



Riversdale Primary School

Use and Impact of Pupil Premium Funding

Next Review: February 2021

Pupils eligible for the Pupil Premium funding		2019-20	2020-2021
Number of pupils on roll		407	387
Number of pupils eligible for the Pupil Premium		78	88
Percentage of pupils eligible for the Pupil Premium			23%
Funding received		2019-2020	2020-21
The amount of Pupil Premium funding the school receives		133,192	£126,277
Main barriers to educational achievement faced by disadvantaged children in the school			
Barrier	Context	How this can cause a barrier	
<p>Mobility (i.e. children joining the school other than at the usual time, the start of Reception)</p>	<p>Joined in reception during the year-4 Joined in year 1-4 Joined in year 2-10 Joined in year 3-5 Joined in year 4-6 Joined in year 5-8 Joined in year 6-4 Similar amounts of children left each class during the year so constant upheaval for friendships and resources.</p>	<p>Children have gaps in their knowledge They need time to adjust to new settings and systems. mobile pupils are more likely than stable pupils to be in receipt of free school meals, to have English as an additional language and to require higher levels of support in learning English, to have identified and more severe special education needs and to have higher levels of absence.</p>	
<p>Slow progress made by some pupil premium children C=Pupils and families have social and emotional difficulties including medical and mental health issues. D=Pupils have limited experiences beyond their home life and immediate community</p>	<p>77 Pupil premium pupils. Special guardianship pupils. Army pupils. Ever 6 pupils. Problems including homelessness. Mental health of significant care giver. Lack of financial resources.</p>	<p>Not always the right environment to learn at home. Not always the money available at home to enhance the curriculum. Students in receipt of disadvantaged funding are more likely to become passive or reluctant learners. Analysis of learning walks, student response to feedback and observations show that disadvantaged student are less likely to take risks with their learning and less likely to be resilient when responding to improvement targets. Students in receipt of disadvantaged funding are more likely to engage in off-task behaviours in lessons. They are also less likely to participate in trips, visits or other enrichment activities.</p>	
<p>=Pupils and their families lack of aspirations reducing motivation and commitment to learning</p>	<p>Families without good experiences of education. Families without money for books or who are not able to read themselves. Time poor families as they are working more than one job.</p>	<p>Not time to help or ability to support with homework or reading. Parents who do not come to open evenings due to family commitments. Parents may lack confidence in their own ability to support children at home.</p>	

Pupils and families have social and emotional difficulties including medical and mental health issues.	Children kept off school because of their parent's health.	Not in school to learn. Less resilience than other children of their age. Time poor because family effort has to be spent on other areas.
Pupils have limited experiences beyond their home life and immediate community	Children do not extend their vocabulary because they don't see new things or are not taken to new places.	Children do not have experiences to write about. They have contracted vocabulary.
Low attendance rates and persistent absenteeism.	92% attendance of Pp Whole school 96%	Not in school to learn. Late and unprepared for the start of the day.

Review of 2019 – 2020

Desired outcome	Action/Approach and Cost	Estimated Impact	Lessons Learned
Greater number of PP pupils achieving Greater Depth at the end of KS2 in Reading, writing and maths	To support pupils identified through Pupil Progress Meetings who are at risk of slow progress and run appropriate interventions. £2000 Increase the teacher to pupil ratio in order to increase the impact of Quality First Teaching with a particular focus on feedback. £50,000	Sats were cancelled due to covid However pp pupils were making good progress during this year with reaching the higher standard . At the time of closure which was 2 months before SATS 25% of pp pupils were reaching the higher standard.	Our cohorts are so different each year that every year's strategy has to be discrete for that year group.
Better understanding of and support for issues facing individual children	Training on attachment for all new staff. Reflection session for all previous staff. Research shared with staff. Weekly pastoral meetings A range of intervention services used and families signposted to them. Behaviour data analysed and targeted interventions planned for and analysed for impact. Line management mtgs to ensure early identification of children with behavioural issues. Weekly pastoral meetings where whole School behavioural data is analysed and actions are put into place for key	We were successful in meeting the needs of children who had been unsuccessful elsewhere. (14 children). Children became competent at using reflection sheets and repeat incidents of same action decreased by the same child.	There needs to be constant updating of this training at each year change. All staff need to understand the issues that affect each child not to make excuses but so they can tailor support that allows for the best impact upon a child's achievements. We will extend the range and type of therapies in house that we offer.

	<p>individuals. Observations of learning and behaviour of pupils through learning walks. Case Studies of pupils</p> <p>Regular liaison with external agencies.</p> <p>£3000</p> <p>Learning mentor support £25,000</p> <p>Play therapist support £10,000</p> <p>Guidance councillor support £1000</p> <p>Pp champions . £2000</p>	<p>During covid we helped families by providing printed copies of learning materials, jigsaws, lego, learning resources, wifi, laptops,ipad, washing, food parcels.</p> <p>We provided therapy support over the telephone.</p>	
<p>To ensure early identification of additional needs and to promote early intervention programmes. This includes emotional support</p>	<p>Support from teaching assistants, with reading, writing and maths interventions. New interventions as necessary. £55,000.</p> <p>Fulltime play therapy £30000</p> <p>Learning mentor £30000</p> <p>Wellbeing practitioner referrals.</p> <p>Paths project resources £500</p>	<p>Children's needs are identified early. Some on stay and play days.</p>	<p>One size does not fit all and tailoring our support has the most beneficial impact for the child</p>
<p>Learning is accelerated by doing 'whatever it takes' to support PP children with additional provision</p>	<p>Additional 1:1 reading sessions.</p> <p>Phonic support group extra. £2000</p>	<p>Before lockdown children were making good progress in targeted groups for reading and phonics.</p>	<p>Time poor parents often are not able to find the time to hear children read at home or it becomes stressful for</p>
<p>Reduced financial barriers to PP children fully participating in school life and wider cultural experiences</p>	<p>PP pupils supported to go on school journey. £4000</p>	<p>PP children attended school journey and parents said had a very positive impact upon them. This could be seen in school with organisational skills, self care and working with others.</p>	<p>Time before and after the trip is beneficial to families to pay the reduced amount.</p>
<p>To support parents in going back to work</p>	<p>Breakfast club</p> <p>After school care set up</p> <p>Holiday club support. £2000</p>	<p>Parents were able to have respite care.</p> <p>Holiday care was</p>	<p>Carry forward into next year as well.</p>

