p>d. Improved rates of progress for all pupils who are eligible for pupil premium.</p> <p>Improved attainment for pupils in Year 1, 2 and Year 3 in reading, writing and maths to ensure continued success in upper key stage two.</p> <p>b. Pupils are fully included in the life and work of the school community and intervention is timely and well focussed.</p>	<ul style="list-style-type: none"> <li>Specific targeted interventions with identified year groups that change dependent on need of cohorts/groups of children.</li> </ul>		<p>Pupil Progress meetings to monitor impact on the attainment and progress of pupils eligible for PP in reading at three key points across the year.</p> <p>Lesson observations/drop ins and book monitoring to look for impact of additional staffing.</p>	<p>Deputy Assistant Head</p> <p>SENDCO</p>	<p>01.2017 04.2017 07.2017</p>
<p>c. Acquisition of English is rapidly achieved. This will be measured by the level at</p>	<ul style="list-style-type: none"> <li>We will provide help for pupils who are new to English by providing daily spoken language and grammar interventions and homework clubs to</li> </ul>		<p>Lesson observations/drop ins and book monitoring to</p>	<p>Deputy NTE lead</p>	<p>Half termly</p>

which pupils access the curriculum, and the progress they make.	enable them to access the curriculum as fully as possible as quickly as they can.		look for impact of provision changes		
<p>d. Improved rates of progress for all pupils who are eligible for pupil premium.</p> <p>Improved attainment for pupils in Year 1, 2 and Year 3 in reading, writing and maths to ensure continued success in upper key stage two.</p>	<ul style="list-style-type: none"> <li>One hour of additional teacher support a day to provide reduced sized maths groups to enable targeted teaching according to need and ability, including some one to one teaching where beneficial.</li> </ul>	<p>Reduced class sizes will enable higher quality and more frequent feedback.</p> <p>Ofsted's report into impact of pupil premium spending also outlines that additional staffing is how the vast majority of schools who are successfully narrowing the gap between pupils who are and aren't eligible for Pupil Premium, choose to spend this additional funding.</p>	<p>Pupil Progress meetings to monitor impact on the attainment and progress of pupils eligible for PP at three key points across the year.</p> <p>Lesson observations/drop ins and book monitoring to look for impact of additional staffing.</p>	<p>Deputy Assistant Head</p>	<p>01.2017 04.2017 07.2017</p>
<b>Total budgeted cost £22,831.66</b>					
<b>Other approaches</b>					
<p>f. Increased attendance levels of pupils eligible for pupil premium</p>	<ul style="list-style-type: none"> <li>Actively promote the key importance of good attendance with pupils and families because we know that good attendance is critical to good learning.</li> <li>Continue to reward good levels of attendance and follow up and support families, where we are concerned about absence.</li> <li>Attendance check and reward with the Learning Mentor for target children.</li> </ul>	<p>Although attendance strategies are only a focus for 1.6% of schools nationally, where it is a focus it is having a positive impact on attainment and progress.</p>	<p>Attendance monitored half termly to ensure more specific targeting of families.</p>	<p>Education Welfare Officer</p> <p>Parental Involvement Worker</p> <p>Headteacher</p>	<p>Half termly</p>
<p>d. Improved rates of progress for all pupils who are eligible for pupil premium.</p> <p>Improved attainment for pupils in Year 1, 2 and Year 3 in reading, writing and maths</p>	<ul style="list-style-type: none"> <li>Curriculum events, trips and external visitors to school to give children the ability to broaden horizons and give opportunities for writing.</li> </ul>	<p>Experience working with our children tells us that when we give our children something to write about there is a significant improvement in the quality and quantity of writing. The best way we have found to do this is</p>	<p>Curriculum lead to monitor curriculum for experiences offered.</p> <p>Planning scrutiny - Long term plans to include trips visits and 'Wow' starters.</p>	<p>Deputy</p>	<p>Half termly</p>

