

1.		2. Summary information			
School		Riverside Primary Academy			
Academic Year	2018-19	Total PP budget	£96,360	Date of most recent PP Review	September 2018
Total number of pupils	276	Number of pupils eligible for PP	73	Date for next PP Strategy Review	September 2019
3.		4. Predicted percentage attainment for the children we currently have in year 6. (Expected by the end of July 2018).			
	<i>Pupil Premium Group excluding SEND and non-English Speakers</i>	<i>Pupil Premium Group excluding SEND and non-English Speakers</i>		The attainment and the progress of children in our academy will be compared with all children nationally	
<p>Predicted numbers of current Year 6 pupil premium children achieving the expected standard or above in reading, writing & maths by July 2019 (excluding SEND & non-English speakers).</p> <p>Note: SEND PP provision has been looked at separately.</p>	<p>There are 7 pupil premium children in our current year 6 cohort excluding SEND. (8 pupil premium children including SEND)</p> <p>Reading -Predicted in Autumn 2017: 5 out of 7 pupils to achieve national standards in Reading 1 out of 7 pupils to achieve greater depth in Reading 2 out of 7 pupils will not achieve national standards in Reading.</p> <p>There are 7 pupil premium children in our current year 6 cohort excluding SEND & Non- English Speakers. (9 pupil premium children including SEND & non- English Speakers) <u>Attained Summer 2018: (to be completed in Summer 2018)</u> 6 out of 7 pupils achieved national standards in Reading 4 out of 7 pupils achieved greater depth in Reading 1 out of 7 pupils did not achieve national standards in Reading</p> <p>There are 5 pupil premium children in our current year 6 cohort excluding SEND & Non- English Speakers. (10 pupil premium children including SEND & non- English Speakers)</p> <p>Reading -Predicted in Autumn 2018: 5 out of 5 pupils to achieve national standards in Reading 13out of 5 pupils to achieve greater depth in Reading 0 out of 5 pupils will not achieve national standards in Reading. <u>Attained Summer 2019</u> 5 out of 5 pupils achieved national standards in Reading. 1 out of 5 pupils achieved greater depth in Reading. 0 out of 5 pupils did not achieve national standards in Reading.</p> <p>Writing - Predicted in Autumn 2017: 5 out of 7 pupils to achieve national standards in Writing 2 out of 7 pupils to achieve greater depth in Writing 2 out of 7 pupils will not achieve national standards in Writing</p> <p><u>Attained Summer 2018: (to be completed in Summer 2018)</u> 6 out of 7 pupils achieved national standards in Writing 2 out of 7 pupils achieved greater depth in Writing 1 out of 7 pupils did not achieve national standards in Writing</p>	<p>Writing -Predicted in Autumn 2018: 5 out of 5 pupils to achieve national standards in Writing. 1 out of 5 pupils to achieve greater depth in Writing. 0 out of 5 pupils will not achieve national standards in Writing.</p> <p><u>Attained Summer2019:</u> 5 out of 5 pupils achieved national standards in Writing. 0 out of 5 pupils achieved greater depth in Writing. 0 out of 5 pupils did not achieve national standards in Writing.</p> <p>Maths - Predicted in Autumn 2017: 5 out of 7 pupils to achieve national Standards in Mathematics 2 out of 7 pupils to achieve greater depth in Mathematics 2 out of 7 pupils will not achieve national standards in Mathematics</p> <p><u>Attained Summer 2018: (to be completed in Summer 2018)</u> 7 out of 7 pupils achieved national standards in Mathematics 1 out of 7 pupils achieved greater depth in Mathematics 0 out of 7 pupils did not achieve national standards in Mathematics</p> <p>Maths -Predicted in Autumn 2018: 5 out of 5 pupils to achieve national standards in Mathematics. 4 out of 5 pupils to achieve greater depth in Mathematics. 0 out of 5 pupils will not achieve national standards in Mathematics.</p> <p><u>Attained Summer 2019</u> 5 out of 5 pupils attained national standards in Mathematics. 1 out of 5 pupils attained greater depth in Mathematics. 0 out of 5 pupils did not achieve national standards in Mathematics.</p>			

