

Statement of pupil premium strategy – SEN schools

| 1. Summary information | | | | | |
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| School | Ratcliffe School | | | Type of SEN We are a school that caters for 94 pupils from across Devon and Torbay. Pupils of Ratcliffe School often have a diagnosis of high functioning Autism with speech, language and communication needs and social and emotional difficulties and challenging behaviour. Many pupils have complex needs and abilities from moderate to severe with sensory processing and high levels of anxiety. | |
| Academic Year | 2016 /17 | Total PP budget | £59,123.00 | Date of most recent PP Review | 2015 /2016 |
| Total number of pupils | 94 | Number of pupils eligible for PP | 53 Pupils 2 Left during the year. | Date for next internal review of this strategy | Oct 2017 |
| 2. Current attainment | | | | | |
| | | | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP</i> | |
| Overall School Progress | | | | | |
| English % Expected or Beyond their targets | | | 58% | 62% | |
| Maths % Expected or Beyond their targets | | | 70% | 65% | |
| Science % Expected or Beyond their targets | | | 53% | 61% | |
| KS1 we have 1 pupil who has only just started | | | | | |
| 19 Pupils | | | 13 Pupils | | |
| KS2 English % Expected or Beyond their targets | | | 61% | 74% | |
| KS2 Maths % Expected or Beyond their targets | | | 77% | 69% | |
| KS2 Science % Expected or Beyond their targets | | | 62% | 74% | |
| 44 Pupils | | | 19 Pupils | | |
| KS3 English % Expected or Beyond their targets | | | 58% | 68% | |
| KS3 Maths % Expected or Beyond their targets | | | 79% | 64% | |
| KS3 Science % Expected or Beyond their targets | | | 63% | 68% | |
| 31 Pupils | | | 20 Pupils | | |

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| KS4 English % Expected or Beyond their targets | 55% | 46% |
| KS4 Maths % Expected or Beyond their targets | 55% | 65% |
| KS4 Science % Expected or Beyond their targets | 35% | 42% |

3. Barriers to future attainment (for pupils eligible for PP) Objectives to spending PPG

Pupils who attend Ratcliffe School have several diagnoses to include high functioning autism, challenging behaviour, social and emotional, sensory processing, speech and communication needs, mental health, attachment disorders and low self-esteem. Our pupils can be very complex with a wide range of needs. This can make our pupils very vulnerable and present many barriers to their learning and development educationally as well as socially and emotionally. We offer many interventions to prepare our pupils for academic achievement to their level, preparing for adulthood, life skills and independence and to work towards the targets on the ECHP or SEN Statement. During every term data is collected and submitted to track the progress of all pupils throughout their time at Ratcliffe School, this is then used to target groups of pupils to ensure they receive the correct interventions to meet their needs.

In-school barriers

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| A. | Due to the complex and significant needs of our pupils: Our pupils have not developed age appropriate social emotional and behaviour skills. To be able to engage in learning at the appropriate level. We have to provide a range of interventions and alternative curriculum opportunities to develop skills to engage in the classroom and with vocational studies. |
| B. | Communication: Many of our pupils lack understanding of social situations. This can cause many problems for our pupils in day to day life and targeting these pupils gives them opportunity to develop strategies and skills. |
| C. | Engagement in the Curriculum: Our pupils can find it difficult to engage and maintain concentration to learn in the classroom. This is due to the nature of their diagnoses and complex needs. This can be anxiety, mental well-being, self-esteem, sensory or behaviour led, these barriers need to be overcome before learning can start. |
| D. | Anxiety due to terminal examinations and leaving school to go on to post 16 education: Many of our pupils are affected by high anxiety this can rise especially when it is exam season but also with the transition of post 16 and adulthood. This can start to effect pupils in year 10. |
| E. | Breaking down tasks to gain engagement and achievement: Our pupils due to the Autism need to feel safe in an environment when it is ok to fail and attempt new skills and experiences. To build self-esteem to be able to challenge pupils academically. |

