

Pupil Premium Funding 2018-19 - 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 **£60,000** (£46,200 pupil premium and £13,800 pupil premium plus for CLA pupils) in 2018-19 to support these disadvantaged pupils to overcome barriers in their learning.

We had the following numbers of disadvantaged pupils:

	Pupils eligible for Free School Meals	Children looked After (CLA)	Children Adopted or with legal guardianships (PLAA)
School aged	37	3	6
p-16	7	1	3

Our desired outcomes for these children in 2018-19 were:

Desired outcomes for 2018-19	Progress and Achievements.
Continue to ensure pupils in receipt of PP make outstanding progress in line with their peers	FSM pupils made good progress in Reading and Writing and Good in Maths CLA pupils made outstanding progress in Reading, Writing and Maths PLAA pupils made Outstanding progress Reading, Writing and 67% made Outstanding progress in Maths
Continue to ensure pupils in receipt of PP make outstanding progress in their Personal and Social Development.	FSM pupils made good progress in Emotional/Self Esteem, outstanding progress in Peer Relationships, good progress in Relationships with School/Adults, and good progress in Social Communication. CLA pupils made outstanding progress in Emotional/Self Esteem, Require Improvement progress in Peer Relationships, Outstanding progress in Relationships with School/Adults, and Good progress in Social Communication. PLAA pupils made Good progress in Emotional/Self Esteem, Outstanding progress in Peer Relationships, Requires Improvement progress in Relationships with School/Adults, and Outstanding progress in Social Communication.
Continue to ensure pupils in receipt of PP show excellent behaviour or make outstanding progress in their behaviour.	School aged FSM pupils show Good behaviour, with very low incidents of serious behaviour across the year. School aged CLA pupils by Term 6 showed good behaviour with very low incidents of serious behaviour. This is in line with their school aged peers. As they grow and learn to develop self-control, pupils'

	<p>behaviour improves.</p> <p>P16 FSM, PLAA and CLA students show outstanding behaviour, with very low serious incidents.</p> <p>School aged PLAA pupils show Good behaviour with very low incidents of serious behaviour.</p>
<p>Continue to maintain high attendance of CLA and PLAA pupils. Improve attendance of FSM pupils to be in line with whole schools.</p>	<p>Achieved. Attendance of CLA 94% which is 3.7% better than national Average for Special Schools PLAA 92% which is 1.7 % better than national average for Special Schools. FSM 89.5% which is slight below 0.8% the national average for special schools but an improvement of 0.2% on last year. Persistence absence has been high due to childhood illnesses and mental health illnesses.</p>

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

Specialist Strategies used in 2018-2019	Research evidence of impact	Self- Evaluation of the strategies.
<p>School Level Behaviour Support:</p> <ul style="list-style-type: none"> • Planning and designing behaviour programmes. • Supporting class teams in behaviour management. • Liaising with other professionals supporting the child, to ensure an integrated approach between school and home. <p>Expenditure: £ 32,432</p>	Extensive	<ul style="list-style-type: none"> • High quality behaviour programmes/risk assessments designed and implemented by class teams • Well targeted support from Senior Leaders led to improvements in behaviour management and reduction in incidents. <p>Effective strategy/intervention.</p>
<p>Social and Emotional Learning (Behaviour Groups)</p> <ul style="list-style-type: none"> • Self Esteem • Relationships with Peers • Relationships with School/Adults • Social Communication • Outdoor activities <p>Expenditure: £13,863</p>	Extensive	<ul style="list-style-type: none"> • Pupils engaged well in small group work where they developed their social and emotional skills and understanding. • With support some children applied their learning in other contexts. • Pupils will develop further skills and experiences engaging in different activities <p>Effective strategy/intervention.</p>
<p>Speech and Language interventions</p> <ul style="list-style-type: none"> • Small group develop social use of language. 	Extensive	<ul style="list-style-type: none"> • Pupils engaged well in small group work and developed their skills and understanding in identifying and talking about their own