Progress Measures for all pupil premium children we currently have in year 6. (Measure of progress from September 2017 – September 2018.)	
<p>% of pupil premium children making at least average progress in reading</p>	<p><u>Predicted in Autumn 2017:</u> 100% of pupil premium children will make a least expected progress in Reading. 16% of pupil premium children will make better than expected progress in Reading.</p> <p><u>Attained Summer 2018: (to be completed in Summer 2018)</u> The school's progress score for reading for all disadvantaged children is +6.15 compared to the national average of +0.3.</p>
<p>% of pupil premium children making at least average progress in writing</p>	<p><u>Predicted in Autumn 2017:</u> 100% of pupil premium children will make a least expected progress in writing 16% of pupil premium children will make better than expected progress in Reading.</p> <p><u>Attained Summer 2018: (to be completed in Summer 2018)</u> The school's progress score for writing for all disadvantaged children is +2.0 compared to the national average of +0.24.</p>
<p>% of pupil premium children making at least average progress in maths</p>	<p><u>Predicted in Autumn 2017:</u> 100% of pupil premium children will make a least expected progress in maths 16% of pupil premium children will make better than expected progress in Reading.</p> <p><u>Attained Summer 2018: (to be completed in Summer 2018)</u> The school's progress score for writing for all disadvantaged children is +3.39 compared to the national average of +0.31.</p>

3. Barriers to future attainment (for pupils eligible for PP across the school)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A recognised issue with significant numbers of children in Early Years and Key Stage 1 with language delay or communication issues (SEND Link).	
Starting points are very low in some cases and require outstanding EYFS provision to counteract this.	
Significant link seen in our school between Pupil Premium and vulnerability/ LAC / CP.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
Some Pupil Premium families have compounded social services involvement. This can encroach on all areas of learning.	
Attendance and punctuality 1 family.	
A number of families have low aspirations for themselves and their children.	
4. Outcomes <i>(Desired outcomes and how they will be measured)</i>	Success criteria
<p>Attainment: Attainment at expected standards in Reading, Writing, SPAG and Maths to at least match National Expectations over the three year period (but excluding SEND children with learning difficulties and those who do not speak English sufficiently well to be included in KS2 SATs data).</p> <p>Attainment and progress is monitored in school using the in-house tracking system at least termly and final attainment and progress measured nationally at the end of Key Stage Two.</p>	<p>By the end of 2018-19: Children without SEND issues but who have PP will meet National Expectations by the end of KS2.</p> <p><u>OUTCOMES:</u> September 2017: Our pupil premium children have exceeded national data in Reading, Writing and Maths for Key Stage Two overall. (National pupil premium data not available at this time.) September overall 2018: Our pupil premium children have exceeded national data in Reading, Writing and Maths for Key Stage 2 with the exception of one child. September 2019: 100% of our Pupil Premium children have exceeded national data. 20% of our Pupil Premium children achieved greater depth in Reading or in Maths.</p> <p>By the end of 2018-19: Higher ability PP children will be linked to the G&T provision and will be provided with additional learning opportunities (which might be blocked rather than continuous). This is to address areas of greater depth. September 2017: This has been achieved. September 2018: This has been achieved. September 2019: This has been achieved.</p>

<p>Progress: From their starting point, (defined as entry to the school), progress in Reading, Writing and Maths will show that children are at least in line with expected progress nationally over the next three years (but excluding SEN children with learning difficulties and non-English speakers). Children with a greater capacity for learning will be expected to have a greater rate of progress and show greater depth of learning.</p> <p>Attainment and progress is monitored in school using the in-house tracking system at least termly and final attainment and progress measured nationally at the end of Key Stage Two.</p>	<p><u>By the end of 2018-19:</u> Children without SEN issues but who have PP will meet National Expectations by the end of KS2. (Excluding children who do not speak English sufficiently well to be included in KS2 SATs data). <u>September 2017:</u> Our pupil premium children have exceeded national data in Reading, Writing and Maths for Key Stage 2 overall. <u>September 2018:</u> Our pupil premium children have exceeded national data in Reading, Writing and Maths for Key Stage 2 overall with the exception of two children. <u>September 2019:</u> Our Pupil Premium children all made expected progress and one has made better than expected in Reading and one in Mathematics.</p> <p>Higher ability PP children will be linked to the G&T provision and will be provided with additional learning opportunities (which might be blocked rather than continuous). This is to address areas of greater depth. <u>September 2017:</u> This has been achieved. See data. <u>September 2018:</u> This has been achieved. See data.</p> <p><u>September 2019:</u> This has been achieved.</p>
<p>Social Development: From their starting point, (defined as entry to the school), all children will be expected to demonstrate good social manners and behaviour.</p> <p>Monitored and reviewed using in-school behaviour data.</p>	<p>Children will take part willingly in play with children of the same age in an appropriate manner. They will show respect and good manners in school. They will show a level of resilience and a good attitude towards learning in lessons and outdoor learning. They will understand how to be a good community member (age appropriate). <u>September 2017:</u> external and in-house training has been provided for all staff July 2017 to address all of the points above. See behaviour records. <u>September 2018:</u> This has been achieved. See behaviour log.</p> <p><u>September 2019:</u> This has been achieved. See behaviour log.</p>

