

## Pupil premium strategy / self-evaluation (primary)

1. Summary information					
School	Ryders Hayes School				
Academic Year	2019/20	Total PP budget	£102500	Date of most recent PP Review	Sept '19
Total number of pupils	497	Number of pupils eligible for PP	82	Date for next internal review of this strategy	Sept '20

2.	Current attainment			
PP 13 pupils from cohort of 61	National PP score	Pupils eligible for PP	Pupils not eligible for PP	ALL children (PP & Non PP)
% achieving expected standard or above in Reading, writing & maths	RWM - 51%	<b>RWM - 45%</b>	RWM – 82%	RWM – 75%
	Reading – 64%	<b>Reading – 69%</b>	Reading – 86%	Reading – 82%
	GPVS- 67%	<b>GPVS – 55%</b>	GPVS - 80%	GPVS – 75%
	Writing – 67%	<b>Writing – 85%</b>	Writing – 88%	Writing – 87%
	Maths – 64%	<b>Maths – 100%</b>	Maths – 100%	Maths – 100%
progress in Reading (as measured in the school) *validation awaiting		<b>-1.00</b>	-0.95	<b>-0.04</b>
progress in Writing (as measured in the school) *validation awaiting		<b>2.71</b>	0.61	<b>1.23</b>
progress in Mathematics (as measured in the school) *validation awaiting		<b>2.89</b>	2.47	<b>2.20</b>

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Oral language skill/ <i>Language First</i> principles across school. Lower for pupils eligible for PP than for other pupils. This slows progress in RWM in subsequent years.
<b>B.</b>	PP to be in line or above children not PP Nationally across Reading, Writing, Maths and combined RWM.
<b>C.</b>	Extra-curriculum and wider opportunity experiences and work with families to further support PP children; enhancing and enthusing learning.

<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance rates for pupils eligible for PP, we need to continue to monitor this, as we know that poor attendance reduces school hours and causes children to fall behind.
<b>E.</b>	Monitoring attainment and progress of children who are PP and SEND

<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Improve oral language skills for pupils eligible for PP across school.	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
<b>B.</b>	PP to be in line or above children not PP Nationally across Reading, Writing, Maths and combined RWM.	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
<b>C.</b>	To continue to ensure that every child has the opportunity to take part in enrichment and extracurricular activities to broaden their life experiences (Including sport and Music wider opportunities)	- Increase the number of pupils taking part in extended provision. - Greater variety of experiences to cater for the needs and wishes of our children
<b>D.</b>	Increase attendance rates for pupils eligible for PP.	- Reduce the number of persistent absentees among pupils eligible for PP - Improve rates of attendance for children eligible for PP funding attendance so that they are in line with National average and in line with 'other' pupils

5. Review of expenditure				
Previous Academic Year		2018/2019		
i. Quality of teaching for all				
Action	Intended outcome	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
Pupils to continue to develop high aspirations for their learning	Develop pupils' resilience to learning and acceptance of challenge. Learn from failure.	Growth Mind-set strategies across school. Embedded through Ryders four 'Learning Characters' children from Pre-school upwards develop their resilience and embrace challenge.	Continued across school and intention to provide more opportunities to share and educate parents.	£1350
		Children understanding and applying 'Mindfulness' in their everyday life to support their mental wellbeing. Measured by and improved score across the factors within the Resilience Doughnut.	Mindfulness to continue weekly. Resilience doughnut	
		Careers Hub Pilot for Year 6 raising aspirations for all learners and exposing children to the diverse range within the working sector.	Pupil voice captures t impact of visitors and professional in school. Careers programme rolled out across school Reception to Year 6 as Ryders Hayes operates as a Careers Hub for 2019 supporting other schools.	
		Year 5 visit to Grammar provision able for all PP children to experience differing educational setting alongside the opportunity for funded tutoring to prepare for 11+	Continued links with KS3 settings and Grammar school. PP children offered tuition opportunities from Summer 2019 in preparation for secondary entrance examinations.	
To achieve 90% attainment in Reading, writing and Maths for most pupils and to ensure good progress for all	Working collaboratively in small groups Continuous provision by TAs Quality first teaching across school	Feedback from teachers to highlight misconceptions or 'gaps' in learning quickly addressed through intervention groups.	Feed forward techniques used well - children know what to build on quickly in the next lesson ALP books capture AfL and have been adapted for 2019/20 to assist in assessment of Foundation subjects	£29290
		Data coaching sessions with staff each term to track and monitor attainment and progress for all. Monitoring groups to comparison to their peers.	Data coaching provides a clear picture of what each child/class/year group is and what needs areas/topic focus needs to be addressed for the next term/unit of work	
		Reduce the gap between attainment and progress	- Continue to improve school attainment and progress - Keeping above National levels	
		MITA principles embedded across school	Performance management feedback from teaching assistants outlines improved confidence and effectiveness across school.	
		Phonic booster group 'Breakfast with Fred' to support children working towards phonic assessment	Accelerated progress for identified children - 77% pass rate aiming for 80% 2019/20	

