

## Pupil Premium Funding 2015-16 - making a difference at Ravenswood School

### Our Ambition

It is our ambition for children in receipt of Pupil Premium to succeed as well or better than other children at Ravenswood School. The funding is provided in addition to the main funding from the LA and is intended to help disadvantaged pupils, so that the school can improve their progress and make sure they make similar progress to their peers. A high percentage of our pupils receive Pupil Premium funding – we are in the highest quintile on the Ofsted School Data Dashboard.

We used the funding (£58,906) in 2015-16 to support these disadvantaged pupils to overcome barriers in their learning.

In 2015 – 16 we had the following numbers of disadvantaged pupils:

	Pupils eligible for Free School Meals	Children looked After (CLA)	Children Adopted or with legal guardianships
School aged	33	6	4
p-16	10	1	1

### Our desired outcomes for these children in 2015-16 were:

- Maintain the closed gap between PP children and their peers in school
- Accelerating improvements in behaviour of PP pupils
- Continue to maintain high attendance of CLA and CAO pupils and improve attendance of FSM by a further 1%
- Continue to increase parental engagement in their child's education
- Identify if there is a gap between PP and their peers in Personal Development

Below are the strategies/interventions we used, along with our self-evaluation of each strategy.

Specialist Strategies used in 2015-16	Research evidence of impact	Self- Evaluation of the strategies.
<p><b>School Level Behaviour Support:</b></p> <ul style="list-style-type: none"> <li>• Planning and designing behaviour programmes.</li> <li>• Supporting class teams in behaviour management.</li> <li>• Liaising with other professionals supporting the child, to ensure an integrated approach between school and home.</li> </ul> <p>Expenditure: £31,464</p>	Extensive	<ul style="list-style-type: none"> <li>• High quality behaviour programmes/risk assessments designed and implemented by class teams</li> <li>• Well targeted support from Senior Leaders led to improvements in behaviour management and reduction in incidents.</li> </ul> <p><b>Effective strategy/intervention.</b></p>

<b>Specialist Strategies used in 2015-16</b>	<b>Research evidence of impact</b>	<b>Self- Evaluation of the strategies.</b>
<p><b>Social and Emotional Learning</b> (Behaviour Groups)</p> <ul style="list-style-type: none"> <li>• Self Esteem</li> <li>• Relationships with Peers</li> <li>• Relationships with School/Adults</li> <li>• Social Communication</li> </ul> <p>Expenditure: £8,246</p>	Extensive	<ul style="list-style-type: none"> <li>• Pupils found it difficult to engage in this group work, as adults were unfamiliar and were not the same people each week. This raised anxieties of pupils and they were frequently reluctant to attend.</li> </ul> <p><b>Strategy reviewed and redesigned for 2015-16.</b></p>
<p><b>Speech and Language interventions</b></p> <ul style="list-style-type: none"> <li>• Speech and language assistance, individual and small group work</li> <li>• Ipad/ Communication aid and training to use.</li> </ul> <p>Expenditure: £7,600</p>	Extensive	<ul style="list-style-type: none"> <li>• Improvements noted in SALT reports.</li> <li>• Significant improvements in expressive communication for student.</li> </ul> <p><b>Effective strategy/intervention.</b></p>
<p><b>Family Support</b></p> <ul style="list-style-type: none"> <li>• Working with individual families to gain parental engagement</li> <li>• Liaising with Virtual School and social care professionals to ensure the well-being and progress of pupils who are CLA.</li> <li>• Planning and monitoring attendance plans for individual children.</li> </ul> <p>Expenditure: £17,100</p>	Moderate	<ul style="list-style-type: none"> <li>• Good outcomes.</li> <li>• Very good outcomes.</li> <li>• Effective in ensuring no child was missing in education and persistent absence was only an outcome of poor physical or mental health.</li> </ul> <p><b>Effective strategy/intervention</b></p>
<p><b>Curriculum Enhancement</b></p> <ul style="list-style-type: none"> <li>• Free weekly music tuition for CLA pupils</li> <li>• Half-price weekly music tuition for FSM pupils</li> </ul> <p>Expenditure: £963</p>	Moderate	<ul style="list-style-type: none"> <li>• Pupils enjoyed the music tuition, interacting well with the music.</li> <li>• Older pupils enjoyed learning to perform to friends, class peers and in assemblies.</li> </ul> <p><b>Strategy to be reviewed during 2015/16.</b></p>
<p><b>Total expenditure: £65,373</b></p>		