7. Planned expenditure

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

i. 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 implementation?
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<p>1) All 'groups' to be tracked with evidence that is up to date. Data to be analysed very regularly.</p>	<p>School Pupil Tracker Online – analysis and progress tools.</p>	<p>To have consistently updated data available for all groups showing impact of interventions and classroom teaching. Outcomes over the academic year change for various groups within the Pupil Premium category. This requires the DHT to be able to manage the fluid movement of learning patterns, intervene and adjust learning groups and Intervention programmes.</p> <p>Starting Point:</p> <ol style="list-style-type: none"> 1. COM Communication Listening and Attention, COM understanding, COM Speaking, LIT Writing, MAT Number, MAT Shape Space Measures, UTW. 2. Phonics teaching in both KS1 and KS2 is strong in our academy but is a challenge every year for the staff to maintain good outcomes. Phonic knowledge is assessed and tracked using SPTO & RWI assessments. 3. Maths and Writing are challenging in KS1 and the progress of children within these subjects is monitored and moderated by the DHT. Slow movers are tracked termly to keep them as priority. 4. Rates of progress in KS2 in our academy, are expected to accelerate after children gain the basics in KS1. Precision teaching is necessary for some and intervention is fluid and is planned in response to regular data monitoring. Groups therefore constantly change as the need requires. 	<p>The DHT will focus her allocated PP time on tracking and analysing data, speaking with staff to address identified issues, training staff herself or arranging outside training provision and moderating assessed work. She will report all information to the Headteacher.</p>	<p>Miss Smith</p>	<p>Continuously but more specifically:</p> <ul style="list-style-type: none"> • 6 weekly reviews and monitoring of SPTO electronically for phonics and Reading/Writing/ SPAG & Mathematics. • Termly review for 'Slow Movers'. • Termly review for Fresh Start Literacy. • Termly monitoring of whole school attainment and progress • Termly moderation of Reading, Writing and Mathematics. <p>September 2017: detailed data analysis in school has shown that pupil premium children (excluding SEN) attain higher than non-pupil premium children in Reading, Writing and maths.</p> <p>September 2018: In KS1 PP children are 6% behind non-PP children. In KS2, the PP children are outperforming the non-PP children in Reading, Writing and Maths with Reading being highest. This includes all children.</p> <p>September 2019: In KS1 PP children are further behind than in previous cohorts. They are 21% behind non PP children in combined Reading, Writing and Maths. This will be an in-house investigation. In KS2, the PP children are 14% behind non PP children in the school in combined Reading, Writing and Mathematics.</p>
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<p>2) All pupil premium children with SEND to be correctly assessed and good levels of provision made for them.</p>	<p>Continual review of progress, outcomes and provision.</p>	<p><u>Pupil Premium and SEND</u> Approximately 33% of this group of Pupil Premium children (2018-19) have identified compounded issues (CP / LAC & vulnerability) and these particular children find high educational outcomes difficult to achieve. They require additional support. Mrs Sumner provides effective staff training to staff each year at key points of the year.</p>	<p>Pupils will have provision in place (either class based through up-skilling general classroom staff) or specialist support and/or intervention which will aid them to achieve well for their ability. Time given to the SENDCo to ensure provision is effective.</p>	<p>Mrs Sumner</p>	<p>Formal review of EHCP termly (at each half term) for review by the SENDCo and 6 weekly progress checks by the DHT. September 2017: monitoring revealed that this field was too narrow and needs to be widened to include all pupil premium SEN children in the 2017 – 2018 cohort. This will be approx. 21 pupils in 2017 – 2018 academic year September 2018: Provision for SEND across the entire school has completely changed and is closely targeted. The next step is to widen the provision for school support SEND children with PP as this has been identified as a gap. September 2019: During this academic year, TAs had to be re-assigned to support high numbers of SEND in the school. This was due to financial restrictions. Evaluation shows that this was successful for the PP children. This decision had to be reversed. It worked well for SEND children but not PP children. We have a new system for 2019-20.</p>
<p>Total budgeted cost for academic year 2018 - 2019</p>					<p>1) Read Write Inc. assessment and monitoring and group / intervention allocations £1390.00 1&2) £20,700.00 DHT and SENDCO termly tracking and allocation of intervention groups. Section - <i>Quality of Teaching for all</i> Total: <u>£22,090.00</u></p>

