



PUPIL PREMIUM STRATEGY STATEMENT 2017 – 2018

1. SUMMARY INFORMATION					
SCHOOL	RIVERSIDE PRIMARY SCHOOL (855 / 2368)				
ACADEMIC YEAR	2017 - 2018	TOTAL PP BUDGET	£92,300	DATE OF MOST RECENT PP REVIEW	Sep 2017
TOTAL NO. PUPILS	471	NO. PUPILS ELIGIBLE FOR PP	71	NEXT STRATEGY REVIEW DUE	January 2018

2. CURRENT ATTAINMENT – July 2017		
END OF KEY STAGE 2:	PP PUPILS - RIVERSIDE	NON-PP PUPILS (NATIONAL)
% PUPILS ACHIEVING THE EXPECTED STANDARD IN READING	72%	71%
% PUPILS ACHIEVING THE EXPECTED STANDARD IN WRITING	67%	76%
% PUPILS ACHIEVING THE EXPECTED STANDARD IN GPS	83%	77%
% PUPILS ACHIEVING THE EXPECTED STANDARD IN MATHS	83%	75%
NUMBER OF PP PUPILS IN 2016-2017 YEAR 6 COHORT	18 (56 pupils in cohort altogether)	NA
END OF KEY STAGE 1:	PP PUPILS - RIVERSIDE	NON-PP PUPILS (RIVERSIDE)
% PUPILS ACHIEVING THE EXPECTED STANDARD IN READING	44%	71%
% PUPILS ACHIEVING THE EXPECTED STANDARD IN WRITING	33%	68%
% PUPILS ACHIEVING THE EXPECTED STANDARD IN MATHS	44%	73%
NUMBER OF PP PUPILS IN 2016-2017 YEAR 6 COHORT	9 (63 pupils in cohort altogether)	NA



3. BARRIERS TO FUTURE ATTAINMENT (FOR PUPILS ELIGIBLE FOR PP INCLUDING HIGH ATTAINMENT)

IN SCHOOL BARRIERS (ISSUES TO BE ADDRESSED IN SCHOOL)	
A.	Attainment/Progress by pupils eligible for PP below non-PP pupils in Writing at the end of KS2
B.	Attainment/Progress by pupils eligible for PP below non-PP pupils in Reading, Writing and Maths at the end of KS1
C.	Increase attainment of PP children at Greater Depth level across KS 2 and at the end of KS2
D.	Average attendance rates for pupils eligible for PP is 93%, which is below the school target of 96%
E.	Progress by PP significantly lower than non PP pupils in reading across KS2

4. OUTCOMES

	<i>DESIRED OUTCOMES AND HOW THEY WILL BE MEASURED</i>	<i>SUCCESS CRITERIA</i>
A.	Increased attainment and progress by pupils eligible for PP equal to the attainment of non-PP pupils in Writing at the end of KS2	Attainment in Writing by pupils eligible for PP is in line with non PP pupils as measured by Teacher Assessments driven from the new interim framework. Narrowing the gap between PP and non PP.
B.	Increased attainment by pupils eligible for PP equal to the attainment of non-PP pupils in Reading, Writing and Maths at the end of KS1	Increased attainment in Reading, Writing and Maths at the end of KS1 by pupils eligible for PP. Narrowing gap between PP and Non PP.
C.	Increase attainment of PP children at Greater Depth level across KS 2 and at the end of KS2	Increased % of children achieving at Greater Depth level at the end of KS2
D.	Average attendance rates for pupils eligible for PP is 93%, which is below the school target of 95%	Improvement in attendance rates by targeted pupils eligible for PP showing attendance is closer to school target
E.	Increased progress score in Reading for pupils eligible for PP at the end of KS2 to be equal to non-PP pupils and the National Expectation	Progress levels for PP pupils to be in line with non PP pupils at the end of KS2



