

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

School	Rainbow Primary School				
Academic Year	2017/2018	Amount per child	£1,320	Date of last Pupil Premium external review	08.03.2016
Number of pupils eligible for PP	118	Total PP Budget	£155 760	Dates for internal review of strategy	01.2018 04.2018 07.2018

KS2 Attainment in 2016 / 2017

	Pupils eligible for PP at Rainbow	Pupils not eligible for PP nationally	Gap
% achieving ARE in reading, writing and maths	63	67	-4
% achieving ARE in reading	63	77	-14
% achieving ARE in writing	75	81	-6
% achieving ARE in maths	88	80	+8

KS2 Expected or better progress (Only 4 of 8 disadvantaged had KS1 results)	PP Children	NON- PP children	2016-17 GAP
Reading	-3	0.1	-3.1
Writing	4.62	3.95	+0.67
Mathematics	-0.52	1.4	-1.92

KS1 attainment	PP Children	Not PP Children	GAP	National other	GAP	School
% of pupils expected standard in reading	41	58	-17	79	-38	52
% of pupils expected standard in writing	37	47	-10	72	-35	44
% of children expected standard in maths	48	65	-17	79	-31	60

Year 1 Phonics Screening Test results	PP Children	Not PP Children	GAP	National other	GAP	School
Phonics Screening Test	88	76	+12	84	+4	79

Year 2 Phonics Screening Test results	PP Children	Not PP Children	GAP	National other	GAP	School
Phonics Screening Test	75	60	+15			65%

8 children did not pass the Year 2 phonics screening. 7/8 joined school at various points in Year 2 and were new to English. 1/7 has SEN needs.

Early Years Performance			
GLD	74%	National	71%

GLD	PP	Non-PP	GAP
%	75%	74%	+1

Percentage of pupil premium children achieving ARE in comparison to none pupil premium children: July 2017.

(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
	2017	2017	2017	2017	2017	2017
Reception - PP	100%	+11	75%	+1	100%	+19
Reception Non PP	89%		74%		81%	
Year 1- PP	67%	+ 6	40%	-5	53%	+1
Year 1- Non PP	61%		45%		52%	
Year 2-PP	41%	-17	37%	-10	48%	-17
Year 2- Non PP	58%		47%		65%	
Year 3- PP	47%	-22	36%	-33%	47%	-47%
Year 3- Non PP	69%		69%		80%	
Year 4- PP	30%	-38	35%	-28	30%	-33
Year 4- Non PP	68%		63%		63%	
Year 5- PP	63%	+5	42%	-2	68%	+10
Year 5- Non PP	58%		44%		58%	
Year 6- PP	63%	-13	75%	+4	80%	=
Year 6- None PP	76%		71%		80%	

Attendance 2016 - 2017	
Whole School	95%
Pupil Premium	93.7%
Not Pupil Premium	96%

Barriers to future attainment (for pupils eligible for PP)	
In school barriers	
a.	Pupils entitled to PP are often behind in terms of their overall development on entering reception.
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]
c.	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.
d.	In at least one subject, Reading, writing and maths, attainment for pupils who are eligible for Pupil Premium, in all years, apart from Reception, is lower than other pupils. This could prevent sustained high achievement at the end of Key Stage 2.
External barriers	
e.	Financial pressures on families that impact on quality of life have an impact on children's well-being and attitudes towards school.
f.	The attendance levels of pupils entitled to PP need to rise and to be good.

Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
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.	GLD for pupils entitled to Pupil Premium will be in line or better than those not entitled.
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.
c.	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.
d.	Improved rates of progress for all pupils who are eligible for pupil premium. Improved attainment for pupils in Year 1, 2, 3, 4, 5 and 6 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.
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.	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.
f.	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: 2017/2018

Desired Outcomes	Action	Evidence and rational for this choice	Ensuring it has impact	Staff lead	Review
Quality of teaching for all					
<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"> Key Stage Leaders to support the delivery of whole school improvement strategies that focus on accelerating pupils access to learning. SLT x 2 Phase Leaders 	<p>The Education Endowment emphasises the fact that the quality of teaching is an important driver of pupil attainment and a range of other outcomes. Therefore, maximising the quality of teaching through the effective development and deployment of teachers and teaching assistants is of high priority at Rainbow.</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 Key Stage Leaders are clear.</p>	<p>Head of School Key Stage 1 and 2 Leaders</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 to ensure continued success in upper key stage two.</p>	<ul style="list-style-type: none"> Incentives to improve learning behaviour in classrooms 	<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 with a decrease in problematic behaviours.</p>	<p>CPOMS behaviour analysis half termly report showing years, groups or key stages behaviour patterns.</p>	<p>Head of School</p>	<p>Half termly</p>
Total budgeted cost £					