<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
To further develop experiences of the world around them, building past experiences and equipping them for the future	PP children in Y5 have an experience camping out with a camp fire Subsidised residential and overnight experiences EYFS Forest school activities	Increase language and variety in writing after understanding after 'experiencing' moments themselves	School to further embed language First principles across the curriculum providing intentional opportunities for learning and exploration.	£2500
		Increase confidence in the family and further develop relationships (support through Play therapy councillor)	Family learning opportunities across school have been very successful and engaging hoe has been a power motivator for children.	
		Educational trips and visits to provide opportunities which children may not yet experienced	- Trips and visits ensure that children continue to receive an enhanced and broad curriculum. - Activity passports have been added to pupil planners to support families investigating and using resources within the local area.	
		Forest school provides a foundation for outdoor learning and exploration. Children are interested by the setting from an early age including outdoor adventure and promoting active lifestyles.	Forest school to be utilised further up school into higher Key Stages to capitalise on opportunities and link with surrounding setting s such as Cannock Chase.	
Pupils not completing home learning and specific targets based on 'gaps' in knowledge	Home learning club offered once per week Resources provided/available to use at home	Achievement of personalised targets	Pupil planners adapted for recording 'Personal learning challenges'	£1200
		Study skills developed	- Support materials added to Pupil planners assisting with homework - invited to weekly study support	
		Developing independence for learning in preparation for KS3	One to one coaching for Year 6 with staff members in preparation for their transition to KS3 and end of Key Stage assessments.	
		Monthly tracking and EWW visits where required. Tracking of families	Improved attendance Families assisted where required through Pastoral Support in school	
Improve attendance	Improved attendance	Monthly tracking and EWW visits where required. Tracking of families	Improved attendance Families assisted where required through Pastoral Support in school	£1000

<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria?</b> <i>(Include impact on pupils not eligible for PP, if appropriate).</i>	<b>Lessons learned</b> <i>(and whether you will continue with this approach)</i>	<b>Cost</b>
Family engagement	Family engagement of vulnerable families increased	Pastoral lead full time in school; Building links with families and improved engagement in school (parents meetings and evening) Coaching and mentoring of pupils Signposting for families Liaising with agencies/appointments	Supporting families who previously have struggled to engage with school Improved punctuality and attendance	£40000
Pupils well being	School a safe place for children where they feel physically and mentally secure	Weekly Mindfulness sessions Coaching and self-esteem programmes available via Pastoral lead	Toast/Fruit offered for break time each day to ensure pupils are 'ready to learn'	£1000
			Total cost -£81140	

