

Pupil premium strategy statement

School overview

Metric	Data
School name	Riverdale Primary School
Pupils in school	193
Proportion of disadvantaged pupils	38.5%
Pupil premium allocation this academic year	87790.00
Academic year or years covered by statement	20-21
Publish date	Oct 2020
Review date	Feb 2021
Statement authorised by	Kirsty Reilly
Pupil premium lead	Mrs Melanie Clements
Governor lead	Mrs S Rawlinson

Disadvantaged pupil progress scores for last academic year

Measure	Score	Pupils Not eligible for PP (National Average)
Reading	0.79 (disaggregated 0.83)	0.3
Writing	0.78 (disaggregated 1.44)	0.2
Maths	-0.03 (disaggregated 1.16)	0.3

Strategy aims for disadvantaged pupils

Measure	Score
% of disadvantaged children achieving GLD to improve to diminish gap between non ppg %	PPG % 63% v Non PPG 77%
% Achieving high standard RWM at KS2 increasing to diminish gap from National Average	3 Year Trend up to 2019 data of no children achieving higher level of RWM combined at end of Year 6 Progress for Higher PAG group in Maths for Girls lower than national other and lowest for this group
Progress scores for PPG boys writing improves to at least in line with national other progress scores	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

Measure	Activity
Priority 1	<p>Ensure Pupil Premium children close identified gaps in learning (diminish the difference) caused by prior attainment and missing time through lockdown in CLL, PRIME, phonics, reading, writing and maths (number fluency and application)</p> <p>High quality teaching and learning strategies used appropriately high expectations/models of work engage and provide standard, pitch pace and delivery provides appropriate challenge. Feedback, pupil targeting, active learning strategies show high pupils engagement. Higher attaining pupils receive focused intervention and additional support. Focused support to those children that have been identified is planned and delivered by identified teachers and teaching assistants across school.</p>
Priority 2	<p>Pupils have access to high quality teaching through and appropriate curriculum supported with high quality resources to engage, motivate and meet identified needs both in school and at home. Pupils use appropriate technologies to enhance learning opportunities.</p>
Priority 3	<p>Pupils have their emotional and health needs met so they attend school regularly and access wider support services as appropriate. All pupils are engaging in Thrive across school to meet the needs that have arose during Lockdown. Teachers have identified children for focused support during the week.</p>
Barriers to learning these priorities address	<p>Pupils will have received a variable experience during lockdown which may impact upon their motivation, stamina, knowledge, recall and understanding. Pupils may experience a fractured period of attendance caused by self isolating or bubbles closing. Identified pupils will need an appropriately differentiated curriculum supported by a catch up program.</p> <p>Attendance is variable with some families self isolating. This has a negative impact upon progress as some children do not engage through the isolation process despite teachers best efforts to encourage engagement.</p>
Projected spending	
Staffing Costs	65000

Additional Resources to support PPG children	10000
Additional ICT equipment to ensure teaching and learning supported when in and out of school	7500
Supplementary Money to access full curriculum	5250

Teaching priorities for current academic year

Aim	Target	Target date
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<p>Progress in Reading</p>	<p>Nursery</p> <p>Recognises familiar words and signs such as own name and advertising logos</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom</p> <p>Beginning to be aware of the way stories are structured.</p> <p>Listen to stories with increasing attention and recall.</p> <p>Knows information can be relayed in the form of print.</p> <p>Suggests how the story might end</p> <p>Describes main story settings, events and principal characters</p> <p>Reception</p> <p>Knows information can be relayed in the form of print.</p> <p>Describes main story settings, events and principal characters</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Enjoys an increasing range of books.</p> <p>Knows that information can be retrieved from books and computers.</p> <p>Year 1</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Enjoys an increasing range of books.</p> <p>Knows that information can be retrieved from books and computers.</p> <p>They also read some common irregular words.</p> <p>They demonstrate understanding when talking with others about what they have read</p> <p>Year 2</p> <p>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>read words with contractions, and understand that the apostrophe represents the omitted letter(s)</p> <p>making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>Year 3</p> <p>Reread these books to build up their fluency and confidence in word reading</p>	<p>On going assessments to provide formative information</p> <p>Summative assessment to be reviewed half termly with termly standard meetings analysing trends and adjusting provision as appropriate.</p> <p>Targets set and modified to achieve predicted attainment outcomes reflecting good progress by the end of the academic year.</p>
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<p>Progress in Writing</p>	<p>Nursery</p> <p>Grip using five fingers or preferably two fingers and thumb for control.</p> <p>Copy shapes, letter and pictures</p> <p>Start to write identifiable shapes and letters</p> <p>I can identify sounds from my own name in other words</p> <p>Uses some clearly identifiable letters to communicate meaning</p> <p>Writes own name</p> <p>Rec</p> <p>Start to write identifiable shapes and letters.</p> <p>Begins to break the flow of speech into words.</p> <p>Continues a rhyming string.</p> <p>Uses some clearly identifiable letters to communicate meaning</p> <p>Represent some sounds correctly and in sequence.</p> <p>Hears and says the initial sound in words.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Read back own writing.</p> <p>Write labels and captions.</p> <p>Yr1</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>Begin to break writing into, and recognise, sentences</p> <p>Start to use full stops and capital letters in the correct places</p> <p>They also write some irregular common words.</p> <p>They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible</p> <p>Year 2</p> <p>words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>using the prefix un-</p> <p>using -ing, -ed, -er and -est where no change is needed in the spelling of root words</p>	<p>On going assessments to provide formative information</p> <p>Summative assessment to be reviewed half termly with termly standard meetings analysing trends and adjusting provision as appropriate.</p> <p>Targets set and modified to achieve predicted attainment outcomes reflecting good progress by the end of the academic year.</p> <p>Pupil review Progress plans on going assessment reviews.</p>
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<p>Progress in Mathematics</p>	<p>Nursery</p> <p>Knows that numbers identify how many objects are in a set.</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>Sometimes matches numeral and quantity correctly.</p> <p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Shows an interest in number problems</p> <p>Recognise some numerals of personal significance.</p> <p>Recognises numerals 1 to 5.</p> <p>Counts up to three or four objects by saying one number name for each item.</p> <p>Counts actions or objects which cannot be moved. Demonstrates subitizing.</p> <p>Shows awareness of similarities of shapes in the environment.</p> <p>Uses shapes appropriately for tasks.</p> <p>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p>Can describe their relative position such as 'behind' or 'next to'.</p> <p>Orders two or three items by length or height.</p> <p>Orders two items by weight or capacity.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models</p>	<p>On going assessments to provide formative information</p> <p>Summative assessment to be reviewed half termly with termly standard meetings analysing trends and adjusting provision as appropriate.</p> <p>Targets set and modified to achieve predicted attainment outcomes reflecting good progress by the end of the academic year.</p>
	<p>Reception</p> <p>Recognises numerals 1 to 5.</p> <p>Counts actions or objects which cannot be moved. Demonstrates subitizing</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Counts out up to six objects from a larger group.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10</p>	