5. PLANNED EXPENDITURE 2017 – 2018				
QUALITY TEACHING FOR ALL				
DESIRED OUTCOME	ACTION / APPROACH	EVIDENCE / RATIONALE	IMPLEMENTATION	STAFF LEAD AND REVIEW
A. Increased attainment by pupils eligible for PP equal to the attainment of non-PP pupils in Writing at the end of KS2	<ul style="list-style-type: none"> ▪ Half termly Pupil Progress meetings for all KS2 teachers to focus on attainment and provision in writing for PP children ▪ LSA support in place in Y3/Y4 and Y6 to provide additional writing support for PP children ▪ Class profiles identify PP children in all classes ▪ Boys writing research group at LAT level – KR attending and reporting findings ▪ LSA homework club for all KS2 children to support in English and maths ▪ PP research group at LAT level CN attending and reporting findings 	<p>PP pupils identified quickly and teachers planning and monitoring PP attainment/progress. PP barrier checklists completed for all PP children as well intervention plan created for all PP children.</p> <p>We want to identify what the barriers are for this children with their writing and design bespoke interventions to suit.</p>	<p>2x LSA support (am) 30hrs weekly = £20,000</p> <p>Cover required for pupil progress meetings 30mins per class</p> <p>3 hours a week 2x LSA = £6000</p>	<ul style="list-style-type: none"> • Head of School/Phase Leaders to lead Pupil Progress meetings • SLT to monitor data and PP writing development • Y6 teachers to liaise with additional support and monitor impact on attainment and progress
A. Increased attainment by pupils eligible for PP equal to the attainment of non-PP pupils in Writing at the end of KS2	<ul style="list-style-type: none"> ▪ Additional Y6 teacher 3x days a week to support PP writing development. 	<p>Smaller groups as we have 63 in Y6 cohort – 14 ch are PP. Teaching in smaller groups will allow for more effective quality first teaching.</p>	<p>3 days a week class teacher = £16,000 M6</p>	<ul style="list-style-type: none"> • Head of school to complete PM of teacher • Y6 teachers/Phase leads/SLT monitor progress of PP writing



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<p>B. Raise attainment/progress by pupils eligible for PP at the end of Key Stage 1 in Reading, Writing and Maths</p>	<ul style="list-style-type: none"> ▪ LSA homework club for Year ½ pupils to support with key skills in English and Maths ▪ LSA support in place across Y2 to provide additional intervention support. ▪ Quality first teaching across KS1 ▪ New approach to Y1 transition from FS ▪ Robust monitoring from Phase Lead and SLT ▪ Quality first teaching across KS1 ▪ New approach to Y1 transition from FS ▪ Robust monitoring from Phase Lead and SLT ▪ Bespoke intervention support to PP groups 	<p>Please see – PP rationale from above We believe that allowing vulnerable pupils access to homework support from school staff will provide consolidation and development of new learning Targeted support groups that have interventions bespoke planned and delivered by both teachers and LSA's</p>	<p>2 hours per week LSA for whole year = £1,170 LSA support x3 days in Y1/2 = £8000</p>	<ul style="list-style-type: none"> • Head of School/Phase lead to lead pupil progress meetings • SLT to monitor data and PP progress • SLT to implement homework clubs • Teachers to liaise with support staff leading clubs on key learning and activities • SLT to monitor and assess impact on pupil achievement • Head of School/Phase lead to lead pupil progress meetings • SLT to monitor data and PP progress
<p>C. Increase attainment of PP children at Greater Depth level across KS2 and at the end of KS2</p>	<ul style="list-style-type: none"> ▪ Half termly Pupil Progress meetings for all KS2 teachers focusing on GD level ▪ Additional teacher support in Y6 ▪ LSA/HLTS support across Y6 ▪ Quality first teaching at GD level ▪ Easter schools focused on GD 	<p>Our PP children should have access to the higher levels and be given the opportunities to excel. Increase ambition within our PP and realise potential</p>	<p>3 days a week class teacher = £16,000 M6 LSA support across KS2 focused on GD support/intervention</p>	<ul style="list-style-type: none"> • Phase leaders to monitor GD progress and intervention support • CN to monitor at whole school level and after data shot
<p>E. Progress by PP significantly lower than non PP pupils in reading across KS2</p>	<ul style="list-style-type: none"> ▪ Priority PP readers set up in all classrooms. These must be listened to every day. ▪ Intervention comprehension support across KS2 ▪ All teachers tracking PP readers from their prior phase exit point 	<p>We want our disadvantaged children to benefit from daily reading support from an adult as they may not have this opportunity in the home.</p>	<p>LSA timetabling to ensure priority readers are listened to daily Implementation of reading volunteers/reading buddies</p>	<ul style="list-style-type: none"> • Class teachers to monitor using Priority reader checklist. • Phase leads to monitor this half termly via PPM
TOTAL BUDGETED COST				£61,170