6. Planned expenditure					
Academic year		2019/2020			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>Priority A -</b></p> <p>Further Improve oral language skills for pupils eligible for PP across EYFS and KS1 through Reading and learning conversations</p>	<ul style="list-style-type: none"> <li>- Children embrace the joy of Reading through exposure to quality, interesting and inspiring texts.</li> <li>- All staff use the language first principles (radiator, magnet and communicator) to draw out quality conversations and develop a strong base for language in their classes.</li> <li>- Children have a secure and confident use of language to express and debate their opinions and views.</li> <li>- Quality of spoken language transfers into Writing</li> </ul>	<p>EEF <a href="https://educationendowmentfoundation.org.uk/school-themes/literacy/">https://educationendowmentfoundation.org.uk/school-themes/literacy/</a></p> <p>EEF June guide for PP support in schools - <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/">https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/</a></p> <p>DfE Improving social mobility through Education December 2017 <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachmen">https://assets.publishing.service.gov.uk/government/uploads/syst</a></p>	<ul style="list-style-type: none"> <li>- Quality first teaching - use of language first principles to develop and create high quality conversations/discussions</li> <li>- Continued staff CPD (regular PLD sessions and sharing of exemplary practise)</li> <li>- 'Soap boxes' to be used throughout school for children to share their views and practice public speaking</li> <li>- KS2 Debating team to meet regularly and compete with schools termly.</li> <li>- Weekly class learning walks and lesson observations</li> <li>- Pupil voice</li> <li>- Data coaching</li> <li>- English subject monitoring</li> </ul>	<p>AHT/SLE VD</p> <p>Subject Lead/SLE AJ</p> <p>Oracy leads - JG HB</p>	<p>Weekly Subject leaders</p> <p>Half termly – AHT</p> <p>Termly - SLG</p>

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>Priority B –</b></p> <p>To achieve 90% attainment in Reading, writing and Maths for most pupils and to ensure good progress for all</p>	<ul style="list-style-type: none"> <li>- Learning profile completed for all Pupil Premium children to understand their strengths and barriers to learning</li> <li>- ‘Hooks’ for learning created through pupil interests and appropriately target provision</li> <li>- Quality first teaching - any teacher needs addressed/supported through coaching</li> <li>- PP children working collaboratively in supported groups with TAs (Improved progress for PP children address any gaps/ misconceptions)</li> <li>- AfL outlined by teachers in ALPs books enable misconceptions to be quickly addressed.</li> <li>-Feed forward assessment</li> <li>-Address gaps identified in understanding</li> <li>- PP children supported weekly with English SLE around a focus ext. These will be purchased for children to work on and then keep afterwards.</li> </ul>	<ul style="list-style-type: none"> <li>- Children will learn best when they are interested and engaged.</li> <li>- Reluctant learners have said in pupil voice discussion they are ‘more intrusted if it something they enjoy’</li> </ul> <p>EEF June 2019 guide Feedback and monitoring <a href="https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/">https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/</a></p> <p>EEF <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/#effectiveness">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/#effectiveness</a></p>	<p>As a result of the profiles children will:</p> <ul style="list-style-type: none"> <li>- targeted support</li> <li>- Pupil Premium children are tracked across school, effective interventions adapted ensure the children make strong progress</li> <li>- Weekly learning walks in class (and with TA groups)</li> <li>- Pupil conversations</li> <li>- Pupil books</li> <li>- PP standing item for fortnightly phase meetings</li> <li>- Class profiles and intervention ½ termly class lists</li> <li>- Feedback from teachers to highlight misconceptions or 'gaps' in learning quickly addressed through intervention groups.</li> <li>- Phonic booster group 'Breakfast with Fred' to support children working towards phonic assessment</li> <li>- Additional teacher employed to teach targeted groups of children requiring a smaller group or revisiting of concepts.</li> <li>- Misconceptions quickly addressed so children learning is secure.</li> <li>Weekly TA professional development</li> <li>- MITA principles monitored and consistent across school</li> <li>- Evidence collated via ALPs book</li> <li>- Termly data coaching discussions</li> </ul>	<p>Teachers Phase Lead AHTs PP Leader SLG</p> <p>Targeted intervention groups HL</p> <p>SLE English MG</p>	<ul style="list-style-type: none"> <li>- Termly Parents evenings</li> <li>- Termly through data coaching meeting with year groups and tracking of pupils</li> <li>- Termly class profile tracking</li> </ul>
	<ul style="list-style-type: none"> <li>- Support PP pupils not completing home learning and specific targets based on 'gaps' in knowledge</li> <li>- Home learning club offered once per week</li> <li>- Provision of resources provided/available to use at home</li> <li>- Subscription to online learning platforms such as Timetable rock stars and Active Maths</li> </ul>	<p>EEF June guide for PP support in schools - <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/">https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/</a></p>	<ul style="list-style-type: none"> <li>- Achievement of personalised targets</li> <li>- Study skills developed</li> <li>- Developing independence for learning in preparation for KS3</li> </ul>	<p>Teacher/ Phase leads/ AHTs</p>	<ul style="list-style-type: none"> <li>- Termly data coaching meeting</li> <li>- Termly parents evening</li> <li>- Evidence in pupil planners</li> <li>- Pupil voice</li> </ul>
<b>Total budgeted cost</b>					£30,000

