

# Pupil premium strategy statement (primary)

1. Summary information					
School	Riversdale Primary School				
Academic Year	2017/2018	Total PP budget		Date of most recent PP Review	2/6/18
Total number of pupils	359	Number of pupils eligible for PP	103	Date for next internal review of this strategy	Jan 2018

2. Current attainment			
KS2	Use levels until the alternative is established.	Pupils eligible for PP (your school) age related expectation	Pupils not eligible for PP
% ARE above in reading, writing & maths (or equivalent)		25%	68%
% achieving expected in reading		38%	82%
% achieving expected in writing		38%	91%
% achieving in maths		38%	77%
% achieving greater depth in reading		13%	23%
% achieving greater depth in writing		13%	31%
% achieving greater depth in maths		13%	18%
Progress score in reading			
Progress score in writing			
Progress score in maths			
KS1			
% achieving expected in reading		46%	60%
% achieving expected in writing		53%	47%
% achieving expected in maths		46%	65%

<b>Phonics</b>		
<b>% achieving pass mark in Year 1</b>		<b>90%</b>
<b>% achieving pass mark in Year 2 retest.</b>		<b>100%</b>
<b>EYFS</b>		
<b>% achieving GLD</b>		
<b>3. Barriers to future attainment (for pupils eligible for PP) ←</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Poor oracy skills. This means children have difficulty expressing themselves. This slows reading and writing progress as well as phonic development.	
<b>B.</b>	Poor resilience. This prevents PP pupils from making the same progress as other pupils as they do not have the resilience to keep trying.	
<b>C.</b>	Lack of reading support at home. This means PP pupils score lower for reading readiness, ability and in testing.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Low attendance rates. Attendance rates for PP are lower than for other groups of pupils (/96%) This reduces their school hours and causes them to fall behind.	
<b>E</b>	Parents isolated. Lack of opportunity to network.	
<b>F</b>	Poor speech and language.	
<b>G</b>	Not toilet trained. This takes up learning time in school and leads to less interaction with other children.	
<b>H</b>	No ICT at home. This means children are not able to support their learning with other medium.	
<b>I</b>	Poor play skills. This hampers social interaction; team work and time is taken up from learning following up unacceptable INTERACTIONS.	
<b>J</b>	No breakfast available at home.	
<b>K</b>	Parents not able to support homework.	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Gap between PP and non-national diminishes.	PP pupils make rapid progress and by end of year 85% meet age related expectations.
<b>B.</b>	Children have resilience to use alternative strategies.	When children carrying out tasks they have the ability to use alternative strategies when stuck and the determination to carry on trying.

<b>C.</b>	Attendance for PA improves to norm.	Reduce the number of PA among children eligible for PP by increasing average attendance from 93.5% to 96%
<b>D.</b>	Group of new arrivals learn how to play positively thus affecting their self- esteem and friendships	Pupils learn value of team work. Less negative interactions. More class time. Rise in self-esteem.
<b>E.</b>	Speech and language improves to norm of other pupils	
<b>F.</b>	Children are able to support their learning with ICT.	Children able to access support skills homework in school.
<b>G.</b>	Children able to concentrate as they are not hungry when learning.	
<b>H.</b>	Basic skills improved for PP pupils through 1:1 tuition.	In maths and literacy PP children narrow the gap through developing their basic skills.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2017-<del>2018</del></b>				
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Improve teaching of higher order reading skills for all	Guided reading specialist teacher employed. Battle of the books club. Shared texts in all lessons. Dedicated staff training sessions for teaching features of different genre, Subject specific training engaging with the latest thinking in educational research. Working collaboratively with other schools to drive excellence for teaching of reading.		Monitoring	Carla Siobhan Peter Jenny	Each term. £11,812 (GR specialist) £400 books £1000 training £100 supply cover £2956 extra reading support
Improve progress for high attaining pupils.	SCAT teachers				£2956
Curriculum development of teachers. Tracking of pupils and meetings with parents. TA training Extending breadth of curriculum. Residential trips	PSTA				£4000  £7500  £2000 £3000
<b>Total budgeted cost</b>					£35,724
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Tuition club	1:1 or 1:2 tuition after school	Homework club was not working as children had either already completed homework before or arrived without or didn't attend. Children will therefore practice skills that they need to progress during these sessions that they might have not been attendance for or need more practice mastering.	Monitor sessions. Give staff feedback on sessions. Class teachers to be fed back to by staff taking sessions. Meetings with parents to demonstrate progress. Follow up any absences	Amy, Carla	£2710 £760
TA interventions	Interventions as appropriate for each child necessary	Proven record of success	Monitoring through pupil progress meetings. Auditing of success	SENCo	£44897
Lottery look at Pp books. Individual conversations.	Conferencing with each child on their targets, attainment, progress.	Sutton trust research	Monitoring of progress	Carla, Steven Tracey	£5600
Improve feedback between pupils and teachers providing more effective feedback.	Develop teacher and ta skills on how to feedback to pupils	Sutton trust research	Staff training. Monitoring of sessions.	Carla, Steven Tracey	£17290
SENCo groups	SENCo to support Sen children in literacy and maths	Progress of previous groups	SENCo	SENCo	£4552
Pre-teaching to prepare pupils for future learning	Pre-teaching vocabulary and skills so children in these groups can join in class lessons	Children feel empowered and thus join in lessons and ask questions as well as contribute. They are exposed to other children's questions and answers	Class teachers, TAs and SCAT teachers	SCAT teachers	£9000
Gymtastics	Focuses upon instructions and understanding	Children chosen for this activity have difficulty understanding and following instructions.	SENCo to select.	Sienna	£6000