to ensure continued success in upper key stage two.		to ensure we have an experience led curriculum.	Impact on writing to be monitored through pupil progress meetings		
e. Range of strategies used to improve quality of life and community attitudes towards school ensure that all pupils eligible for pupil premium attend school, wear uniform and have well-informed parents who engage with school.	<ul style="list-style-type: none"> <li>After School clubs will be subsidised so that all pupils can take part.</li> <li>We will encourage pupils to take part in Clubs that involve physical activity so that pupils can begin to develop healthy life styles and be fit for life and learning.</li> </ul>	<p>Research suggests after-school clubs and sports can improve the academic performance and social skills of disadvantaged primary school pupils.</p> <p>Studies funded by the Nuffield Foundation, found taking part in activities after the formal school day can play a role in closing the attainment gap between children from economically disadvantaged backgrounds and those with more family resources.</p>	<p>% of children eligible for pupil premium attending sports clubs to be kept and monitored.</p> <p>More specific targeting of individuals to come from the pupil progress meetings.</p>	Headteacher	Half termly
	<ul style="list-style-type: none"> <li>Provide the option of a daily breakfast club for all pupils so that they can have access to a healthy meal at the start of the day to promote learning. This will be free to our pupil premium children.</li> <li>All pupil premium children will receive free milk.</li> </ul>	<p>There is significant research into the importance of a healthy breakfast in relation to cognitive development. We need to ensure all of our children start the day with a good breakfast to ensure maximum development.</p>	<p>% of children eligible for pupil premium attending breakfast club to be kept and monitored. More specific targeting of individuals to come from pupil premium meetings.</p>	Headteacher Business Manager	Half termly
	<ul style="list-style-type: none"> <li>We have employed a learning mentor to support children, including our pupil premium children, who find learning difficult. Our Learning Mentor helps pupils to develop the skills they need to overcome barriers to learning. We promote a sense of belonging for our pupils so that they feel secure and can focus and achieve well.</li> <li>Buddies</li> </ul>	<p>'On average, Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.' (Teaching and Learning toolkit)</p>	<p>Impact on reading and writing to be monitored through pupil progress meetings.</p> <p>Regular 'check-points' with the learning mentor, the children attending and teachers to ensure children</p>	Assistant Head SENDCO	Weekly pastoral meeting Half termly

			are improving and benefiting from support.  SENDCO to line manage Learning Mentor		
	<ul style="list-style-type: none"> <li>Build strong and positive relationships with parents, carers and families by providing opportunities for them to access advice and guidance via workshops, meetings and updates so they can learn more about how they can support their child's learning and promote their well-being.</li> </ul>	We know that parental involvement is mentioned by the Sutton Trust as having a moderate impact on attainment. We feel it can have a significant impact when used well and we believe this is something we do. In 2013 Ofsted said 'mutual respect is the cornerstone' of school	% of pupil premium parents attending workshops/courses to be kept and monitored.  Impact on pupil attainment to be measured through Pupil Progress reviews.	Deputy Head  Parental Involvement Worker  Learning Mentor	Half termly
	<ul style="list-style-type: none"> <li>School Uniform – ensures pupils are prepared for learning and feel part of our school community. Our pupil premium children will receive a £25 voucher to help with uniform costs.</li> </ul>	Whilst uniform costs are not considered high impact by the Sutton trust, there is research that suggests wearing uniform has a significant impact on behaviour, attitude and self-esteem. These things contribute to a child's Social and emotional learning which does have an impact on their attainment and progress.	Uniform is monitored by class teachers.	Headteacher  School Business Manager	Dec 2016

**Total budgeted cost £43,625.00**

## Summary Evaluation

We monitor pupils' progress regularly and carefully. We have high expectations of our pupils. We ensure that every pupil, including those entitled to the pupil premium grant, is achieving the expected level or above, where possible and appropriate. Where progress is a cause for concern additional support and provision is made for pupils, in class, in small groups and individually where needed.

In KS1 pupil premium children in 2016 performed less well overall. This is because many of the pupils in KS1 were admitted to the School in Year 1 and 2. Many of the pupils were new to the UK and the English Language and a large proportion also had special educational needs. We ensure that all teaching at Rainbow School is at least good and have implemented new strategies to enable all our staff to continue to develop their skills.

We promote an inclusive and caring environment so all pupils quickly become valued members of the School's community. We have also introduced daily lessons for pupils who are New to English [many of whom are entitled to the Pupil Premium grant] and training for all staff in meeting the needs of pupils new to English in the classroom setting. Our aim is to help pupils become proficient in English as quickly as possible. So they can make the very best of the learning opportunities. We have also introduced daily reading with a member of staff for pupils who are at risk of underachieving.

By the time children complete Year 6, the gap between pupil premium children and non-pupil premium children does not exist or is minimal. In a number of cases the gap is actually a positive one (+) where pupil premium children make more progress than those who are not disadvantaged. This is the result of accurate investment of the pupil premium funds, consistently good teaching over time, high expectations and positive relationships across the School.