ii. Targeted support

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?
<p>1) Key Stage One Reading intervention to increase the attainment of pupil premium readers.</p> <p>2) Identify Key stage Two Slow Movers in Mathematics & to increase the rate of progress made within the academic year.</p>	<p>3 times per week for 10 minute sessions identified pupil premium children are targeted to address weaknesses in reading - TAs and Teachers. The teaching is included in day to day teaching time but the evaluation of progress is additional.</p> <p>Pupil Premium children who are slow movers in maths have been allocated groups for intervention.</p>	<p>Assessment of Read Write Inc. highlights gaps in learning which hinders reading progress.</p> <p>In house tracking and assessment identifies decreasing group of slow movers in maths.</p>	<p>The impact will be monitored by Miss Smith and reported to HT.</p> <p>As above</p>	<p>Mrs Dixon, Miss Smith and Mrs Goodfellow</p> <p>Miss Smith and Mrs Goodfellow (Mrs Judge)</p>	<p>Approx. Each half term using Read, Write, Inc. assessments. HLTA x 6 days = £800.00 x 6 times per year = £4800</p> <p>September 2018: This has worked because PP reading in KS1 have 71% of children on track or above. In KS2 83.3% of PP children are on track or above in reading.</p> <p>September 2019: In KS1, PP children at expected standards is 70% with 13% at the higher standard.</p> <p>Each term using in-house tracking and maths Assessments for Key Stage two. TA (3x30 mins per week) £1217.00</p> <p>September 2018: In all subjects, PP children excluding SEND & EAL are outperforming non-PP children. Slow movers in reading, writing and maths are achieving well with very few remaining as slow movers. Those remaining tend to be SEND & EAL. Focus on SEND and EAL children.</p> <p>September 2019:</p> <p>Pupil Progress meetings with core subject leaders twice per year to pinpoint progress with groups including slow movers.</p> <p>This year there is a decreasing group of boys as slow movers but girls are not closing the gap as effectively.</p>

<p>3) Identified children will receive targeted support for S, L & C.</p>	<p>Increased number of sessions delivered by a specialist teacher.</p>	<p>Historical evidence shows that blocked work with a specialist professional accelerates rates of progress in language development, builds confidence and addresses the issue of non-attendance for speech therapy appointments by some families.</p>	<p>The SENDCo will liaise with the specialist teacher to monitor progress and priorities for provision.</p>	<p>Mrs Sumner</p>	<p>Termly. Allocated £5600.00</p> <p>September 2017: Specialist teacher appointed to carry out intervention and assessment for pupils with S, L & C difficulties. This has proven to be good value for money as this group of children have progressed well, resulting in a significant reduction in slow moving learners.</p> <p>September 2018: This was successful in 2017-18 but the exact same provision is not an option for 2018-19 so new provision will need to be found for this target.</p> <p>September 2019: TAs are now covering this work and it has shown improvements once again.</p>
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<p>4) Identified children will receive targeted support to achieve end of Key Stage Expected Standards in Reading, Writing and Maths.</p>	<p>A Teaching Assistant will be directed to work with targeted children. Some work blocked and some work continuous.</p>	<p>In-house tracking and assessment shows that TA support accelerates rates of progress with children in these targeted teaching groups.</p>	<p>Lessons are monitored formally and informally and outcomes are very regularly monitored by Senior Leaders.</p>	<p>Mrs Goodfellow</p>	<ul style="list-style-type: none"> • Termly Allocated £54,082.00 <p>September 2017: Class based Teaching Assistants have had weekly training with the result that they now have the skills to carry out intervention and assessment for lower ability pupils. This has proven to be good value for money as this group of children have progressed well, resulting in a significant reduction in slow moving learners.</p> <p>September 2018: This was successful in 2017-18 but is not able to continue in the same way due to a reallocation of staffing. The outcome from reorganising this provision will be monitored within school.</p> <p>September 2019: The provision in 2018 was not as successful as in 2017 so we have resumed the practice of 2017.</p>
<p>Total budgeted cost</p>					<p>1) £4800 For KS1 Read, Write, Inc. intervention evaluation & monitoring.</p> <p>2) £1217.00 maths intervention</p> <p>3) £5600 cost of specialist teacher</p> <p>4) £54,082.00 TA support time.</p> <p>Section ii – Targeted Support Total: £65,699</p>