TARGETED SUPPORT



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DESIRED OUTCOME	ACTION / APPROACH	EVIDENCE / RATIONALE	IMPLEMENTATION	STAFF LEAD AND REVIEW
A. Increased attainment by pupils eligible for PP equal to the attainment of non-PP pupils in Writing at the end of KS2	<ul style="list-style-type: none"> ▪ Use of intervention groups led by additional teacher to target key skills across Y6 ▪ Use of LSA support to run target intervention across Y3 and Y4 	We believe that achievement by vulnerable pupils can be accelerated by the use of bespoke intervention groups led by an additional teacher and support LSA's that reinforces learning and basic skills	<p>3x LSA support 45hrs weekly (previously costed)</p> <p>3x day M6 teacher (previously costed)</p>	<ul style="list-style-type: none"> ▪ Pupil Progress meetings to identify targeted groups ▪ KS2 teachers to liaise with additional teacher on planning, delivery and assessment ▪ SLT to monitor effectiveness and impact of role
A. Increased attainment by pupils eligible for PP equal to the attainment of non-PP pupils in Writing at the end of KS2	<ul style="list-style-type: none"> ▪ Easter Revision Club for targeted pupils in Year 6, particularly for pupils eligible for PP 	We want to support our pupils well-being by helping them to prepare for the structure of the national assessments as well as revising key skills needed	Teachers x2 4 days £2000	<ul style="list-style-type: none"> ▪ Pupil Progress meetings to identify targeted groups ▪ SLT to arrange logistics of club ▪ Y6 teachers to provide overview of learning needs and set work ▪ SLT to monitor running of club and evaluate impact on pupil progress
B Raise attainment and progress by pupils eligible for PP at the end of Key Stage 1 in Reading, Writing and Maths	<ul style="list-style-type: none"> ▪ Use of intervention groups led by LSA to target key learning needs for Year 2 pupils ▪ Quality first teaching ▪ Half termly Pupil Progress meetings to track progress ▪ Intervention impact robustly monitored 	We believe that pupil achievement can be accelerated through targeted intervention and through quality first teaching of smaller class sizes (26ch) Targeted, robustly monitored intervention groups. All interventions to be assessed by impact on progress.	1x LSA 17hrs weekly £13,000	<ul style="list-style-type: none"> ▪ Pupil Progress meetings to identify targeted groups ▪ Y2 teachers to liaise with additional teacher on planning, delivery and assessment ▪ SLT to monitor effectiveness and impact of role
C. Increase attainment of PP children at Greater Depth level across KS2 and at the end of KS2	<p>Use of intervention groups led by additional teacher to target GD across Y6</p> <p>Use of AR to run Maths GD Y6 focus group</p> <p>Use of LSA support to run target intervention across Y5,4,3</p> <p>Quality first teaching</p>	Our PP children should have access to the higher levels and be given the opportunities to excel. Increase ambition within our PP and realise potential	<p>3x LSA support 45hrs weekly (previously costed)</p> <p>3x day M6 teacher (previously costed)</p>	Pupil Progress meetings to identify targeted groups KS2 teachers to liaise with additional teacher on planning, delivery and assessment SLT to monitor effectiveness and impact of role
D. Improve attendance rates for target pupils	<ul style="list-style-type: none"> ▪ Creation a Family Outreach Worker post for 12 hours per week 	We want to develop our community links and build	12 hours per week = £10,000	<ul style="list-style-type: none"> • Head of School to lead recruitment



