

Pupil premium strategy statement (primary)

1. Summary information					
School	Riversdale Primary				
Academic Year	2018/2019	Total PP budget	£139,760	Date of most recent PP Review	2/6/18
Total number of pupils	361	Number of pupils eligible for PP	77	Date for next internal review of this strategy	Jan 2019

1. Current attainment			
KS2 2018	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)			
% achieving expected in reading		62%	89%
% achieving expected in writing		54%	91%
% achieving in maths		62%	93%
% achieving greater depth in reading		15%	44%
% achieving greater depth in writing		8%	41%
% achieving greater depth in maths		23%	26%
Progress score in reading		-1.5	3.2
Progress score in writing		0.4	4.2
Progress score in maths		-1.3	2.0
KS1			
% achieving expected in reading		78%	69%
% achieving expected in writing		77%	68%
% achieving expected in maths		54%	78%

Phonics		
% achieving pass mark in Year 1	91%	94%
% achieving pass mark in Year 2 retest.	92%	100%
EYFS		
% achieving GLD	50%	63%

Action Plan for Pupil Premium				
Academic year	2018-2019			
Barriers to future attainment for PP eligible at our school.				
<p>A=Slow progress made by some pupil premium children</p> <p>B=Pupils and their families lack of aspirations reducing motivation and commitment to learning.</p> <p>C=Pupils and families have social and emotional difficulties including medical and mental health issues.</p> <p>D=Pupils have limited experiences beyond their home life and immediate community</p> <p>E= Low attendance rates and persistent absenteeism.</p>				
Desired outcomes in relation to each priority/barrier.				
Desired outcome	Chosen action / approach and evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Each child receives teaching which is good and frequently outstanding in every classroom every day	CPD for quality first teaching. Mentoring and coaching support for teachers.	Lessons observations. Monitoring of tip books	SLT	Ongoing.

<p>A= Disadvantage pupils maintain at least the rate of progress they achieved at the end of the previous year. Those who fall behind have additional interventions or catch up sessions.</p>	<p>Quality/ at least good teaching in all classes every day. Provision of interventions and catch up for those who require.</p>	<p>Monitoring of interventions. Tip book monitoring looking for those who need catch up</p>	<p>SLT Senco</p>	<p>Ongoing.</p>
<p>.B=Disadvantaged pupils have aspirations for and knowledge of their career options. Raised awareness of qualifications and need to achieve them. The desire and motivation to achieve personal academic goals.</p>	<p>Provision of a range of activities to extend pupils knowledge of careers options, raise awareness of the qualifications and training needed to achieve them, develop the desire and motivation to achieve personal goals.</p>	<p>Children able to talk about their futures.</p>	<p>PP champions</p>	<p>Summer 2019</p>
<p>C= Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated- families are also supported.</p>	<p>Provision of support staff to remove or alleviate individual social, emotional, and health barriers. Including guidance councillor, play therapist, learning mentor, scat teachers.</p>	<p>Feedback from children and families.</p>	<p>SLT</p>	<p>End of each term</p>
<p>D=Pupils have a breadth of experiences that enable them to contextualise their learning.</p>	<p>Provision of a range of initiatives to extend children's experiences.</p>	<p>Pupils have a range of activities that they have attended or been part of. PP pupils are represented in each competition.</p>	<p>PP champions</p>	<p>Ongoing</p>
<p>E= Absence and persistent absence rates are reduced.</p>	<p>Meetings with parents with regards to attendance. Constant supervision of rates of attendance. Open communication. Direction to additional support.</p>	<p>Rates of attendance for individuals improves.</p>	<p>SLT</p>	<p>Ongoing</p>

i. Targeted support					
Desired outcome	Actions needed to achieve	monitoring	Staff lead	costs	When will you review
Every child receives teaching which is good and frequently outstanding in every classroom every day.	Lesson observation focus on feedback to improve. Coaching provided in these areas.	Lesson observation by SLT and SIP which show an increase in outstanding practices see, Triangulated standards show teaching good and over 40% outstanding by end of year.	All staff. SLT monitoring		21/10/18 20/10/18 1/2/19 5/4/19 5/6/19 10/7/19
Disadvantaged pupils maintain at least the standard of progress they achieved in the previous year	Continual raising of teachers expectations off PP children. Provision of intervention's and small group sessions to ensure disadvantaged pupils keep up and catch up. Books and equipment to support the delivery of interventions and individualised learning. Increase in pupil to adult ratios to support PP children by deploying more TA's.	Book trawls Termly assessment data unpicking. Shows pupils making at least same rate of progress or accelerated progress. Deputy head/ SENCO/ Head to drive and monitor interventions. Training of teaching assistants to run interventions	PP champions. SLT	Release of PP champions. £2000 Interventions SCAT teachers £ 55,000 Teaching assistants. £60,000 Resources such as additional reading books £1000 Training. £ 2500 SLT time £ 2500 Spelling Shed £ 100 Mathletics £600	21/10/18 20/10/18 1/2/19 5/4/19 5/6/19 10/7/19