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>Priority C –</b></p> <p>To further develop experiences of the world around them, building past experiences and equipping them for the future</p> <p>- ensure that all Pupil Premium children fully participate in school trips and enrichment days</p> <p>- Encourage more Pupil Premium children to take up the opportunity to learn a musical instrument</p>	<ul style="list-style-type: none"> <li>- Curriculum broadened and personal experiences gained through trips, visits and residential activities.</li> <li>- Children have a greater understanding of concepts after 'experiencing for themselves'</li> <li>- Children strengthen curricular links across subjects throughout school building on previous experiences</li> <li>PP children in Y5 have an experience camping out with a camp fire</li> <li>Subsidised residential and overnight experiences</li> <li>- Growth Mind-set strategies across school. Embedded through Ryders four 'Learning Characters' children from Pre-school upwards develop their resilience and embrace challenge.</li> <li>- Children understanding and applying 'Mindfulness' in their everyday life to support their mental wellbeing. Measured by and improved score across the factors within the Resilience Doughnut.</li> <li>- Ryders Hayes is a Careers Hub raising aspirations for all learners and exposing children to the diverse range within the working sector.</li> <li>- Year 5 visit to Grammar provision able for all PP children to experience differing educational setting alongside the opportunity for funded tutoring to prepare for 11+</li> <li>- Early Years continued Forest school curriculum (Children experiencing activities progressing in KS2)</li> </ul>	<p>DfE guidance - My activity passport  <a href="https://www.gov.uk/government/publications/my-activity-passport">https://www.gov.uk/government/publications/my-activity-passport</a></p> <p>EEF  <a href="https://educationendowmentfoundation.org.uk/school-themes/enrichment/">https://educationendowmentfoundation.org.uk/school-themes/enrichment/</a></p> <p>EEF  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</a></p>	<ul style="list-style-type: none"> <li>- Activity passports placed into planners - for Parents, TAs, teacher to use and track experiences.</li> <li>- Support PP children across school through supporting these experiences via school- such as open air cinema night (September), carnival parade (July)</li> <li>- School working with Parental association (FORH to continue to link and relationships between families and school) planned events such as summer picnic, family learning sessions, discos, fetes and fayres.</li> <li>- Continued across school and intention to provide more opportunities to share and educate parents.</li> <li>- Mindfulness to continue weekly. Resilience doughnut</li> <li>- Pupil voice captures the impact of visitors and professional in school. Careers programme rolled out across school Reception to Year 6 as Ryders Hayes operates as a Careers Hub for 2019 supporting other schools.</li> <li>- Continued links with KS3 settings and Grammar school. PP children offered tuition opportunities from Summer 2019 in preparation for secondary entrance examinations.</li> <li>- Increase language and variety in writing after understanding after 'experiencing' moments themselves</li> </ul>	<p>Family support Lead KB</p> <p>Phase leads Pastoral Lead WMcD</p> <p>Forest School</p>	<ul style="list-style-type: none"> <li>- Report half termly Pupil Premium Governor (Jan, March, April, June, July) with feedback to full governors</li> <li>- PLT and school council pupil voice work across school</li> </ul>
	<ul style="list-style-type: none"> <li>- To further develop experiences of PP in line with non PP children</li> <li>- Ensure that PP children develop their skills across the breadth of the curriculum</li> <li>- Children inspired by 'Arts' representatives visiting and performing in school</li> </ul>	<p>EEF  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</a></p>	<ul style="list-style-type: none"> <li>- All PP children have the opportunity to have weekly music lessons</li> <li>- Children loan an instrument from school.</li> <li>- Local concerts and performances planned – summer fete, performances in school, taking part in local events such as Music for all at Lichfield Cathedral.</li> </ul>	<p>Music Lead AHT</p>	<ul style="list-style-type: none"> <li>- Termly attendance registers</li> <li>- Pupil feedback</li> <li>- Parental views</li> </ul>



Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>Priority D –</b></p> <p>Maintain improved PP attendance</p>	<p>High standard continued for PP attendance (2017/18 93% and 2018/19 95.1%)</p>		<ul style="list-style-type: none"> <li>- Monthly tracking and EWW visits where required.</li> <li>- Tracking of families</li> <li>- Termly attendance rewards</li> <li>- Weekly attendance information shared via the newsletters</li> <li>Communication with parents regarding holidays and lessons/minutes lost)</li> <li>Families assisted where required through Pastoral Support in school</li> </ul>	<p>Dawn Thompson EWO Pastor lead WMcD SLG</p>	<p>Weekly attendance registers</p> <ul style="list-style-type: none"> <li>-Termly attendance rewards</li> <li>- Termly Pupil Learning passports</li> </ul>
				<b>Total budgeted cost</b>	£20,000

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Supporting PP children through provision for the extended school day and summer holiday provision.	<ul style="list-style-type: none"> <li>- Supporting vulnerable families across school</li> <li>- Increased family engagement</li> </ul>	EEF <a href="https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/">https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/</a>	<ul style="list-style-type: none"> <li>- Pastoral lead full time in school building links with families and improved engagement in school (parents meetings, appointments, attendance etc)</li> <li>- Summer Sainsbury's Active Kids Summer school programme available to vulnerable families across the summer holiday. Provision provided by Sports Premier at Ryders Hayes</li> <li>- Promotion of family links through 'Friends of Ryders Hayes School' ForHS parent and teacher group; Christmas fayre, quiz night, cinema evening, summer fete.</li> </ul>	Pastoral Lead WMcD  Family Support Lead KB  Staff SLG	<ul style="list-style-type: none"> <li>- Termly reviews completed for Head Teacher reports</li> <li>- Summer provision analysis</li> </ul>
Pupils well being	School a safe place for children where they feel physically and mentally secure	EEF <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a>  DfE Mental Health and behaviour in schools Nov 2018 <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf?_ga=2.209848213.1489794585.1566933008-1091499964.1496864682">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf?_ga=2.209848213.1489794585.1566933008-1091499964.1496864682</a>	<ul style="list-style-type: none"> <li>-Weekly Mindfulness sessions</li> <li>-Coaching and self esteem programmes available via Pastoral lead</li> <li>- All PP children to be appointed a school mentor (member of SLG) to meet with weekly across the year and have as a supporting role model in school</li> <li>- Play therapy available in school through visiting councillor</li> <li>-Toast/Fruit offered for break time each day to ensure pupils are nourished and 'ready to learn'</li> <li>-Bespoke program for vulnerable children that need to develop their resilience, confidence and self esteem outdoors.</li> <li>- Early and Knight ryders before/afterschool provision (30 hours Pre-school too) available to support families with child care</li> </ul>	All staff  Pastoral Lead WMcD  SENco  Forest School Teachers	<ul style="list-style-type: none"> <li>- Tracking of resilience doughnut in pupil [planners</li> <li>- Weekly mindfulness sessions feedback</li> <li>- Pupil voice</li> <li>- Information recorded via 'My concern'</li> </ul>
<b>Total budgeted cost</b>					<b>£50,00</b>