External barriers

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| F. | Previous Educational Experience: For many of our pupils and their families the education system has been a traumatic experience. This has impacted on our pupils missing a significant period of learning. This can cause high levels of anxiety and the need for additional support during the transition period and continue until the pupils are settled and ready to learn. |
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| G. | <p>Post 16 Education & Preparing for adulthood: Pupils to have a smooth transition to their next placement. The placement has the correct information on the complex needs, current support received and the EHCP is updated so the next placement can support the young person. Try to ensure personalised transition has happened while still attending Ratcliffe.</p> |
| H. | <p>Preparing for Adulthood: The young people to be given the opportunity to be as prepared for the transition in to adulthood.</p> |
| I. | <p>Social and emotional experiences outside of the education provision: This can have a significant impact on our pupils greatly in their function day to day.</p> |

| 4. Outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | <p>Due to the complex and significant needs of our pupils: Our pupils have not developed age appropriate social emotional and behaviour skills. To be able to engage in learning at the appropriate level. We have to provide a range of interventions and alternative curriculum opportunities to develop skills to engage in the classroom and with vocational studies.</p> | <p>To attend a range of interventions and help support the pupil. Pupils to develop strategies to self-regulate and build confidence to be successful learners. To attend regular social skills and other intervention to improve health and mental well-being. To be attending lessons and learning and making progress. Pupils to be able to take risks and learn.</p> |
| B. | <p>Communication: Many of our pupils lack understanding of social situations. This can cause many problems for our pupils in day to day life and targeting these pupils gives them opportunity to develop strategies and skills.</p> | <p>All pupils to have SALT assessment. Targets to be identified and shared with the school and residential team. Pupils to attend sessions as 1:1, small group or class groups. Review of progress and tracking. Parent involvement on targets and strategies.</p> |
| C. | <p>Engagement in the Curriculum: Our pupils can find it difficult to engage and maintain concentration to learn in the classroom. This is due to the nature of their diagnoses and complex needs. This can be anxiety, mental well-being, self-esteem, sensory or behaviour led, these barriers need to be overcome before learning can start.</p> | <p>Pupils to make at least expected progress in core subjects. Pupils attend 1:1 interventions for English, Maths, Reading, and Phonics. Progress is made and tracked by staff. Pupils attending lessons. Pupils to attend interventions to help improve social skills, positive emotional well-being and communication. Pupils to work towards their targets and shared in the school and with parents. Pupils to feel safe to try new skills and experiences in a positive learning environment.</p> |
| D. | <p>Anxiety due to terminal examinations and leaving school to go on to post 16 education: Many of our pupils are affected by high anxiety this can rise especially when it is exam season but also with the transition of post 16 and adulthood. This can start to effect pupils in year 10.</p> | <p>Pupils attend additional support with 1:1 and small group sessions of core and foundation subjects and revision sessions. Tutor develops positive relationship and supports pupil through this process. With regular communication with the pupil and parents. Termly meeting with the tutor and other agencies who have involvement with the young person to track progress and support in areas that need to improve. All pupils to have post 16 placement set up and pupils to have a positive transition</p> |