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eligible for PP	to target and support vulnerable families	positive relationships with vulnerable families in order to provide support and improve positive attitudes to their children's school experience		<ul style="list-style-type: none"> • Head of School to liaise with Family Outreach Worker on targeted families and support packages • SLT to monitor effectiveness of the role and impact on attendance and achievement
D. Improve attendance rates for target pupils eligible for PP	<ul style="list-style-type: none"> ▪ Use of EWO Service to target and support families, particularly with children eligible for PP, with persistent absence rates 	We believe that external support with persistent absence can help families appreciate the importance of regular attendance and the impact absence has on their children's learning	EWO invoice for school year = £1,275	<ul style="list-style-type: none"> ▪ Head of School / Deputy Head of School to liaise with EWO on caseload ▪ Exec Head to monitor impact and next steps
TOTAL BUDGETED COST				16,275

OTHER APPROACHES				
DESIRED OUTCOME	ACTION / APPROACH	EVIDENCE / RATIONALE	IMPLEMENTATION	STAFF LEAD AND REVIEW
A. Increased attainment by pupils eligible for PP equal to the attainment of non-PP pupils in Writing at the end of KS2	<ul style="list-style-type: none"> ▪ Implementation of ELSA teacher to support vulnerable PP children, emotionally, motivational and inspirationally ▪ Use of play therapy/counselling support for vulnerable children to support mental health 	For children to be able to focus on improving their writing we must address their mental health and get them believing in themselves and feeling safe before we can address any learning needs.	1x LSA (ELSA) working 6hrs weekly £5000 10hrs Play Therapist – £8000	<ul style="list-style-type: none"> ▪ Head of School/SENCO to monitor provision ▪ Teachers to report on impact therapies are having on the children's well-being and on their academic achievement
D. Improve attendance rates for target pupils eligible for PP	<ul style="list-style-type: none"> ▪ Individual prizes for pupils who achieve 100% attendance for each term ▪ Special prize for any pupils achieving 100% attendance at the end of the academic year 	We want to raise the status of high attendance by rewarding pupils who attend regularly, thereby encouraging other targeted families to improve attendance	Prizes budget = £500	<ul style="list-style-type: none"> ▪ HoS to monitor attendance and facilitate action to support families with attendance causing concern ▪ Office staff to produce regular attendance reports to SLT ▪ SLT to research and source prizes for high attenders
Support for Vulnerable Families with children eligible for PP	<ul style="list-style-type: none"> ▪ Funding support available towards cost of residential visits (Y4 and Y6) 	We want to support vulnerable families who may be struggling financially to access activities	Budget allocated = £3,000	<ul style="list-style-type: none"> ▪ SLT to identify potential targeted families via Pupil Progress meeting outcomes



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	<ul style="list-style-type: none"> ▪ Funding support available towards cost of school trips and visits (all years) ▪ Funding support available towards costs of school uniform / sports kit (all year groups) ▪ Funding support available towards music lessons and instrument hire 	and provision that will improve pupil well-being and achievement		<ul style="list-style-type: none"> ▪ Head of School / SENDCo to liaise with targeted families to offer and provide support ▪ SLT to monitor outcomes and impact on pupil achievement and well-being
TOTAL BUDGETED COST				£16,500