		successful with a good uptake each holiday.	
Pupils have a wide range of experiences	Clubs before, after school and lunchtime. Funding of places for PP children. £3000	All children able to attend a club which improves range of their experiences.	Carry forwarded into next year.

Planned strategy for 2020 -21

Desired outcome	Action/Approach and Cost	Reasons for the approach	How the effect may be measured
Subsidised enrichment activities: • music lessons • class trips and residential visits • school swimming • clubs.	Identify through home questionnaire interested families for music lessons. Identify parents who may find cost difficult and offer support. £2000	Children will be excited and engaged by extra-curricular opportunities. Giving all children the chance to take part in new experiences and opportunities.	Monitor club registers • Monitor take up of music lessons by Pupil Premium children • Ensure parent/carers are aware of opportunities & support available
Improving reading opportunities to further improve competence in the dimensions of word reading and comprehension. Consistent use of reading journals which demonstrate coverage of domain objectives and aid assessment. Pupils to read texts at the appropriate level and challenge in guided sessions with discussion to support their reading ability and develop understanding and use of sophisticated language – CPD for staff	All staff deliver high quality reading sessions where all activities and teaching are reading focussed and impact on children’s reading skills. Pupils read texts at appropriate level and challenge. New texts £1000	Quality first teaching. individualisation which matches child. Children learn to love reading with read for themselves and make time to read.	Examining progress of reading for different groups on insight and through reading levels.
Support with ict at home so children can access home learning.	Access wifi through local authority and local businesses. Examine home ict learning logs for those who finding it hard to access. Look at number of children in household for their ability to access devices. Send out questionnaire of who has devices. £500	This worked through lockdown.	Take up of live and online lessons.
Better understanding of and support for issues facing	Training on attachment for all new staff. Reflection session for all previous staff. £2000	Detailed handover with PP champs, SENCO and LM gives overview of	For targeted PP children to make improvement in the

<p>To ensure early identification of additional needs and to promote early intervention programmes.</p> <p>This includes emotional support</p>	<p>Support from teaching assistants, with reading, writing and maths interventions. New interventions as necessary. £55,000 Fulltime play therapy £30000 Learning mentor £30000 Wellbeing practitioner referrals. Paths project resources £500</p>	<p>Extra support available, targeted support improves outcomes.</p>	<p>The progress score for disadvantaged children and non-disadvantaged children in each year group will be at least in line. The number of disadvantaged children at ARE will show year-on-year improvement in each year group. Pupil Premium Tracking grid will evidence the number of children who have additional intervention, the cost impact (time/staff) and the outcome of this support.</p>
<p>Learning is accelerated by doing 'whatever it takes' to support PP children with additional provision</p>	<p>Additional 1:1 reading sessions. Phonic support group extra. £2000</p> <p>Buy into nesy, mathletics, sats companion, reading eggs, times table rockstars for pupils to use at home, school, lunchtimes. £2000. Reading eggs bought so children always have access to books.£1000</p>	<p>Provide access to non-classroom based learning</p>	<p>Targets for individual pupils met Progress gap to narrow between PP and non PP students Gaps close in attainment (Particularly in KS1) Teaching all recorded as good or better in triangulated learning walks. Evidence of impact of intervention programmes</p>
<p>Reduced financial barriers to PP children fully participating in school life and wider cultural experiences</p>	<p>PP pupils supported to go on school journey. £4000</p>	<p>Developing independence and a range of social/ life skills whilst away from home.</p>	
<p>To support parents in going back to work</p>	<p>Breakfast club After school care set up Holiday club support. £2000</p>	<p>By subsidising Breakfast Club, it allows for parents to get back into work more easily, and it ensures that pupils are able to easily access</p>	<p>Children are prepared for the day. Children are consistently in</p>

		<p>two good and healthy meals a day. As well as subsidising the cost of Breakfast Club a number of pupils are completely subsidised by the school. These children are vulnerable pupils, or pupils with attendance concerns. Offer extra curriculum / holiday opportunities to PP children</p>	<p>school on these days.</p> <p>Building positive relationships of support with parents builds engagement.</p>
<p>Pupils have a wide range of experiences.</p>	<p>Clubs before, after school and lunchtime. Funding of places for PP children. £3000</p>	<p>By funding the school clubs, it provides equality of opportunity and improved individual pupil engagement in school life. A wide range of clubs as diverse as gymnastics, drama, football, basketball, enable pupils to have a wide range of experiences that they wouldn't get otherwise.</p>	<p>Impact on attendance for children in early morning clubs.</p> <p>Building self-esteem through access to range of activities.</p> <p>Exposure to new experiences such as podcasting and filming, impact for future aspiration.</p>