Specialist Strategies used in 2018-2019	Research evidence of impact	Self- Evaluation of the strategies.
Expenditure: £4,863		emotions and behaviours. Effective strategy/intervention.
Individual tutoring and support for CLA pupils <ul style="list-style-type: none"> Under guidance from teachers, LSAs provide regular 1:1 support for CLA pupils to achieve their English and Maths learning targets. Music therapy interventions Expenditure: £8,821	Extensive	<ul style="list-style-type: none"> CLA pupils achieved English and Maths learning targets through the year, supporting them to make outstanding progress through the year. Pupils are able to express themselves in a safe environment and address long standing issues Effective strategy/intervention.
Total expenditure: £60,000		

Pupils' outcomes compared to outcomes of their peers.

Academic progress:

2019	No. in group	June Reading	June Writing	June Maths
SSA	88	OUTSTANDING	OUTSTANDING	GOOD
FSM	37	GOOD	GOOD	GOOD
Not FSM	51	OUTSTANDING	OUTSTANDING	OUTSTANDING
CLA	3	OUTSTANDING	OUTSTANDING	GOOD
Non CLA	85	OUTSTANDING	OUTSTANDING	OUTSTANDING
PLAA	5	INADEQUATE	INADEQUATE	GOOD

2019	No. in group	June Reading	June Writing	June Maths
Post 16	22	OUTSTANDING	OUTSTANDING	OUTSTANDING
Post 16 FSM	7	OUTSTANDING	GOOD	GOOD
Post 16 Not FSM	15	OUTSTANDING	GOOD	OUTSTANDING
Post 16 CLA	1	OUTSTANDING	OUTSTANDING	OUTSTANDING
Post 16 Not CLA	20	OUTSTANDING	OUTSTANDING	OUTSTANDING
Post 16 PLAA	3	OUTSTANDING	OUTSTANDING	OUTSTANDING

Progress in Personal Social Development.

2018	No. in group	Self-esteem	Relationships with peers	Relationships with school/adults	Social communication

2018	No. in group	Self-esteem	Relationships with peers	Relationships with school/adults	Social communication
SSA	88	Good	Outstanding	Outstanding	Good
FSM	37	GOOD	Outstanding	Good	Outstanding
Not FSM	51	Outstanding	GOOD	GOOD	Outstanding
CLA	3	Outstanding	Outstanding	GOOD	Outstanding
Non CLA	85	Outstanding	Outstanding	Outstanding	Outstanding
PLAA	5	Outstanding	Outstanding	GOOD	Outstanding

2018	No. in group	Self-esteem	Relationships with peers	Relationships with school/adults	Social communication
P-16	22	Outstanding	Outstanding	Outstanding	Outstanding
P-16 FSM	7	Outstanding	Outstanding	Outstanding	Outstanding
Post-16 Non FSM	15	Outstanding	Outstanding	Outstanding	Outstanding
P-16 CLA	1	Outstanding	Outstanding	Outstanding	Outstanding
P-16 Not CLA	20	Outstanding	Outstanding	Outstanding	Outstanding
P-16 PLAA	3	Outstanding	Outstanding	Outstanding	Outstanding

Overall evaluation:

Pupil premium spend at Ravenswood School is well-targeted to fund interventions for disadvantaged children, ensuring they make similar academic and personal development progress to their peers,

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 2019-20 and beyond.

Desired outcomes for 2019-20	Progress and Achievements.
To ensure pupils in receipt of PP make outstanding progress in reading, writing and maths which is in line with their peers.	

Continue to ensure pupils in receipt of PP make outstanding progress in their Personal and Social Development.	
Continue to ensure pupils in receipt of PP show excellent behaviour or make outstanding progress in their behaviour.	
Continue to maintain high attendance of CLA and PLAA pupils. Improve attendance of FSM pupils to be in line with whole schools.	

Mark Senior

Headteacher