# Riverside Primary Pupil Premium strategy statement

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| 1. **Summary information**
 |
| **Total PP budget for 2017/18** | £15,840 | **Date of most recent PP Review** | July 2018 |
| **Total number of pupils**  | 114 pupils | **Number of pupils eligible for PP** | 12(represents 10.5% of the school) | **Date for next internal review of this strategy** | September 2019 |
| 1. **Current progress / attainment**
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|  | **Pupils eligible for PP** | **Pupils not eligible for PP** |
|  | **Attainment** | **All Pupils (School)** | **All Pupils (National 2017)** |
| **% of Reception children achieving a GLD (Good Level of Development)** | 57% | 73% | 71%  |
| **% of pupils passing Phonics Screening Year 1** | 100% | 83% | 81% |
| **% achieving expected or above in reading in Year 2** | 60% | 82% | 76% |
| **% achieving expected or above in writing in Year 2** | 60% | 75% | 68% |
| **% achieving expected or above in maths in Year 2** | 40% | 81% | 75% |
| 1. **Barriers to future attainment (for pupils eligible for PP)**
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| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
| **A** | Special educational needs and low ability of many of our PP children. |
| **B** | A small percentage of PP children are not making the required progress in EYFS due to ongoing communication issues. |
|  **C** | Some, particularly those in the younger years, have delay with emotional literacy and social skills and can have limited experience of social interaction. |
| **Additional information** |
| **D** | Some eligible pupils receive less support than others with reading at home and other homework. |
| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)*
 | **Success criteria**  |
| **A** | The difference between the PP and non-PP pupils in Maths to diminish across school. This will be measured via whole school attainment data using our internal tracking system. | Increased number of PP children achieving an expected level in Maths.  |
| **B** | Early identification of PP families. | Bespoke transition plans in place for identified families.  |
| **C** | Increased levels of well-being and good learning behaviours demonstrated by PP pupils who have been identified as having these barriers to learning.  | Reduced barriers to learning through pastoral care and support for targeted PP pupils and their families.  |
| **D** | The difference between the PP and non-PP pupils in achieving GLD to diminish. This will be measured via whole school attainment data using our internal tracking system. | Increased number of PP children achieving GLD in EYFS.  |
| **E** | Early identification of pupils with SEND.  | Bespoke intervention plans in place for identified pupils.  |

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| 1. **Planned expenditure**
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| **Academic year** | **2018/19** |
| 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 |
| 1. **Quality of teaching for all**
 |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review?** |
| To increase the percentage of children reaching or exceeding age-related expectations in Maths. | * Focus groups led by teachers and trained LSAs on specific maths targets.
* Maths online resources and practical aids.
* Homework club.
* Ongoing training for all staff.
* Targeted booster groups.
 | * The gap between PP and Non-PP pupils is biggest within this subject. With the increased emphasis on mathematics throughout the school, the introduction of Mastery Maths will support PP learners to ensure they have achieved each objective. It is also important to support pupils in Y3 who will be taking the new times tables test in 2020 and support their learning within this area.
 | * Termly progress meetings,

lesson observations and scrutiny.* Daily assessments made by the class teachers.
 | SW, SK, THClass teachers | February 2019 |
| Increase the percentage of pupils reading outside of the school environment.  | * Implement ‘DEAR’ 3 times per week,
* Introduce extreme reading challenge.
* Reading Coffee morning.
* Weekly fun reading with parents.
 | * Pupils are not reading at home every day.
* In the younger years there is a gap between boys and girls reading.
 | * Weekly monitoring by class teachers.
* Reading records.
 | Class teachers | January 2019 |
| **Total budgeted cost** | £5,700 |

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| 1. **Targeted support**
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| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review?**  |
| Target all PP pupils to take part in home/school reading at least 3 times per week. | * Daily and weekly tracking of pupils’ home school reading to ensure that all children and their families have access to support in getting their child to read regularly.
* New reading resources for both library and reading schemes.
* Target PP pupils through Lexia intervention.
* Targeted reading through breakfast club.
* Lunchtime reading for targeted children.
* All PP to have the opportunity to buy a book of their choice.
 | * Attainment in reading is lower for PP pupils compared to other pupils in the school. We aim to increase this through greater participation in reading activities both at home and school.
 | * Weekly monitoring by SLT.
* Reading records.
* Termly reading assessments.
 | SK/SW/THClass teachers | January 2019 |
| Increase progress and attainment of PP pupils who are also diagnosed as SEND**.** | * Training from the SEN team on supporting learners with SEND.
* Invest in targeted interventions to support learners, e.g. Times Tables Rock Stars.
* Targeted speech and language interventions led by Sp&L TA e.g. Black Sheep.
* Early assessment of SEN through School’s speech and language therapist and educational psychologist.
 | * A number of pupils with SEND struggle to make significant progress academically.
 | * SEND progress reports.
* SEND records.
* Book and lesson observations.
* Termly pupil progress meetings.
* Intervention observations.
* Update reports from speech and language therapist and educational psychologist.
 | SK/TH | April 2019 |
| Pupils demonstrateincreased levels ofwell-being, and areincreasinglydemonstrating goodlearning behaviours in class, therefore demonstrating rapid progress in reading, writing and maths. | * Social Inclusion Officer to continue to offer friendship groups, one to one support for pupils and parents of PP pupils.
* Dedicated support across break and lunchtimes.
* Targeted support during breakfast club.
* Lunchtime social skill groups.
 | * Success of approach in previous year with Year 1 and Year 2 children.
* EEF Early Years Toolkit.
* Increased ESB difficulties being demonstrated.
* Social skills techniques proven to be successful.
 | * Monitoring by SLT
* Feedback and monthly meetings with Social Inclusion Officer.
* Data tracking.
* Pupil Progress meetings.
 | SK/SW/TH | Jan 2019 |
| **Total budgeted cost** | £7750 |