Targeted support					
<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"> We will provide one to one opportunities for pupil premium children to read each day with a member of staff. 	<p>Small group work and one to one tuition are outlined by the NfER, Ofsted and the Sutton Trust as being 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>Head of School</p> <p>Assistant Heads</p> <p>SENDCO</p>	<p>01.2018</p> <p>04.2018</p> <p>07.2018</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>	<ul style="list-style-type: none"> Specific targeted interventions with identified year groups that change dependent on need of cohorts/groups of children. 		<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>Head of School</p> <p>Assistant Heads</p> <p>SENDCO</p>	<p>01.2018</p> <p>04.2018</p> <p>07.2018</p>
<p>c. Acquisition of English is rapidly achieved. This will be measured by the level at which pupils access the curriculum, and the progress they make.</p>	<ul style="list-style-type: none"> We will provide help for pupils who are new to English by providing daily spoken language and grammar interventions and homework clubs to enable them to access the curriculum as fully as possible as quickly as they can. 		<p>Lesson observations/drop ins and book monitoring to look for impact of provision changes</p>	<p>Head of School</p> <p>Key Stage Leaders</p> <p>NTE lead</p>	<p>Half termly</p>
<p>d. Improved rates of progress for all pupils who are eligible for pupil premium.</p>	<ul style="list-style-type: none"> 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. 	<p>Reduced class sizes will enable higher quality and more frequent feedback.</p> <p>Ofsted's report into impact of pupil premium spending also</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>Head of School</p> <p>Assistant Head</p>	<p>01.2018</p> <p>04.2018</p> <p>07.2018</p>

Improved attainment for pupils in Year 5 & 6 in reading, writing and maths to ensure continued success in upper key stage two.		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.	Lesson observations/drop ins and book monitoring to look for impact of additional staffing.		
Total budgeted cost £					
Other approaches					
f. Increased attendance levels of pupils eligible for pupil premium	<ul style="list-style-type: none"> Actively promote the key importance of good attendance with pupils and families because we know that good attendance is critical to good learning. Continue to reward good levels of attendance and follow up and support families, where we are concerned about absence. Attendance check and reward with the Learning Mentor for target children. Education Welfare Officer Support 	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.	Attendance monitored half termly to ensure more specific targeting of families.	Education Welfare Officer Attendance Officer Head of School	Half termly
d. 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.	<ul style="list-style-type: none"> Curriculum events, trips and external visitors to school to give children the ability to broaden horizons and give opportunities for writing. 	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 to ensure we have an experience led curriculum.	Curriculum lead to monitor curriculum for experiences offered. Planning scrutiny - Long term plans to include trips visits and 'Wow' starters. Impact on writing to be monitored through pupil progress meetings	Head of School	Half termly
e. Range of strategies used to improve quality of life and community attitudes towards school ensure that all pupils eligible for pupil premium	<ul style="list-style-type: none"> After School clubs will be subsidised so that all pupils can take part. We will encourage pupils to take part in Clubs that involve physical activity so that pupils can begin to 	Research suggests after-school clubs and sports can improve the academic performance and social skills of disadvantaged primary school pupils.	% of children eligible for pupil premium attending sports clubs to be kept and monitored.	Head of School	Half termly

attend school, wear uniform and have well-informed parents who engage with school.	develop healthy life styles and be fit for life and learning.	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.	More specific targeting of individuals to come from the pupil progress meetings.		
	<ul style="list-style-type: none"> 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. All pupil premium children will receive free milk. 	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.	% 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.	Head of School Business Manager	Half termly
	<ul style="list-style-type: none"> 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. 	'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)	Impact on reading and writing to be monitored through pupil progress meetings. Regular 'check-points' with the learning mentor, the children attending and teachers to ensure children are improving and benefiting from support. SENDCO to line manage Learning Mentor	Head of School SENDCO	Weekly pastoral meeting Half termly
	<ul style="list-style-type: none"> Build strong and positive relationships with parents, carers and families by providing opportunities for them to access advice and 	We know that if Parental involvement is mentioned by the Sutton Trust as having a	% of pupil premium parents attending	Head of School	Half termly

	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.	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	workshops/courses to be kept and monitored. Impact on pupil attainment to be measured through Pupil Progress reviews.	Parental Involvement Worker Learning Mentor	
	<ul style="list-style-type: none"> 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. 	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.	Head of School School Business Manager	Dec 2017
Total budgeted cost £					

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 2017 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. 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.

Notes:

- Rainbow school has many new admissions during the school year.
- 51% of children in the school joined at non- standard times, after Reception.
- In 2016- 2017 28% of the total number of children joined within the year. 19% of the total number of children left within the year.
- In 2016 2017 20% of the school population were new to English, joining the school from overseas.