Play therapists	1;1 play therapy	These sessions have been invaluable to letting children express themselves.	SENCo select. Play therapist lead	SENCo	£2000
G.C	Support for families and staff	These sessions have provided invaluable helping in helping individuals cope with traumatic life events	Inclusion team	G.C and SLT	£12000
Refugee 1:1 reading	Early morning extra reading and teaching of phonics to newly arrived children along with breakfast	These children have missed phonic teaching as have newly arrived.	Inclusion team	Jenny	£200
Parent groups. Mosaic Family therapy.	Groups for parents who need support	Parents cannot support their children if they do not know how education works or do not feel confident in their own abilities.	Inclusion team	As appropriate	£200 £2000
Speech and language Guidance councillor	Children receive 1:1 language support or behaviour support or counselling.	Children cannot express their learning if their speech is poor. They become frustrated and this creates behaviour problems. Others need help dealing with significant life events or help changing challenging behaviour.	Inclusion team	Sienna	£7000 £7000
Early Reading Club	1:1 reading for those that do not receive this at home	Children need 1:1 in order to ask questions and discuss texts as well as move at own pace.	Inclusion team	Selected staff. Carla	£542
<b>Total budgeted cost</b>					<b>£157,475</b>

### 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 implementation? On going
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New children able to play safely	Positive play from new arrival PP pupils	Children need happy playtimes in order to be successful in class	Monitoring of children who arrive in head's room	Amy KAM	£272
PP children know about healthy eating	Cookery club for PP	Cooking is a life skill	Monitoring	Jason	£200
Children able to go into class and concentrate	Breakfast Club	Stressed parents cannot give their best to their children. hungry children cannot learn as successfully	Monitoring	Sandra M	£7380
Maths and language skills supported.	Mathletics club/Nessy	Practicing of skills. Reinforcement of previous learning.	Monitoring	Maths lead. G. Councillor	£836 £520
Pa children attend school	Pupil collection	Pupils need to be in school to learn	Monitoring of absences	Amy	£272
Children have access to books to read for pleasure	Donation library	Extend reading material available to pupils	All	All	£100
Help parents whose first language is not English to acquire English skills	ESOL training for parents	Extend parent's skills so they can help their children	Inclusion team	Inclusion team	£200
Learn computer skills for those that do not have access at home. Including being safe online	Digismart	Previous experience	Learning Mentor	Sandra M	£2200
<b>Total budgeted cost</b>					<b>£21,980</b>

## 6. Review of expenditure

Previous Academic Year 2016-2017

### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improve attainment by PP children	TA in class	Phonics results above national  Writing in ks1 remains a priority	More focus support needed ensuring teachers and TAs aware of PP pupils their interventions and appropriate class based follow up	<b>£40,000</b>
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Reducing gaps between different cohorts	Progress pioneers	Parents would not engage	Change approach.  Governor for PP to meet regularly with head to identify key areas of development. Regular meetings will ensure continuity of monitoring and direct action and allocation of funds.	SLT  =£10,000  A4A £3000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>



Ensuring higher achieving PP children not held back	Extended curriculum	Percentage gap to rest of cohort working at greater depth closing or exceeding in KS2	Effectiveness is cohort driven need to be responsive to changing dynamics.	SCAT £37,000
Breakfast and homework club	Improved attendance and homework completion.	Unauthorised absence fell from 2014/15	Early identification of hard to reach families and putting in school-based support rather than waiting for outside agencies and using skills of existing staff to meet the needs of families.	£17000
Improved social skills and integration	Learning mentor Respect group CAHMS	Supported pupils able to take an active part in class-based lessons.		£17,000 £10,000 312,000
TA training				£2000
Digismart				£2000
Residential trip				£3000
Guided reading				£10000
One to one book look (lottery)				£5600

## 7. Additional detail

**Pupils who start to be supported have often been moved on to other schools through bedroom tax, companies moving abroad, being made homeless, moving out of the borough. This means that many strategies are constantly re starting with new children.**

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