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?
1) All children to be provided with adequate nutrition.	To provide free milk for all EYFS and emergency breakfast for some pupils.	For all children to be ready to learn effectively, they need to have nutrition.	All EYFS children will have milk (some subsidised from the main school budget and PP children will be subsidised by PP funding for those over the age of 5). Some PP children require extra nurturing and will be given breakfast as and when they are required. £1500.00	Mrs Rutherford	Termly <u>September 2017:</u> Achieved - all children are ready to learn. <u>September 2018:</u> Achieved - all children are ready to learn <u>September 2019:</u> Achieved – all children are ready to learn.
2) All children to be able to access Educational visits.	To subsidise all visits for all children (some subsidised from PP funding and some from the main school budget). Gifted and Talented workshops for Writing and Mathematics	When pupils attend educational visits they are enthused to learn about the topic. All pupils need the same experiences as their peers to have the same opportunities to achieve across a range of subjects. Opportunities for our higher ability pupil premium children to experience greater depth teaching in different contexts and environments. Include transport costs.	The School Business Manager will monitor the appropriateness and effectiveness of this provision. £3500.00 £1000.00	Mrs Rutherford	Termly <u>September 2017:</u> All children attend educational visits so that they have the same experiences as their peers. <u>September 2018:</u> This has been successful although Team Around the Family meetings demonstrate that family members do not understand they are having trips subsidised prior to receiving a trip letter. This needs to be clarified in 2018-19 as families claim we are not spending PP money on their children when we are. <u>September 2019:</u> The above has been addressed verbally with relevant carers and parents. This practice is essential to enable all children to access everything the school offers.

<p>3) For children to be resilient and self-confident by the time they leave our school.</p>	<p>Appoint SkillForce to run the Prince William Award with our year 5 and year 6 classes. The staff are ex-military personnel.</p>	<p>Evidence from previous Skillforce provision shows how children increased their skills and abilities to co-operate and face tough challenges without giving up. To learn about community, British Values, resilience and nationally important events such as Remembrance Day.</p>	<p>Monitoring by staff in school and by SkillForce personnel. £3500</p>	<p>Mrs Goodfellow Mrs Langley</p>	<p>Twice termly September 2017: Achieved – children have learned the importance of skills such as teamwork and resilience. They are able to transfer these skills in to all aspects of their lives and take this forward in to their future. September 2018: This has been an excellent programme with great outcomes but unfortunately due to a reduction in PP pupil numbers and a corresponding reduction in PP budget we will be replacing this programme with Forest Schools to address the same skills and attitudes. The benefit of this is that all PP children from Y1 to Y6 will be involved. September 2019: N/A</p>
<p>4) Increase quality sports provision focusing on transferable skills.</p>	<p>Sports coach to support the quality teaching of PE throughout the school and put emphasis upon transferrable skills.</p>	<p>Increase the level of sporting skills taught throughout the school and further develop / encourage pupil engagement in a range of sport. Continue to build transferable skills and attitudes such as confidence, self-belief, teamwork, resilience and communication which can benefit individual pupils across the curriculum. Fund this area of provision for PP children who do not need academic support. £2571</p>	<p>Monitoring the PE provision throughout the school and investigate where key staff are recognising and promoting transferable skills.</p>	<p>Miss Foster Mr Melrose</p>	<p>September 2018: Many new sporting clubs have been introduced and PP children have been encouraged to attend. 42% of PP attendances were registered. It would be helpful to allocate targeted funding to each PP child in the 2018-19 period and inform families about where their spending has been allocated. A statement/ receipt will be necessary. September 2019: This was not entirely successful because parents and carers were not willing to allow their children to attend for a variety of reasons. Eg would not return to school to collect siblings twice.</p>

<p style="text-align: right;">Total budgeted cost</p>	<ol style="list-style-type: none"> 1) £1500.00 for additional milk 2) £3500.00 reducing the cost of educational visits and G&T provision. (non-PP children subsidised from other budget area). 3) £1000.00 gifted & talented/ more able PP provision. 4) £2571 Transferable PE Skills <p><i>Section iii Other Approaches</i></p> <p>Total: <u>£8571.00</u></p>
	<p>TOTAL</p> <p>£96,360.00 pupil premium spend for 2018 – 2019</p>