

The Federation of Rawcliffe Bridge Primary School and Rawcliffe Primary School

Pupil Premium Expenditure 2018-2019

At both schools in the federation, pupil premium groups are lower than the national average, with small, uneven cohort profiles across the two schools, therefore are both RBPS and RPS we know and treat each pupil as individuals.

Supporting the Whole Child: Enrichment and Engagement, Academic and Physical, Social & Emotional

Areas to develop

- In some cases, pupil premium attendance is falling below 90%
- To ensure that children, with multiple disadvantages, have accurate diagnostic assessment leading to specific targets with accurate and focused provision
 - A low percentage of pupil premium are reaching national / greater depth
 - To improve aspirations, confidence, self-motivation and self-worth of pupils by developing a culture of 'limitless potential'
 - To increase the effectiveness of teaching assistants across the federation
 - Interventions are appropriate and of the right quality; delivered and tracked closely.
 - Engagement with parents to ensure support and clear communication between school and families.
 - To support the child's overall social, physical, mental and emotional well-being through targeted work and interventions.



Barriers and Aims	Actions and Provision	Desired Outcome	Costs (Rounded)
<ul style="list-style-type: none"> Children's confidence in their skills and knowledge is lower than their actual attainment <p>To improve aspirations, confidence, self-motivation and self-worth of pupils by developing a culture of 'limitless potential'</p>	<p>Small group interventions Friendship groups Extra-curricular clubs and activities Financial support so children can continually access the wider curriculum and enrichment opportunities e.g. residential and school visits</p>	<ul style="list-style-type: none"> Children's confidence in their skills and knowledge will be improved to reflect their actual ability and attainment. The emotional wellbeing of children is positively affected by in-school support and interventions. Parents have an increased understanding in how best to support their child with mental health concerns. Pupil voice surveys show that children are confident, happy and secure at school and that they enjoy challenge Children are proud of their achievements, motivated and are motivational in their outlook. As a result work (including presentation) is of a high standard and children perform at the highest level. 	£6,000
<ul style="list-style-type: none"> Pupil premium attendance is falling below 90% <p>Engagement with parents to ensure support and clear communication between school and families</p>	<p>Regular parent/pupil/teacher meetings, phone calls and/or letters Careful monitoring by school Provision of work/resources for children not in school Celebration of good attendance, increased attendance.</p>	<ul style="list-style-type: none"> Persistent absence is reduced Attendance is increased 	£50
<p>To ensure that children, with multiple disadvantages, have accurate diagnostic assessment leading to specific targets with accurate and focused provision</p>	<p>Staff training E.L.S.A The development of a Zen Den Mental Health training</p>	<ul style="list-style-type: none"> The emotional wellbeing of children is positively affected by in-school support and interventions. Parents have an increased understanding in how best to support their child with mental health concerns. 	£4,000
<ul style="list-style-type: none"> Children's reading pace impacts on their comprehension skills leaving them with limited response time to questions Children need time and coaching to develop their resilience when solving mathematical problems To improve knowledge and proficiency in maths <p>A low percentage of pupil premium are</p>	<p>Mastery resources Equipment Staff training Reading clubs Reading buddies Age-appropriate books Mathletics 1:1 support – specific intervention programmes, including for GT children. In class support. Challenge clubs (including some digital media)</p>	<ul style="list-style-type: none"> Improved reading pace and comprehension skills leading to greater response time in lessons and assessments for all children. Improvement in the speed and resilience with which children approach mathematical problem solving. Challenge and mastery is embedded into the curriculum 'limitless potential' culture 	£3,150

To monitor the effectiveness of interventions across the school

SENDCO/EDHT to have a non-teaching role to lead and monitor interventions. Ensure that staff are aware of what is working well and what isn't and explore reasons why. Regular meeting with ELSA/Mental Health TA, SENDCO and teaching staff.

To increase the effectiveness of teaching assistants across the federation

TA's are deployed effectively and/or in ways that frees up teachers so they are supporting the most vulnerable groups. ELT/SLT team to observe and monitor effectiveness of teaching assistants in lesson observations, dialogues with children to include who they work with regularly and learning walks to capture snap-shots of staff deployment.