### Outcomes of our interventions/strategies

Desired outcomes for 2015-16	Success criteria	Outcomes met?
Maintain the closed gap between PP children and their peers in school	<ul style="list-style-type: none"> <li>• School aged pupils who are CLA, CAO or eligible for FSM make outstanding progress in Reading, Writing and Maths.</li> <li>• p-16 students who are CLA, CAO or eligible for FSM make outstanding progress in Reading, Writing and Maths.</li> </ul>	<ul style="list-style-type: none"> <li>• 41/43 pupils achieved</li> <li>• 8/12 pupils achieved</li> </ul>
Accelerating improvements in behaviour of PP pupils	<ul style="list-style-type: none"> <li>• FSM pupils of statutory school age maintain good behaviour and outstanding behaviour in p-16</li> <li>• CLA and CAO pupils show improved behaviour through the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Achieved. FSM pupils pre-16 and p-16 show outstanding improvements in behaviour</li> <li>• 5/7 pupils of statutory school age achieved. All pupils in p-16 achieved.</li> </ul>
Continue to maintain high attendance of CLA and CAO pupils and improve attendance of FSM by a further 1%	<ul style="list-style-type: none"> <li>• FSM pupils improve attendance by 1%</li> <li>• CLA pupils maintain high attendance</li> <li>• CAO pupils maintain high attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Not achieved.</li> <li>• Achieved</li> <li>• Achieved</li> </ul>
Continue to increase parental engagement in their child's education	<ul style="list-style-type: none"> <li>• Increased % of pupils on FSM parents have engaged with the school</li> </ul>	<ul style="list-style-type: none"> <li>• Not achieved</li> </ul>
Identify if there is a gap between PP and their peers in Personal Development	<ul style="list-style-type: none"> <li>• Tracking system established</li> <li>• Baseline measure in Autumn term</li> <li>• Progress measures in Summer term</li> <li>• Analysis to identify if there is a gap or not</li> </ul>	<ul style="list-style-type: none"> <li>• Acheived</li> <li>• Achieved</li> <li>• Achieved</li> <li>• Achieved</li> </ul> <p>Pupils in receipt of PP make outstanding progress in their PSD in line with their peers.</p>

**Pupils' academic progress.**

2016	No. in group	June Reading	June Writing	June Maths	Evaluation
SSA	79	OUTSTANDING	OUTSTANDING	OUTSTANDING	43/45 pupils those in receipt of PP made outstanding progress in line with their peers.
FSM	35	OUTSTANDING	OUTSTANDING	OUTSTANDING	
Not FSM	44	OUTSTANDING	OUTSTANDING	OUTSTANDING	
CLA	6	OUTSTANDING	OUTSTANDING	OUTSTANDING	
Non CLA	73	OUTSTANDING	OUTSTANDING	OUTSTANDING	
CAO	4	INAD	OUTSTANDING	RI	
Non CAO or CLA	69				

2016	No. in group	June Reading	June Writing	June Maths	Evaluation
Post 16	31	OUTSTANDING	OUTSTANDING	OUTSTANDING	5/12students disadvantaged students made outstanding progress in line with their peers.
Post 16 FSM	10	INAD	INAD	OUTSTANDING	
Post 16 Not FSM	21	OUTSTANDING	OUTSTANDING	OUTSTANDING	
Post 16 CLA	1	INAD	RI	RI	
Post 16 Not CLA	30	OUTSTANDING	OUTSTANDING	OUTSTANDING	
Post 16 CAO	1	OUTSTANDING	OUTSTANDING	OUTSTANDING	
Post 16 non CAO or CLA pupils	29				

