

Name of school:	Riverdale Primary School		
Academic year:	2018 -2019	Total PP budget for year:	116300
Total number of pupils: R-6	186	Number of pupils eligible for PP:	75
Amount per pupil:	1550.00	Date of next PP strategy review:	Oct 2019

2 Current Attainment			
	Pupils Eligible for PP (school)	Pupils Not Eligible for PP (National average)	
% achieving in reading, writing and maths	66.7	67	
progress score in reading	1.47	0.33	
progress score in writing	1.56	0.10	
progress score in maths	2.31	0.2	

Barriers to future attainment for pupils eligible for PP, including high ability

In-school barriers:	
A.	Progress scores for boys writing in particular Middle and higher PAG group is the lowest progress score in school and is and as a group boys progress is lower than National other progress for writing
B.	Percentage of disadvantaged boys achieving GLD is lower than national other by 10% . This is directly linked to lowest percentage achieve in writing of 57% compared to 72.7% of national other
C.	Lower social and emotional skills compared to children’s chronological age act as a barrier to progress
External barriers:	
D.	Lower attendance rates than other groups within school ? - double check
E.	Low literacy levels of parents to support children’s learning in school

Desired outcome:		Success criteria: [Detail how these aims will be achieved, e.g. use of home-school agreements to reduce the number of persistent absentees.]
A.	Progress scores for disadvantaged boys diminishes to at least in line with national other progress scores	Targeting of PAG within writing across school with particular focus on boys Termly review of progress being made of this group and evaluation of intervention /support put in place to ensure most effective strategies are being used
B.	Percentage of disadvantaged boys achieving GLD is raised to at least in line with boys national other	Percentage of disadvantaged boys achieving writing GLD will increase to at least in line with national other Key focus on development of pre writing skills including - oral story telling , development of working memory , experience of stories and story language, gross and physical skills focus Introduction of cursive writing within reception Continue to look for ways in which curriculum offered supports and encourages boys to write independently
C.	Percentage of children exhibiting age appropriate emotional behaviour is increased	Thrive assessments each term for each year group and action plan drawn up to support cohort needs. Additional support identified small group and 1-1 Additional Thrive practitioner to be trained who works within foundation stage to support children at earliest point within main setting .
D.	Rates of attendance are in line with non pp children	Fortnightly monitoring of attendance . Swift action to decline in any decline in attendance . Use of PPSW within school for early intervention in addition to attendance officer J Benson
How improvement will be measured:		
A.	Progress scores achieved at the end of Year 6	
B.	Percentage of disadvantaged boys achieving GLD by end of reception will have rise to at least in line with national other	
C.	Thrive assessment profiles - showing percentage of children achieving age appropriate scores for emotional well being	

	Percentage of attendance each term and by end of year of disadvantaged, school other and national other
	Pupil Premium Effectiveness review to be carried out by S English - Spring Term 2019

Desired outcome	Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Budget	Review date
A	[Detail what action will be taken, e.g. implementing a home-school agreement and providing a parent support worker.]	[Explain why this action or approach has been chosen, e.g. NFER briefing for school leaders identifies addressing attendance as a key step.]	[Outline what will be done to ensure positive results, e.g. ensuring the parent support worker understands existing attendance problems.]	[Name of staff member who is leading this action.]	[Amount designated to this action.]	[When the implementation of this approach will be reviewed.]
A	<ul style="list-style-type: none"> • Additional Teacher employed within year 6 to work 3 days - key area target to with disadvantaged boys for writing • Voice of the child • CPD on developing more independent writers IPEEL (national literacy trust) - Yr6 and Literacy lead to attend and disseminate to staff • Additional TA employed to work across KS2 targeted on ppg progress 	<ul style="list-style-type: none"> • High quality teaching and feedback in addition to main teacher , allowing 1-1 support within lessons , over teaching of key skills that need addressing • Involvement of child in the learning process • National literacy trust EEF project recommended 	<p>Half termly monitoring of standards achieved within writing and evaluation of practice /support being put in place</p> <p>Voice of the child - how would they like to be supported better</p>	MC and KR	<p>35130</p> <p>600</p> <p>400</p> <p>460</p> <p>16012</p>	Half Termly

B	<ul style="list-style-type: none"> • EYFS teachers to visit Overfields Primary to investigate cursive writing from reception and impact on writing 	Children finding adding joins more difficult when not taught at the start of learning how to write individual letters	Liaise with Overfields each term check on progress and implementation/ expectations of writing	JC SDP	650	
	<ul style="list-style-type: none"> • Sqiggle while you wiggle - in Nursery daily 				250	
	<ul style="list-style-type: none"> • Funky Fingers - always available in Nursery provision 	Development of key physical skills as part of non negotiable curriculum provided within EYFS			500	
	<ul style="list-style-type: none"> • Fine motor packs - to go home with parents • Take home rhyme bags • emphasis on speaking listening talking - foundations of literacy "Sue Palmer Roz Bailey" • Moving project - physical skills in Reception 	Involvement of parents with child's development in a fun way , providing appropriate activities for them and resoures for them to do			500	
	<ul style="list-style-type: none"> • Targeted intervention / provision with disadvantaged boys within RWI sessions and writing across curriculum 	Close monitoring of key group to identify areas of development needed and ensure is made available for children to make progress	Half termly meetings with team leader to evaluate impact of provision and support		1380	

C	Staff CPD on embedding Thrive across the school day	Neuroscience evidence supporting children to develop key skills which will impact on their readiness for learning Ensure Thrive approach is embedded across the school into every day by all staff	Termly staff meeting - drop in question and answer	D Mc M D		
	Termly assessments alongside Thrive practitioners for right time evaluations and action planning Termly Thrive afternoon for all children at same stage to work together regardless of age	Development of key skills appropriate and engage staff more in variety of Thrive provision and opportunities . Make staff more aware of age related behaviours for more effective assessments	Termly assessments and meeting with Thrive practitioners	D Mc and MD		
	Dmc and MD working within classrooms am and then targeted support work in pm with small groups and 1-1	Focussed support for those children with more emotional needs	Termly review CPOMs team	KR	36000	
	CW CPD Thrive practitioner training	Extend Thrive expertise in school and allow expert within FS setting for ongoing early support	Attendance and completion of tasks within school setting and impact on FS	CW	2500	

D	<p>Employ attendance officer to monitor closely school's procedures and attendance of children . Challenge parents on unnecessary absences</p> <p>Additional Hours in office to ensure swift receipt of letters and processing of attendance procedures / referrals</p>	Swift action on attendance early intervention to support children's attendance	<p>Every 3 week monitoring in school - attendance and letters Advice to staff on next steps Proceedings starting fall below 97%</p>	JB	<p>5500</p> <p>5500</p>	
---	---	--	---	----	-------------------------	--