<p>.Disadvantaged pupils have aspirations for and knowledge of career options. Raised awareness of qualifications and tar</p>	<p>careers week. Visits from outside speakers.</p>	<p>Children show awareness of career options. Children can verbalise their plans for the future</p>	<p>PP champions. SLT Subject leads.</p>	<p>Subject leads release time.£1500 Pp champs release time.£1500</p>	
<p>Pupils with identified social, emotional or health needs are supported by school staff so that needs are alleviated.</p>	<p>Provision of both Senco and Senco support teacher to address specific needs. Release time to enhance and support provision for pupils who are PP with high need. Liaising with outside agencies, parents, paperwork and organising finance. Delivery of specific programmes for vulnerable pupils. Partnerships with social care, early help, school nurse, individual support workers. Provision for vulnerable pupils in nurturing environment. Uniform and other items purchased for PP pupils. Parent support groups housed and initiated by us as well as staffed by us. Play therapy in school Parent support groups run in school Children receive 1:1 language support or behaviour support or counselling</p>	<p>Families feel supported and actively seeks support from the school. Standards of attainment improve for PP pupils at each level. Play therapist reports Guidance councillor</p>	<p>.SLT SENCo & SENCo support. Therapists</p>	<p>Pastoral support£1000 Speech and language£1000 TA interventions£ as above Play therapists£6000 Parent support groups.£1000 Guidance councillor £1000</p>	<p>21/10/18 20/10/18 1/2/19 5/4/19 5/6/19 10/7/19</p>

Pupils have a breadth of experiences that enable them to contextualise their learning.	A range of curriculum enrichment activities provided beyond the classroom. Visits to support learning. School residential subsidies. Focus on the curriculum making real life links	Data collected for those participating in events. E.g. clubs, competitions. Lessons show high levels of engagement by PP children.	SLT	Residential funding £2000 After school clubs £500	
Attendance and persistent absentee rates fall.	Parents made aware of expected levels of attendance. Good Attendance celebrated. Meetings held.	Tracking each week by Headteacher.	Head	Rewards	Ongoing
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 £ as above	Ongoing
Total budgeted cost				£	
ii. 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	£
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	Play worker	£ 2500
PP children know about healthy eating	Cookery club for PP	Cooking is a life skill	Monitoring	Joe	£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	£3000
Maths and language skills supported.	Mathletics club/Nessy	Practicing of skills. Reinforcement of previous learning.	Monitoring	Maths lead. G. Councillor	£as above
Increase involvement of PP children in school events	Meet with PTC to discuss plans and how to encourage Pp families to participate	Involvement in community events. opportunities			£500
Children have access to books to read for pleasure	Donation library	Extend reading material available to pupils	All	ALL	£500
Future pathways	Careers week		All	All	£ 500
Governors understand pp initiatives	Governors attend PP champion meetings				
Total budgeted cost					£146400

2. Review of expenditure

Previous Academic Year 2017-2018

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)
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Improve teaching of higher order reading skills for all	Guided reading specialist teacher employed. Battle of the books club. Shared texts in all lessons.	PP pupils did better than previous years.	G.R teacher left. We changed to reciprocal reading approach
Improve progress for high attaining pupils	SCAT teachers	Pupils in feedback said they felt well supported by additional adults	They meet individual needs and support teachers in differentiation
Curriculum development of teachers. Tracking of pupils	CPD Target tracker	Curriculum revamped. Teachers said they felt more links across curriculum made which aided children's learning.	As much as possible have real life experiences in lessons
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)
Tuition club	1:1 or 1:2 tuition after school	Parents did not bring children to sessions. Easter school was well attended.	1.1 in lunchtimes in future or before school.
TA interventions	Interventions as appropriate for each child necessary	Pupils made good developments in all areas. This included fine and gross motor development as well as maths and literacy, speech and language, positive play.	Positive and successful
Lottery look at Pp books. Individual conversations.	Conferencing with each child on their targets, attainment , progress	To be relaunched this year.	To be relaunched this year.

Improve feedback between pupils and teachers providing more effective feedback.	Develop teacher and ta skills on how to feedback to pupils	Children readily engaged with the marking and knew how well they had done.	Positive and successful
Senco groups	Senco to support Sen children in literacy and maths	Sen children made good progress- better than others across phonics, year 2 and year 6.	Positive and successful
Pre teaching to prepare pupils for future learning	Pre teaching vocabulary and skills so children in these groups can join in class lessons	Engagement in lessons by PP children increased as knew vocab and strategies.	Positive and successful
Gymtastics	Focuses upon instructions and understanding	Prepositional language improvement. Also fine and gross motor skills improvement.	Positive and successful
Play therapists	1;1 play therapy	Children all enjoyed these sessions and all sessions had 100% engagement.	Positive and successful
G.C	Support for families and staff	Children and families felt well supported.	Positive and successful

1:1 reading	Early morning extra reading and teaching of phonics to newly arrived children along with breakfast	Children loved these sessions. Reading improvement for all children. Phonics PP pupils did better than others	Positive and successful
Parent groups. Family therapy.	Groups for parents who need support	Very positive feedback from all parents supported.	Positive and successful
Speech and language	Speech and language Sessions for pupils.	Speech and language improvement with daily practicing of skills. Pupils more readily to answer questions in class.	Speech and language Speech and language

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned
New children able to play safely	Positive play from new arrival PP pupils	Children were successfully integrated in the playground and became safer in their play.	Positive and successful
PP children know about healthy eating	Cookery club for PP	Children enjoyed these sessions and this generated healthy eating conversations at home.	Positive and successful
Children able to go into class and concentrate	Breakfast Club	Many children supported and able to concentrate in class following breakfast that was provided.	Positive and successful
Maths and language skills supported.	Mathletics club/Nessy	Children preferred practicing skills in this manner. More engagement	Positive and successful

Pa children attend school	Pupil collection	Worked for some pupils	The same core group that every method didn't improve attendance.
Children have access to books to read for pleasure	Donation library	Pupils had use restrained due to room being used for other things.	Moved library to more accessible location
Help parents whose first language is not English to acquire English skills	ESOL training for parents	Parents could not commit to the same time and place.	Help on individual basis in future and signposting to other group settings.
Learn computer skills for those that do not have access at home. Including being safe online	Digismart	Scheme not run by digismart. Individual sessions offered instead.	Individual sessions in future.

3. Additional detail

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