

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Riverdale Primary School				
<b>Academic Year</b>	2017 - 2018	<b>Total PP budget</b>	111480.00	<b>Date of most recent PP Review</b>	Oct 2017
<b>Total number of pupils Year R - 6</b>	193	<b>Number of pupils eligible for PP</b>	74	<b>Date for next internal review of this strategy</b>	Oct 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	55.6%	75%
<b>progress score in reading</b>	3.22	0.33
<b>progress score in writing</b>	2.81	0.10
<b>progress score in maths</b>	1.78	0.20

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
	Increasing number of children within EYFS and KS1 with speech difficulties which directly impacts on their ability to read and spell effectively
	Increasing numbers of children across school with low social and emotional skills a barrier to progress
<b>C.</b>	Low % parents listening to children read to develop reading accuracy and embed new skills taught
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Lower attendance rates than other groups within school

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	Improve oracy skills through focused interventions and specialist resources	pupils eligible for pp meet age related expectations in reading and writing by end of KS
	Emotional well being of children raised and barriers to learning lowered	pupils eligible for pp meet age related expectations at end of KS2

	Children's reading skills systematically embedded and developed	pupils eligible for pp meet age related expectations at end of KS
	Rates of attendance in line with non pp children	pupils eligible for pp attendance level in line with non pp children

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2017 - 2018</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>
PP children within current year 6 achieve in line with non pp children in end of year SAT tests	Additional Teacher employed within class 3 days each week	High quality teaching and feedback allowing small group , 1-1 support for pre teaching , over teaching of key skills to embed as part of quality first teaching .	Half termly monitoring of standards and progress	KR	Half termly standards and progress reviews
PP children across school will make progress in line with non ppg children	Additional staff working each day for part of the day within classrooms with specific focus on PPG children accessing first quality teaching . MC, HS, RK, Half termly tests - NFER and PUMA/PIRA	Clear focus of support within lesson to ensure PPG children are fully accessing first quality teaching , instant feedback possible to ensure progress can be made within the lesson at the same time as non ppg children regardless of ability  Standardised assessment information to evaluate impact on support. Gap analysis to inform staff of key areas within class teaching each half term.	Half termly monitoring of standards and progress	MC	Half termly standards and progress reviews
<b>Total budgeted cost</b>					£80,466.00
<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>

Improve Oracy Skills in KS1 children	Speech and Language Therapy - TA delivers support programmes to children based on the reports/recommendations from Speech and Lang Therapy team Nursery - TA delivers BLAST programme with all children T KIT - TA delivers programme to targeted children in Reception	Ensure skills that need developing are practised systematically across the week regardless of parental support at home .	Assessment reports from Speech and Language therapists Half termly monitoring of standards and progress	MD	<b>Half termly standards and progress reviews</b>
Raise emotional well being of ppg children	Thrive - group and individual support sessions 3 x a week , plus 2 additional sessions as a whole class	Low levels of emotional well being can be a barrier to children making progress academically and can negatively impact on their behaviour for learning	Thrive assessments - termly Half termly monitoring of standards and progress Behaviour logs	MD/D Mc	Monthly CPOMs meetings - review of behaviour Half termly standards and progress reviews
Raise reading levels of ppg children in line with non ppg children	Lexia - daily individualised reading develop full range of reading skills . Teacher - additional support when areas of difficulty are identified during the sessions	Each child is receiving personalised reading support daily regardless of parental support	Half termly monitoring of standards and progress	VW /MC	Half termly standards and progress reviews

**Total budgeted cost** £32293.00

### iii. Other approaches

<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>
Raise attendance rates of ppg children in line with other groups within school	Attendance Officer employed to closely monitor attendance on a weekly basis and address attendance issues quickly Early Help Intervention Practitioner employed to work with families to eliminate any barriers they may face in addressing attendance issues within the home	Good attendance is essential for children to succeed at school and make good progress	Weekly attendance supervision for JBenson Half termly attendance reports Monthly CPOMs meeting with JBarnett	J Benson J Barnett	Half Termly review of attendance Half Termly standards and progress reviews .

**Total budgeted cost** £7850.00

6. Review of expenditure				
Previous Academic Year			£108,240.00	
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)	Cost
Raise % of children achieving ARE in reading to at least in line with national average	Additional Teacher employed within class 2 days each week . Inference training for whole school with learning support service Targeted groups identified for specific inference training intervention	72% of PPG children achieved expected standard which is in line with national other percentage of 72% Reading progress score for ppg 3.22 ( 0.33 non nat average)	Teacher employed 3 days , 1 day was used for covering leadership and ppa of other Year 6 teacher . Whilst same teacher to continue work within class so no drop in learning for students . 2 adults for majority of week will allow greater impact of instant feedback and pre teaching/ over teaching as part of normal timetable without missing out on key learning. Year 6 class is 34 with 44% PPG	34105.00
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)	Cost
Raise reading levels of children across the school	Lexia reading app	After investigating several different approaches to support reading with local schools. Introduced in Summer Term to Year 5 and 6 . Progress from both cohorts very good from starting points . Key Stage 2 reading results ppg children achieved in line with national other at expected standard .	Lower than expected starting points from initial assessments showed clear gaps in children's skills and understanding . Continued lack of parental support for hearing children read at home for practising accuracy . Recognise Lexia covers much wider skill set of reading than just decoding . To introduce across school from Year 1 / Year 6 Will need to invest in additional headphones across school for easy access for teachers and children , reorganise non negotiable timetable to include lexia reading time	3350.00

PP children across school will make progress in line with non ppg children	Release of DHT 3 days a week to oversee and monitor intervention support across school DHT and 2 Has to work with identified children across the week	Greater control over targeted interventions and ensuring ppg children are receiving additional support . Children are now not being changed mid way through each half term - DHT has control over this Structured approaches to interventions are being used now systematically across school - Numicon 1-1 , RWI 1-1 , Power of 1 and 2 based on evidence based assessment to address gaps. This has meant review of impact has been better . Impact has been mixed as children missing key learning when having interventions which impacts on progress. Assessment timetable needs reviewing to ensure ratio gains can be used to measure progress in a standardised way .	Children missing key learning when being taken out for additional support . Move targeted support into classrooms with TAs and DHT specific focus of ppg regardless of ability to ensure progress is being made within the lessons . Only taken out pm when specific learning needs are being addressed which is additional to ppg - SEN support Assessment timetable needs reviewing to ensure ratio gains can be used to measure progress in a standardised way . Trialling NFER and PUMA/PIRA across key stage 2 PUMA and PIRA KS1 to identify which gives most useful assessment information for pupils and staff.	55280.00
Thrive training				5000.00
<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>
Zenith	To ensure every child during their time at school will have opportunity to apply outdoor education skills learned in school on a residential	Every child in Year 6 went on the residential with Zenith Leisure Over 50 % of Year 3/4 attended the shorter residential		6522.00
Raise Attendance rates	Monthly review of attendance as part of CPOMs agenda . D Mc and MD to work with parents of lower attendees to improve this	Attendance figures were being closely monitored however inconsistent approach within admin office for involving EWO and identifying need for support meant that attendance was dropping to low before EWO involvement . Whilst families D Mc and MD involved with improved attendance across the year final percentage was still lower than good attendance expected .	CPD sessions with all staff together to ensure common understanding and consistency addressed initial issues . Need for an additional person to monitor and check on procedures needed to ensure attendance issues are picked up at the earliest opportunity to be addressed. Employing attendance officer who will work in school once a week to address this and support staff in implementing necessary actions.	4000.00

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)