

Name of school:	Riverdale Primary School		
Academic year:	2019-2020	Total PP budget for year:	96360
Total number of pupils: R-6	173	Number of pupils eligible for PP:	68
Amount per pupil:	1417.05	Date of next PP strategy review:	Oct 2020

2 Current Attainment		
	Pupils Eligible for PP (school)	Pupils Not Eligible for PP (National average)
% achieving in reading, writing and maths	(prev 66.7) 83.3%	(prev 67) 71%
progress score in reading	(prev 1.47) 0.79 disaggregated 0.83	(prev 0.33) 0.3
progress score in writing	(prev 1.56) 0.78 disaggregated 1.44	(prev 0.1) 0.2
progress score in maths	(prev 2.31) -0.03 disaggregated 1.16	(prev 0.2) 0.3

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

In-school barriers:	
A.	Progress scores for boys writing in particular Middle PAG group is the lowest progress score in school and as a group boys progress is lower than National other progress for writing
B.	Progress scores for Higher PAG group in maths for Girls are lower than national other and lowest progress for this group
C.	3 year trend no disadvantaged children have achieved RWM combined at the higher level
D	Percentage of disadvantaged children achieving GLD 63% compared to 77% of non ppg children in the cohort .
External barriers:	

E.	Attendance - out of the 14 children who were classed as PA last year 11 of these were disadvantaged .	
F	Low literacy levels of parents to support children’s learning in school	
<p style="text-align: center;">Desired outcome:</p>		<p style="text-align: center;">Success criteria: [Detail how these aims will be achieved, e.g. use of home-school agreements to reduce the number of persistent absentees.</p>
A.	Progress scores for disadvantaged boys writing 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	Progress scores for girls in maths in particular from the higher PAG Group diminish in line with at least national other progress	Targeting of PAG groups and next steps needed for progress Working with Archimedes trust to further develop and secure systematic teaching of secure reasoning skills in a variety of different contexts and presentations
C	Percentage of ppg children achieve RWM combined at the higher level in 2020 SATs	Targeting of PAG groups in R W and M across the schools and in particular Year 6 for those achieving higher standard at Year 2 - particular focus on border line children
D.	Percentage of ppg children achieving GLD is in line with non ppg children in school .	Targeted provision of PPG children with cohort and PAG groups from nursery. Targeted provision in key areas of MR and MFB , PD , Reading and Writing which are the lowest %
E	Rates of PA 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
F	Develop positive emotional well being	Thrive support for children to manage their emotional well being and develop resilience and perseverance to ensure they make progress
<p>How improvement will be measured:</p>		

A.	Progress scores achieved at the end of Year 6
B.	% of children achieving RWM at the higher level in Year 6 SATS
C.	% of PPG children achieving GLD compared to Non PPG children

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"> • CPD on developing more independent writers IPEEL • Additional TA employed to work across KS2 targeted on ppg progress • Review of writing curriculum for more engaging opportunities for boys to write for • Develop sustained writing through introduction of literacy dashboard • targeted use of vocabulary taught in each year group across the school • CPD moderation and next steps to make progress in writing for each year group • Additional TA employed to work across KS2 targeted on ppg progress • Development of vocabulary to be explicitly taught in each subject in each year across the school to be able to use in their writing and reading • Purchase of resources that support those children who are struggling to order and write at length • Additional reading books purchased to share with children repeatedly to develop story writing 	<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	24000	Half Termly
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	language . Release of DHT 3 days a week to focus on ppg writing and reading					
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C	<p>2 teachers working with Archimedes trust on developing secure reasoning skills Year 4 and Recep</p> <p>CPD to be disseminated across school to allow greater confidence in answering reasoning type questions in a range of ways presented</p> <p>Introduction of maths daily dashboard to apply skills taught and resisted on a regular basis</p> <p>Maths curriculum to ensure computation is taught within a context of measures to apply to real life .</p> <p>Targeted PAG group support for overreaching of skills taught . Additional TA support provided each afternoon to allow this to happen either with TA or with teacher .</p> <p>Purchase of resources to support understanding from concrete to abstract</p>	<p>quality first teaching</p> <p>improved understanding of maths pedagogy with small steps required to ensure secure understanding</p>	<p>Half termly monitoring of standards achieved within reading and evaluation of practice /support being put in place</p> <p>CPD for lead teachers</p> <p>Voice of the child - how would they like to be supported better</p>		£20000	
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D	<ul style="list-style-type: none"> • Sqiggle while you wiggle - in Nursery daily to continue • Funky Fingers - always available in Nursery provision • Fine motor packs - to continue go home with parents additional resources purchased to extend these • Take home rhyme bags • emphasis on speaking - listening talking - foundations of literacy "Sue Palmer Roz Bailey" • Moving project - physical skills in Reception • Targeted intervention / provision within RWI sessions and writing across curriculum • Additional member of staff Thrive trained working within Reception 3 afternoons a week to work on relationships and appropriate responses to challenges 	<p>Children finding adding joins more difficult when not taught at the start of learning how to write individual letters</p> <p>Development of key physical skills as part of non negotiable curriculum provided within EYFS</p> <p>Involvement of parents with child's development in a fun way , providing appropriate activities for them and resoures for them to do</p> <p>Close monitoring of key group to identify areas of development needed and ensure is made available for children to make progress</p>	<p>Half termly meetings with team leader to evaluate impact of provision and support</p>		15000	
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E	<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% PA letters to be sent out each half term to inform parents of their child's current attendance.</p>		15000	
F	<p>Employ 3 Thrive practitioners to work across school with children</p> <p>Additional member of staff to be trained as a Thrive practitioner</p>	Emotionally stable children are resilient and preserver and make good progress			15000	
G	Funding for PPG children to ensure they don't miss out on opportunities of residential and trips				7500	