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| | | <p>tailored to their needs and EHCP.</p> <p>Pupils to be supported and feel empowered to sit their exams. With the correct level of support from staff.</p> <p>The young people to have a positive transition to their next placement.</p> |
| E. | <p>Breaking down tasks to gain engagement and achievement:</p> <p>Our pupils due to the Autism and complex needs of our pupils they need to feel safe in an environment when it is ok to fail and attempt new skills and experiences. To build self-esteem to be able to challenge pupils academically.</p> | <p>Building positive relationships and trust with staff.</p> <p>Positive learning environments.</p> <p>Positive learning experiences.</p> <p>Support from peers and staff.</p> <p>Pupils to be engaged and learning.</p> <p>Pupils to feel safe.</p> <p>Strategies to cope in the classroom and a voice to say when they are unable to cope or struggling with the situation.</p> |
| External Barriers | | |
| F. | <p>Previous Educational Experience:</p> <p>For many of our pupils the education system has been a traumatic experience. This has impacted on our pupils missing a significant period of learning. This can cause high levels of anxiety and the need for additional support during the transition period and continue until the pupils are settled and ready to learn.</p> | <p>The family and pupil to build positive relationships with the school team.</p> <p>The family and pupils to be given the opportunity to communicate their needs and fears.</p> <p>Assessments from SALT & Thrive to give opportunity for additional support.</p> <p>Additional support in core subjects with interventions of 1:1 or small groups.</p> <p>Positive transition in to the classroom and pupils to know the expectations.</p> <p>Clear SMART targets to meet the needs of the individuals reviewed termly.</p> <p>Implementing strategies that have worked and giving opportunity to have positive learning experience.</p> |
| G. | <p>Post 16 Education:</p> <p>Pupils to have a smooth transition to their next placement.</p> <p>The placement has the correct information on the complex needs, support received and the EHCP is updated so the next placement can support the young person.</p> <p>Try to ensure personalised transition has happened while still attending Ratcliffe.</p> | <p>Pupils to have a placement or apprenticeship.</p> <p>Pupils to be supported and tracked by Careers South West.</p> <p>Ensure EHCP targets are based on transition to adulthood.</p> <p>To have a transition plan with the placement to meet the needs of the young person.</p> <p>This benefits the pupils by reducing anxiety to create new routines and start to build positive relationships with new staff and know the expectations from the new provision.</p> |
| H. | <p>Preparing for Adulthood:</p> <p>The young people to be given the opportunity to be as prepared for the transition in to adulthood.</p> | <p>Support pupils through Key Stage 4 with transition and preparing for change.</p> <p>Give opportunities for:</p> <p>Work experience (In school & outside of school)</p> <p>Travel training (in school & referral made to County)</p> <p>Developing skills to become independent (in school and at home)</p> <p>Support with benefits (In school and services like Quids for kids)</p> <p>Give information and how to access services to give help and advice (in school and at home and support from services that work with the young person)</p> <p>Support with opening bank accounts and writing CV's (in school and at home)</p> <p>Give opportunity for services that work with the young person to complete their paper work for the transition to adulthood.</p> |

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| | | Having good communication with family and agencies. |
| I. | Social and emotional experiences outside of the education provision: This can have a significant impact on our pupils greatly in their function day to day. | Pupils to gain access to counselling services, mentoring, talking to key person like the tutor and Thrive. A safe area to go and get support. The Hub is mainly for our Key Stage 4 pupils. Other Key Stages have tutor rooms, safe areas within the school. Support from the team at Ratcliffe. Support with making phone calls to different services. Time to process information. Contact with parents and carers if needed. |

5. Planned expenditure

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| Academic year | 2016 / 2017 |
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

| Desired outcome | Chosen action/approach | What is the evidence & rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| To build on the library resources. To promote reading for fun and so every pupil has access to a wide range of reading material. | To purchase new graphic novels, plays, comics, poetry that the pupils are interested in. | To continue to encourage reading for fun. To purchase new graphic novels to help and support access to more complex texts. Expand the amount of novels, plays and poetry in the library for enrichment. | To find out from pupils what books and interests they have. Get pupils to support in purchasing a range of resources. | NP | July 2018 |
| Introduce new text 'much to do about nothing KS3-4 curriculum. | To purchase resources for a range of abilities. Have a theatre group to attend school. | Having a range of resources aimed at all abilities and learning styles. Everyone is able to access the tasks and work towards achieving their potential. The theatre is an opportunity for the pupils to experience something they may have never had access to. To promote different experiences and interactions and learning styles. | Resources to be sourced and purchased. Theatre group to be booked. | NP | July 2018 |
| To support pupils with communication and social interaction. | We have a SALT to run class workshops, 1:1 sessions and small group work. | To assess and create targets for individuals who need additional support with communication and social interaction. Targets can be worked on in the classroom as well as in small groups, class groups and 1:1 with the speech therapist. | Referrals from staff, targets from EHCP and statement of SEN. Tracking of progress and targets. | JP | Termly |