## 7. Additional detail

### PP children 2019.2020

Attainment – KS2 2019	EXS %	National %	GDS %	National %
Reading ALL	82	75	23	28
Reading PP (11 children)	64	64	9 (-9%)	18
Reading Non PP	86	80	26	33
GPVS ALL	75	78	20	34
GPVS PP	55 (-12%)	67	18 (-6%)	24
GPVS Non PP	80 (-2%)	82	20	39
Writing ALL	87	78	28	20
Writing PP	82	67	27 (+ 16%)	11
Writing Non PP	88	83	28	24
Maths ALL	100	76	28	24
Maths PP	100	64	9 (-5%)	14
Maths Non PP	100	81	32	28
RWM Combined ALL	75	64	15	10
RWM Combined PP	45 (-6%)	51	0 (-4%)	4
RWM Combined Non PP	82	70	18	12

\* data for year-end July 2019 e.g. Y5 listed below would have been Y4 at time of assessment)

R	Number of children	Boys	Girls
Year 1	4 (6%)	1	3
Year 2	12 (17.5%)	8	4
Year 3	12 (17.5%)	6	6
Year 4	10 (14%)	7	3
Year 5	13 (19%)	4	9
Year 6	18 (26%)	6	12
	Total = 69	32 (46%)	37 (54%)
(Y7) 2019 leavers	13		

	READING	No data	WTS (Below)	EXS	GDS	Average points progress
/4	Year 1	4				
/12	Year 2	2	4	6	0	6.33
/12	Year 3	1	2	7	2	6.2
/10	Year 4	1	2	6	1	6
/13	Year 5	1	2	6	4	5.45
/18	Year 6	1	8	5	4	5.69
69	total	10	18 (31%)	30 (51%)	11 (18%)	5.9 Av

	WRITING	No data	WTS (Below)	EXS	GDS	Average points progress
/4	Year 1	4				
/12	Year 2	2	5	5	0	6.17
/12	Year 3	1	4	6	1	6.6
/10	Year 4	1	4	4	1	6
/13	Year 5	1	3	8	1	6.73
/18	Year 6	1	8	7	2	5.94
69	total	10	24 (41%)	30 (51%)	5 (8%)	6.3 Av

	MATHS	No data	WTS (Below)	EXS	GDS	Average points progress
/4	Year 1	4				
/12	Year 2	2	4	6	0	6.33
/12	Year 3	1	2	7	2	6.3
/10	Year 4	1	2	5	2	6.14
/13	Year 5	1	3	5	4	5.55
/18	Year 6	0	7	8	3	6.06
69	total	9	18 (30%)	31 (52%)	11 (18%)	6.1 Av

**Analysis -**

- Reading for PP children Y4 and Y5, PP Reading progress in Y4 and Y5
- Writing for PP children Y5,
- Maths for PP children Y4, PP Mat PP GDS in Writing (in comparison to Reading and Maths)

**Pupil Premium Grant allocation 2019/2020**

<b>Pupil Premium category</b>	<b>Funding</b>
Total number of pupils eligible for PP Nursery funding	£300
Pupils in Year groups Reception to Year 6 recorded as 'Ever 6' free school meals	£1320
Looked-after pupils (CLA) defined in the Pupils Act 1989 as 'one who is in the care of, or provided with accommodation by, English Local Authority.	£2300
Pupils who have ceased to be 'looked after' by the Local Authority in England and Wales because of adaption, special guardianship, a child arrangements' order or residence order	£2300
Service pupils	£300
Pupils in year groups Reception to Year 11 recorded as 'Ever 6', service child or in receipt of a child pension from the Ministry of Defence	£300

<b>PP Numbers at Ryders Hayes School Summer 2019</b>	
Total Number of pupils eligible for Pupil Premium	72 pupils
Total number of pupils eligible for post looked after PP	1 pupil = £2300
Total number of pupils for current looked after PP	2 pupils
Total number of service pupils	4 pupils = £1200
<b>Total funding</b>	<b>£102500</b>