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| **iii. Other approaches** |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review?**  |
| Early identification of PP families | * Liaising with pre-schools.
* Home visit.
* Stay and Play sessions.
 | * EEF Toolkit
* Ofsted ‘Unknown Children- Destined for Disadvantage?’
 | Monitoring, meeting minutes, bespoke transition plans implemented. | TH | July 2019 |
| Increased participation in extracurricular activities (breakfast club, lunchtime sports clubs, after school clubs, lunchtime reading) of PP children | * Promotion of activities via website.
* SLT in playground before school.
* Targeted families given information and advice by SLT and office staff.
* Funding available for breakfast club, school trips.
 | * Professional knowledge.
 | * Monitoring of participation.
* Feedback
 | TH | December 2018 |
| **Total budgeted cost** | £2,390 |

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| 1. **Review of expenditure**
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| **Previous Academic Year** | **2017-18** |
| 1. **Quality of teaching for all**
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| **Desired outcome** | **Chosen action/approach** | **Estimated impact** | **Lessons learned**  | **Cost** |
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| A. Improve the teaching of Maths across the school to ensure higher rates of progress for PP children |

 | New SOW has been introduced.Maths training for ALL staff (external). | All staff were fully trained and scheme of work was purchased. External monitoring evidenced that the teaching of Maths was good. Overall, the outcome for all pupils in Maths achieving expected or above (81%) was above National. However, there is still a lot of work to be done to ensure that Pupil Premium pupils make accelerated progress in order to catch up with non-PP pupils in relation to their attainment.  | There will continue to be a need to focus on support from our Maths Lead to ensure that quality first teaching in Maths is being provided to all PP pupils across the school. Moving forward, a greater focus to be placed on using research from the EEF Toolkit to plan interventions and teaching strategies for our PP pupils in Maths.  | £4300

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| B. Improve reading skills across the school to ensure pupils eligible for PP make expected or better progress | * ALL staff have received training in Read, Write Inc.
* Purchased a ‘Oxford Owl’ reading scheme,
* Training for parent volunteers,
* Parent training in phonics and reading comprehension skills.
 | Overall, the difference is beginning to diminish between PP and all pupils. The achievement of our PP pupils to that of PP pupils is in line with National data. PP pupils all achieved the expected standard in the Year 1 phonics screening which is significantly above the achievement of PP pupils nationally.  | The difference is continuing to diminish between PP and Non-PP pupils. The school will continue to focus on the excellent teaching of phonics ensuring that all new staff are trained to the same high standard. Moving forward, a greater focus will be placed on pupils’ reading outside of the school environment and implement strategies to enthuse boys in reading.  | £2100 |
| C. Improve language skills for pupils eligible for PP across the school, with a focus on early intervention in EYFS and KS1, using language assessment and interventions | * Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom.
 | Language assessments completed by the school’s speech and language therapist evidences that all pupils are making progress, some more accelerated than others. Case studies evidence positive impact on pupils with communication difficulties, such as one pupil being able to confidently speak out in the Christmas performance.  | Overall success, continue with his approach, and enhance by speech and language TA becoming non-class based.  | £2800 |

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| **ii. Targeted support** |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact** | **Lessons learned**  | **Cost** |
| 1. To increase the number of PP children making expected progress in Maths.
 | * Streaming in Year 2 (Average group size 15).
* External Maths Lead to work across the school.
 | All staff received lesson modelling and planning support. External monitoring evidenced that the teaching of maths was good. Overall, the outcome for all pupils in Maths achieving expected or above (81%) was above National. However, there is still a lot of work to be done to ensure that pupil premium pupils make accelerated progress in order to catch up with non-PP pupils in relation to their attainment. | There will continue to be a need to focus of support from an external Maths Lead to ensure that quality first teaching in Maths is being provided to all PP pupils across the school.Moving forward a greater focus needs to be placed on targeted interventions and support for PP pupils in Maths.  | £1500 |
| 1. To increase the number of PP children making expected progress in Reading.
 | * Small RWI intervention groups (average 6 pupils), daily sessions.
* Small groups for daily guided reading sessions.
* Training for parent volunteers.
* Training for ALL parents in Read, Write Inc.
 | Overall, the difference is beginning to diminish between PP and all pupils. The achievement of our PP pupils to data of PP nationally pupils is in line. PP pupils all achieved the expected standard in the Year 1 phonics screening which is significantly above the achievement of PP pupils nationally. | The gap is continuing to diminish between PP and Non-PP pupils. The school will continue to focus on the excellent teaching of phonics ensuring that all new staff are trained to the same high standard.Moving forward a greater focus needs to be placed on targeted interventions and support for PP pupils in Reading. In addition to this, an increased emphasis on creating a reading ethos outside of school.  | £800 |
| 1. To improve language skills of PP pupils in Year 2
 | * 1:1 and small group provision for targeted pupils in Year 2.
 | Language assessments completed by the school’s speech and language therapist evidences that all pupils are making progress, some more accelerated than others. Three pupils no longer need school intervention.  | Overall success, continue with this approach, and enhance by speech and language TA becoming non-class based. Also continuing with the process of early intervention.  | £700 |