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| Key Stage 1 / 2 For pupils to attend a Theatre trip Key Stage 3 / 4 Trip to the Globe London | To book an appropriate trip to see a play that the pupils can relate to. | Pupils to experience what it is like to go to the theatre. To promote interest in the play. This increases vocabulary, promotes understanding of the story or plot. A different positive experience research has proven that seeing a play in theatre pupils are more likely to remember the plot and language used. This is extending the experience and life skills of the pupils. | To book these trips. | CC NP | July 2018 |
| Key Stage 3 / 4 Maths & English Continue with subscriptions to interactive resources. | Continue subscription | To allow all pupils including PP to engage in differentiated tasks. To be used in 1:1 sessions and in foundation subject areas to support all pupils learning and show progress. | Continue Subscription | JL | July 2018 |
| Key Stage 1 / 2 Reading To extend the fiction and non-fiction reading books to enhance the range of books we already have available at each level and the free readers. | To purchase a range of books. | Pupils enjoy the series of books we have already. This resource needs to be built on so pupils can read a range of books at the same level before progressing, to encourage confident readers. | To purchase books and ask pupils on feedback and what they want to read. | CC GCH NP | July 2018 |
| Key Stage 1 / 2 Literacy To ensure pupils have access to resources for the new literacy curriculum. | To find and purchase appropriate resources. | For pupils and staff to have access to resources on spelling, grammar and punctuation to teach the new literacy curriculum and be able to show progress. | To source and order resources. | CC GCH NP | July 2018 |
| Key Stage 1 / 2 Maths To ensure pupils have access to resources for teaching new maths curriculum. | To find and purchase appropriate resources. | For pupils and staff to have access to resources on the new maths curriculum and be able to show progress. | To order resources and liaise with maths co-ordinator. | CC GCH JL | July 2018 |
| Total budgeted cost | | | | | £28540.26 |
| ii. Targeted support | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence & rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |

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| Key Stage 1 / 2 numeracy, phonics, reading, literacy. To raise the achievement of these areas across the Key Stages for pupils who need additional support. To teach the foundations and build confidence in the subjects. | Pupils have access to 1:1 sessions and small focused group work. With resources that engage learners. | This will give pupils the opportunity to access 1:1 and small group for pupils to develop new strategies and help them to reach their full potential. This will give the opportunity to focus on areas that need to be progress and build confidence to learn. | Time on the timetable. This time will be managed by the teacher. Tracking of progress through assessment. | CC GCH | Termly |
| Key Stage 3 / 4 Numeracy To raise the achievement of maths across the Key Stages for pupils who need additional support and build confidence in the subject. | We have an LSA who is dedicated to teaching 1:1 maths at lower and higher GCSE level and functional skills. | This will give pupils the opportunity to access 1:1 and small group for pupils to develop new strategies and help them to progress and reach their full potential. This will give the chance to focus on areas that need to be developed. This is especially useful for pupils who struggle to learn in a classroom environment and thrive in 1:1 focused sessions. | Personalised timetable of the LSA. Put together with the head of Numeracy across the school. Tracking of progress through assessments. | JL GS | Termly |
| Key Stage 3 / 4 Maths To develop language and concepts in maths in real life maths. | To purchase Resource | This will develop language and concepts in Maths to progress understanding at a deeper level and improve reasoning skills and real life maths problems. | To purchase the resource. | JL | July 2018 |
| Key Stage 3 / 4 Maths ICT for pupils to have access to tablets to work on interactive maths. | To purchase 4 tablets | To allow pupils to work independently on interactive maths activities to engage in differentiated learning styles and to show progress. | To purchase the resource | JL | July 2018 |
| Key Stage 3 / 4 English, Maths & Science For all students to have access to revision guides, in a range of medias and subject equipment e.g. calculators, rulers, | To purchase revision guides for pupils at the correct exam level of that pupil. | This is to allow pupils to revise outside of the classroom. In tutorials, home base and at home. These can be in the form of a CD rom, book or internet based log in. | To purchase revision guides | JL NP AT | July 2018 |