<p>Phonics</p>	<ul style="list-style-type: none"> • Children close gaps from starting points to make rapid catch up of phonic progression missed and are able to read with improved fluency in Y1,2 and 3 • Regular assessment ensures the phonic phase taught is at the correct level. Resources and phonic sessions are engaging, promoting active learning. Phonic blends are reinforced in literacy sessions including guided writing and reading <p>KS1 and 2</p> <ul style="list-style-type: none"> • Pupils identified in not meeting phonic levels in Y1, Y2, and Y3 have gaps closed to reach the standard by the end of the year through access to more frequent phonics teaching and effective use of resources 	<p>Weekly assessment</p> <p>Reviews of progress take place in Y1 and Y2 through regular phonic screening and half termly phonic tests</p>
<p>Other</p>	<ul style="list-style-type: none"> • Improve attendance for pupils eligible for PP to being in line with expected levels of 96%, Closely track PP children and challenge absence levels. Review rewards and celebration culture of attendance from EYFS upwards. KS1 and 2 pupils track their own attendance and have greater awareness and ownership. • Address issues effecting Pupil Premium children emotional and mental well-being so that pupils and families feel well supported by school and any barriers to learning are reduced through effective support. 	<p>Weekly attendance review</p> <p>Parents updated and engaged in process following attendance procedures</p> <p>Early help support provided on an individual basis during the year with progress reviewed regularly so that cases d not remain unduly open.</p>

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> • Provision of staffing to provide one to one and group support to targeted pupils particularly in prime areas of learning • Nominated TA role to continue interventions for speech and language, BLAST, reading, maths and writing. • Provision of additional support in class and targeted interventions. • Structured Conversation used to support identified pupils with clear targets and support engaging parents in their child's learning
Priority 2	<ul style="list-style-type: none"> • High quality reading texts to support whole class reading, guided reading, phonics and emergent reading skills • Improved access to IT and educational on line resources • Improved access to age appropriate text books for use in school and at home • Access to reading comprehension sats style questions to be taught alongside reading comprehension tasks and activities.
Barriers to learning these priorities address	<p>Pupils have missed education caused through Lock-Down negatively impacting upon their educational starting points in September.</p> <p>Some PP pupils start from low to very low levels on entry in Communication Language and Literacy, understanding of number social-skills and readiness to learn. This means that pupils have to diminish the difference to close gaps in learning so that they can achieve in line with national non Pupil Premium children by the end of KS2. Key learning outcomes are focused on using effective provision through each Key Stage to ensure this happens.</p>

Wider strategies for current academic year

Measure	Activity
Priority 1	Improve attendance for pupils eligible for PP to being in line with expected levels of 96%, Closely track PP children and challenge absence levels. Intervene, challenge and support individual families to improve attendance.
Priority 2	<p>Pupils access appropriate support for their mental and physical health and well being by accessing:</p> <ul style="list-style-type: none"> a positive and active playtime environment healthy breakfast club <p>Emotional and behavioural early intervention support worker</p> <p>Pupils and parents need to work in partnership with the school so that appropriate support can be provided.</p> <p>Thrive to be implemented with those children that need it.</p>
Barriers to learning these priorities address	<p>Pupils persistent absence will negatively impact upon their academic, social and emotional development. Pupils emotional and health needs may prevent effective access to provision in school. Holiday absence causes a significant period of time away from school requiring catch up measures to be put in place.</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Quality of phonics and 1 to 1 teaching for new staff uses best practice to ensure effective provision.	Systematic teaching of phonics. Targetted intervention for those children not set to attain phonic test.
Targeted support	Teaching and TAs have time to effectively assess and prepare together so that interventions in and outside the classroom environment are effective	planning, preparation and intervention support for children not attaining. Pup[il] progress reviews and targeted intervention.
Wider strategies	Pupils and parents are engaged effectively including hard to reach families. Staff to be open to current best practice, research, case studies and recommendations.	Wider staff work (Early help worker, attendance officer, closely with teachers and TAs. Newsletters sent out and frequent communication on Marvellous Me

Review: last year's aims and outcomes - not possible due to C19 Lockdown . Aims and outcomes carried forward into this year's strategy