TOTAL BUDGET PROJECTION FOR 2016-2017 SO FAR	£93,945
TOTAL PUPIL PREMIUM ALLOCATION FOR 2016-2017	£92,300

6. REVIEW OF EXPENDITURE 2016 – 2017

OUTCOMES				
DESIRED OUTCOME	ACTION / APPROACH	IMPACT	LESSONS LEARNED	COST
Raise attainment by pupils eligible for PP in Reading, Writing and Maths	<ul style="list-style-type: none"> ▪ Quality first teaching ▪ Use of targeted interventions that are reviewed ▪ LSA/teacher focus groups ▪ Implementation of class profiles to identify vulnerable groups ▪ Focused Pupil Progress Meetings half termly ▪ Robust data shot monitoring half termly ▪ Homework club – HLTA/LSA 	<ul style="list-style-type: none"> ▪ Whole school awareness of PP children in each cohort, gap is narrowing and where it is not, specific interventions are in place and being monitored 	<ul style="list-style-type: none"> ▪ Importance of raising awareness of who PP are – class profiles invaluable. ▪ Consistent use of Target Tracker and assessment deadlines created robust monitoring ▪ Providing staff meeting time for training teachers on data system invaluable ▪ Homework club huge impact on quality of homework completed for KS2 PP children 	<ul style="list-style-type: none"> ▪ £30,000
Raise attainment by pupils eligible for PP in Reading	<ul style="list-style-type: none"> ▪ Quality First Teaching ▪ Additional teacher support 3x weekly from Spring Term 	<ul style="list-style-type: none"> ▪ Expected Attainment at the end of KS2 in reading for PP has increased from 	<ul style="list-style-type: none"> ▪ Importance of identifying children who are not reading at home and implementing additional support 	<ul style="list-style-type: none"> ▪ £20,000



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	<ul style="list-style-type: none"> ▪ LSA focus support throughout the year ▪ Robust reading system in place ▪ Easter schools – reading focus ▪ PP focus reading groups 	35% to 72%	<ul style="list-style-type: none"> for both child and adults ▪ Raising ambition, motivation and profile of reading for our PP children 	
Raise attainment by pupils eligible for PP at the end of Key Stage 2 in Reading, Writing and Maths	<ul style="list-style-type: none"> ▪ Quality first teaching ▪ Use of targeted interventions that are reviewed ▪ LSA/teacher focus groups ▪ Easter schools revision week ▪ Use of Testbase Progress tests throughout the year to standardise attainment and progress 	<ul style="list-style-type: none"> ▪ Attainment at the end of KS2 in Reading, GPS and Maths is higher than non PP and attainment in writing is broadly in line at the end of KS2 	<ul style="list-style-type: none"> ▪ Identified focus groups key ▪ Reviewing groups on a 6 weekly cycle ▪ Identifying barriers to learning first 	<ul style="list-style-type: none"> ▪ £40,000
Improve attendance rates for target pupils eligible for PP	<ul style="list-style-type: none"> ▪ Creation a Family Outreach Worker post for 10 hours per week to target and support vulnerable families ▪ Daily parent coffee mornings ▪ Attendance follow ups – supportive measures ▪ Phone calls home and daily attendance checks on PP children. ▪ EWO support half termly 	<ul style="list-style-type: none"> ▪ Gap narrowed between PP and non PP attendance (93% v 96%) ▪ Persistent offenders identified and support offered. ▪ Families under ongoing monitoring systems 	<ul style="list-style-type: none"> ▪ Continue bespoke support for persistent absent families ▪ Building positive relationships with families ▪ Creating firm boundaries and being consistent with the school policy for attendance ▪ Creating a positive atmosphere therefore the children do not want to miss school! 	<ul style="list-style-type: none"> ▪ £9,000
Improve behaviour and motivation for learning, particularly by boys eligible for PP	<ul style="list-style-type: none"> ▪ Additional support vis 'play therapy' sessions ▪ Additional LSA lunchtime support for key PP children ▪ Robust behaviour management systems in place ▪ Head of school leading on embedding consistent behaviour management and improving boys engagement 	<ul style="list-style-type: none"> ▪ Behaviour of all children in 'Good' both inside the classroom and outside on the playgrounds ▪ Inappropriate behaviours are addressed quickly, consistently and in line with policy ▪ Head of school visible around the school and 	<ul style="list-style-type: none"> ▪ Consistent behaviour management across the school and expectations have had positive impact on all behaviour across school ▪ Visibility of SLT/Head of School critical 	<ul style="list-style-type: none"> ▪ 10,000



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		made firm relationships with focus PP children		
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TOTAL BUDGET ALLOCATION FOR 2016-2017		£108,240
TOTAL BUDGET COMMITTED		£110,000