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| <p>Key Stage 3 / 4 Literacy / Reading</p> <p>To raise the achievement of all areas of English across the Key Stages for all pupils who need additional support and build confidence in the subject.</p> | <p>We have an LSA who is dedicated to teaching 1:1 literacy / English / Reading / GCSE / functional skills.</p> | <p>This will be working in line with the new curriculum. This will give pupils the opportunity to access 1:1 and small group for pupils to develop new strategies and help them to progress and reach their full potential. This will give the opportunity to focus on areas that need to be developed. This is especially useful for pupils who struggle to learn in a classroom environment and thrive in 1:1 focused sessions.</p> | <p>Personalised timetable of the LSA. Put together with the head of English across the school. Tracking of progress through assessments.</p> | <p>NP</p> | <p>Termly</p> |
| <p>Key Stage 3 / 4 ICT in English</p> <p>For pupils to access to laptops to type their coursework, use supportive programmes to read back, correct spellings.</p> | <p>To purchase 4 laptops</p> | <p>Many of our pupils find English very difficult; we have a high number of dyslexic pupils. Most of our pupils have very low self-esteem and feel their work is of no value and some will refuse to write.</p> <p>Having access to a laptop with programmes on like Dragon, text help, these give pupils independence. Pupils can correct their own mistakes making them more independent and building self-esteem in completing work successfully.</p> | <p>Laptops ordered and ICT Technicians to put on computer programmes.</p> | <p>NP JW</p> | <p>July 2018</p> |
| <p>All Key Stages Literacy 1:1</p> <p>To ensure pupils have access to resources that will engage and support learning.</p> | <p>To purchase Photocopy able resources, Phonic games, Dyslexia support resources, a range of dictionaries for different abilities.</p> | <p>This will ensure 1:1 sessions fully support the pupils learning at the right level to build confidence and enable the pupil to take risks and progress with their attainment. These sessions need to be about learning but also fun and engaging to ensure the pupil returns to the sessions.</p> | <p>Literacy resources, games for the sessions and working towards the pupils targets.</p> | <p>NP</p> | <p>July 2018</p> |
| <p>All Key Stages Maths 1:1</p> <p>To ensure pupils have access to resources that will engage and support learning.</p> | <p>To purchase Photocopy able resources, access to ICT resources, games.</p> | <p>This will ensure 1:1 sessions fully support the pupils learning at the right level to build confidence and enable the pupil to take risks and progress with their attainment. These sessions need to be about learning but also fun and engaging to ensure the pupil returns to the sessions.</p> | <p>Maths resources, games for the sessions and working towards the pupils targets.</p> | <p>NP</p> | <p>July 2018</p> |

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| All Key Stages Speech and Language. | We have 2 speech and language specialists. | The SALT work together to complete assessments on all pupils. They create targets. They meet with classes, 1:1 and targeted small group work. This is personalised to support the pupils need and targets on the EHCP. This has supported pupils with transition to post 16 placements with reports being written and interview techniques. | Timetables time for SALT to meet pupils and group work. Referrals to be made by staff. Review of EHCP. | JP AT | |
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| Total budgeted cost | £31396.68 |
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iii. Other approaches (including links to personal, social and emotional wellbeing)

| Desired outcome | Chosen action/approach | What is the evidence & rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| For pupils to be able to develop social interaction skills | Small group work | Our pupils find social interaction very difficult with pupils being able to attend these groups they can develop skills in a safe environment. | SALT to organised groups and timings. From pupils initial assessments and EHCP targets. | JP | July 2018 |
| For pupils to be able to be able to have their sensory needs met. | Throughout the school | In classrooms and designated spaces are fidgets, bean bags, timers, wobble seats. These are for the pupils to use when in heightened states or just when they feel they need some sensory feedback. These sensory toys enable the pupils to extend their concentration and can help in accessing their learning. | Purchase of sensory toys. | JP LD All Teaching Staff | July 2018 |
| Key Stage 4 Pupils To be able to take part in football coaching course, refereeing and life guarding course. | Pupils have the opportunity to complete these courses. | These courses support pupils to get summer jobs life guarding or refereeing football games. This prepares pupils for the world of work. Our pupils who took these courses passed and when on to gain employment for the summer. | Support from staff in traveling to the venue and staff to stay initially once the young people are settled the support is withdrawn to promote independence. | JW AT | July 2018 |

We offer as a school a wide range of holistic, social, sensory, emotional wellbeing interventions for the pupils to have access to. All of our PP gets access to these. Please see internal report on PP interventions.

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| Total budgeted cost | £1243.76 |
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6. Review of expenditure