**Pupils' Progress in Personal Social Development.**

2016	No. in group	Self-esteem	Relationships with peers	Relationships with school/adults	Social communication	Evaluation
SSA	79	Outstanding progress	Outstanding progress	Outstanding progress	Outstanding progress	Disadvantaged pupils made progress in their PSD in line with their peers.
FSM	35	Outstanding progress	Outstanding progress	Outstanding progress	Outstanding progress	
Not FSM	44	Outstanding progress	Outstanding progress	Outstanding progress	Outstanding progress	
CLA	6	Outstanding progress	Outstanding progress	Outstanding progress	Outstanding progress	
Non CLA	73	Outstanding progress	Outstanding progress	Outstanding progress	Outstanding progress	
CAO	3	Outstanding progress	Outstanding progress	Outstanding progress	Outstanding progress	
Non CAO or CLA	69	Outstanding progress	Outstanding progress	Outstanding progress	Outstanding progress	

2016	No. in group	Self-esteem	Relationships with peers	Relationships with school/adults	Social communication	Evaluation
Post 16	31	Outstanding progress	Outstanding progress	Outstanding progress	Outstanding progress	Disadvantaged pupils made progress in their PSD in line with their peers.
Post 16 FSM	10	Outstanding progress	Outstanding progress	Outstanding progress	Outstanding progress	
Post 16 Not FSM	21	Outstanding progress	Outstanding progress	Outstanding progress	Outstanding progress	
Post 16 CLA	1	Outstanding progress	Outstanding progress	Outstanding progress	Outstanding progress	
Post 16 Not CLA	30	Outstanding progress	Outstanding progress	Outstanding progress	Outstanding progress	
Post 16 CAO	1	Outstanding progress	Outstanding progress	Outstanding progress	Outstanding progress	
Post 16 non CAO or CLA pupils	29	Outstanding progress	Outstanding progress	Outstanding progress	Outstanding progress	

#### Overall evaluation:

Pupil premium spend at Ravenswood School is well-targeted to fund interventions for disadvantaged children, ensuring they make similar progress to their peers, improve their attendance and behaviour.

We continuously seek to review and develop our provision to further accelerate the progress of our pupils and with this in mind are reviewing the interventions we will plan and design for 2015-16 and beyond.

#### Next steps:

We want to continue to hold high ambitions for pupils in receipt of pupil premium and plan to do this by planning our desired outcomes and success criteria for 2015-16, see table below:

Desired outcomes for 2016-17	Success criteria
Continue to ensure pupils in receipt of PP make outstanding progress in line with their peers.	<ul style="list-style-type: none"> <li>• CLA pupils make outstanding progress in Reading, Writing and Maths including p-16 FSM students</li> <li>• FSM pupils make outstanding progress in Reading, Writing and Maths</li> </ul>
Continue to ensure pupils in receipt of PP make outstanding progress in their Personal and Social Development.	<ul style="list-style-type: none"> <li>• CLA pupils make outstanding progress in their Personal and Social Development</li> <li>• FSM pupils make outstanding progress in their Personal and Social Development</li> </ul>
Continue to ensure pupils in receipt of PP show excellent behaviour or make outstanding progress in their behaviour.	<ul style="list-style-type: none"> <li>• Maintain 95% attendance for CLA pupils</li> </ul>

Continue to maintain high attendance of CLA and CAO pupils Improve attendance of FSM by a further 1%	<ul style="list-style-type: none"><li>• Secure 92% attendance for FSM pupils</li></ul>
For FSM pupils, increase parental engagement their child's education	<ul style="list-style-type: none"><li>• Improve parental engagement of FSM pupils to 92%</li></ul>

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