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| Previous Academic Year | 2015 – 2016 |
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i. Quality of teaching for all

| Desired outcome | Chosen action/approach | 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 |
|--|-------------------------------|---|--|-------------|
| A variety of reading material. | | New books were bought for Accelerated Reader. To ensure there was a variety of material on offer. | This has been achieved but needs to continue: To build on the books resource and widen the variety of books we offer the pupils. | £980.00 |
| Getting pupils to use the library. | | Using the library for 1:1 interventions has given pupils the opportunity to see what is on offer in the library. This will support their reading development and independence. Removal of older books and updating with newer text for a range of abilities. Visiting the local library. | This has been achieved but needs to continue: To talk to pupils about what books and topics they want in the library. Keep books up to date with current trends so pupils engage in reading and wanting to read. Pupils are more excited about what books are on offer. | |
| Thrive Training | | To enable staff to complete personal development and to support Thrive sessions to individuals and small groups. | The training has been completed: This Thrive has had a positive impact on pupils. Targeting pupils to give them the skills to learning and re-engaging them in to school life. | £1817.32 |
| Interactive magic carpet | | This is open to all pupils. It is used with 1:1 and small groups. A lot of the intervention uses this with the pupils who enjoy using it. They are learning while playing and moving. | This was a one off purchase: Magic carpet supports National Curriculum Early Years, Primary and SEN Learning, sensory stimulation, play and Leisure with a wide array of interactive content. | £10105.00 |
| To support pupils with communication and social interaction. | | Pupils who have attended sessions have made progress this is reported in the SALT report. | This has been achieved but needs to continue: This will continue next year with a range of workshops that will develop social interactions, food groups, 1:1 sessions, interview support and assessments and pupil reports and target setting. | £7102.42 |
| ii. Targeted support | | | | |
| Desired outcome | Chosen action/approach | 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 |

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| Numeracy and literacy 1:1 Support LSA | 2 Maths LSA 1 English LSA | This has had a significant impact on pupils who have attended and engaged in the 1;1 and group sessions. Pupils were able to make progress and pass their exams. Year 11's find these sessions really helpful with exam revision. It also helped reduce anxiety as they could do practice exams and work on areas that need improving. | This has been achieved but needs to continue: To continue with targeted 1;1 session for pupils to reach their full potential. | £43628.98 |
| Developing resources for 1:1 sessions in both Maths and Literacy. | | To start expanding our resource bank for 1:1 teaching to help engage, promote positive learning experience and to monitor progress. These resources are to help build confidence and inspire pupils to want to learn. Dyslexia support material to enable students to access the curriculum easier. | This will continue: Keeping resources up to date and using these to engage our pupils gives opportunity to make progress. | |
| Key Stage 1 / 2 To replace the reading scheme. | | To extend the reading scheme that was put in place in 2015. | This has been achieved but needs to continue: This scheme has been very successful; pupils are more engaged in reading. This is enabling teachers to measure the progress in reading and phonics more precisely. | £3708.41 |
| Key Stage 1 / 2 / 3 / 4 Theatre Trip | | This was a positive experience for the pupils. They were able to remember more about the story than just reading or watching a DVD. | This has been achieved but needs to continue: This was a positive learning experience; it gave the pupils opportunity to see how stories can be told in different ways. Pupils were able to recall the story and some of the language used. We want to have termly trips to the theatre. | |
| To be able to baseline all pupils in maths and track progress. | | Renaissance learning STAR Maths assessment allows staff to baseline assess all pupils. This is then used in Classroom monitor. | This has been achieved but needs to continue: This is used to assess all pupils and give a starting point. This is useful when pupils start halfway through the academic year. Sometimes data can be unreliable or no data comes with our pupils. This enables us to set targets that are appropriate to the needs of the pupil. | £6048.03 |

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| <p>Key Stage 3 / 4 English, Maths & Science For all students to have access to revision guides, in a range of medias and subject equipment e.g. calculators, rulers.</p> | <p>To purchase revision guides for pupils at the correct exam level.</p> | <p>This is to allow pupils to revise outside of the classroom in tutorials and at home. These can be in the form of a CD rom, book, internet based log in.</p> | <p>This has been achieved but needs to continue: Having access to their own revision guides and subject specific equipment give opportunity for revision when pupils want to. This is particularly important in years 10 & 11.</p> | |
| <p>General expenditure for English and Maths</p> | | <p>To keep subscriptions and resources current and up to date with the changes to the curriculum and examinations.</p> | <p>This has been achieved but needs to continue:</p> | |

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

At Ratcliffe School, the pupils who are entitled to Pupil Premium are:-

Pupils in receipt of Free School Meals (FSM) All our pupils get free school meals

Pupils in Care/Looked after by a Local Authority (LAC)

Pupils whose parent (parents) is/are currently serving in the Armed Forces

Pupils who have been adopted

For all data and supporting material this is available at Ratcliffe School