**Evaluated Pupil Premium Strategy Document**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** | Riverside Primary Academy | | | | |
| **Academic Year** | 2016-17 | **Total PP budget** | £102,960 | **Date of most recent PP Review** | September 2015 |
| **Total number of pupils** | 273 | **Number of pupils eligible for PP** | 68 | **Date for next PP Strategy Review** | September 2017 |

***Please note: black text indicates proposed plans. Coloured and dated texts indicates review process.***

|  |  |  |
| --- | --- | --- |
| 1. **Predicted percentage attainment for the children we currently have in year 6. (Expected by the end of July 2017 across the whole school).** | | |
|  | *Whole class including pupils eligible for Pupil Premium* | The attainment and the progress of children in our academy will be compared with children nationally who are also in receipt of Pupil Premium (Disadvantaged Group) and also compared to all children nationally. This data is not currently available. |
| **Predicted percentage achieving the expected standard or above in reading, writing & maths by July 2017** | **In reading**, a minimum of 85% should be on track or above national expectations by July 2017. *82.8% have achieved National Standard or above.*  *11/16 pupil premium achieved National Standard. (Excluding SEN would be 11/13 = 84.6%)*  **In writing,** a minimum of87.1% should be on track or above national expectations by July 2017. *86.2% have achieved National Standard or above.*  *11/16 pupil premium achieved National Standard. (Excluding SEN would be 11/13 = 84.6%)*  **In maths,** a minimum of82.3% should be on track or above national expectations by July 2017. *82.8% have achieved National Standard or above.*  *12/16 pupil premium achieved National Standard. (Excluding SEN would be 12/13 = 92.3%)* |
| **Progress Measures for the children we currently have in year 6. (measure of progress from September 2016 – September 2017).** | | |
| **% making at least average progress in reading** | **85%** on track or above for progress with a group average of 3.2 tracking points progress. (The expectation is 3 tracking points).  Estimated DFE progress measure +5.2 indicates exceptional school progress |  |
| **% making at least average progress in writing** | **89.4%** on track or above for progress with a group average of 3.6 tracking points progress. (The expectation is 3 tracking points).  Estimated DFE progress measure +2.7 indicates better than expected school progress |
| **% making at least average progress in maths** | **82%** on track or above for progress with a group average of 3.4 tracking points progress.(The expectation is 3 tracking points).  Estimated DFE progress measure +2.3 indicates better than expected school progress |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **3. Barriers to future attainment (for pupils eligible for PP)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | | A recognised issue with significant numbers of children in Early Years and Key Stage 1 with language delay or communication issues (SEN Link). | |
|  | | Starting points are very low in some cases and require outstanding EYFS provision to counteract this. | |
| **C.** | | Significant link seen in our school between Pupil Premium and vulnerability. | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | * Some Pupil Premium families have compounded social services involvement. This can encroach on all areas of learning. * Increased family mobility this academic year linked to changes in benefits system. * Attendance and punctuality of 3 children (2 families). | |
| 1. **4. Outcomes** *(Desired outcomes and how they will be measured)* | | | **Success criteria** |
|  | **Attainment:**  Attainment at expected standards in Reading, Writing, SPAG and Maths to **at least** match National Expectations over the next three years (but excluding SEN children with learning difficulties). | | By the end of 2018-19:   * Children without SEN issues but who have PP will meet National Expectations by the end of KS2. * **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.) * 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 |
|  | **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). Children with a greater capacity for learning will be expected to have a greater rate of progress and show greater depth of learning. | | By the end of 2018-19:   * Children without SEN issues but who have PP will meet National Expectations by the end of KS2. * **September 2017**: Our pupil premium children have exceeded national data in Reading, Writing and Maths for Key Stage Two overall. * 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 |
|  | **Social Development:**  From their starting point, (defined as entry to the school), all children will be expected to demonstrate good social manners and behaviour. | | * 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). * **September 2017:**  external and in-house training has been provided for all staff July 2017 to address all of the points above. See behaviour records. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. **Planned expenditure** | | | | | | |
| **Academic year** | | **2016-17** | | | | |
| 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 | | | | | | |
| 1. **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?** |
| All ‘groups’ to be tracked with evidence that is up to date. Data to be analysed very regularly. | School Pupil Tracker Online – analysis and progress tools. | | 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 patters, intervene and adjust learning groups **and** Intervention programmes.  **Starting Point:**   1. **‘Speaking’, ‘Shape, Space & Measures’, ‘Moving & Handling’ and ‘Writing’ were the lowest areas on entry to Nursery. (2015-16).This had to be addressed directly in teaching. (2015-16).** 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.** 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 monthly 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.** | 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 monitoring work and moderating assessed work. She will report all information to the Headteacher. | Miss Smith | Continuously but more specifically:   * 6 weekly for phonics and Reading/Writing/ SPAG & Maths. * Monthly for ‘Slow Movers’. * 6 weekly for Fresh Start Literacy. * Termly monitoring * Termly moderation of reading and writing.   **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. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SEN children to be correctly assessed and good levels of provision made for them. | Continual review of progress, outcomes and provision. | This is a group of Pupil Premium children who have identified compounded issues 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. | 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. | Mrs Sumner | 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. |
| **Total budgeted cost** | | | | | £45,000 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **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?** |
| PP children in Y6 will make good or better progress in Reading, Writing and Maths (with the exception of SEN children). | * Additional high level teaching resource. * Additional teacher in Year 6 from September to December for equivalent of 1 day per week. | To ensure that the PP children in Y6 are well supported to cope well in their SATs and be secondary ready. | The impact will be monitored by Miss Smith and reported to HT.  Children will be able to literate and numerate to the expected standard or preferably beyond. Children with SEN will have made very good progress. | Miss Smith and Mrs Goodfellow | * Each Autumn Term as the test results are confirmed and the academy receives its Raiseonline (from 2017 the new DFE secure access site ASP). * Each term using in-house tracking.   **September 2017**: 82.8% have achieved National Standard or above.  11/16 pupil premium achieved National Standard. (Excluding SEN would be 11/13 = 84.6%)  86.2% have achieved National Standard or above.  11/16 pupil premium achieved National Standard. (Excluding SEN would be 11/13 = 84.6%)  82.8% have achieved National Standard or above.  12/16 pupil premium achieved National Standard. (Excluding SEN would be 12/13 = 92.3%) |
| Staff will be suitably trained for Early Years, KS1 and KS2 literacy intervention schemes. | To train all necessary staff to manage to deliver intervention schemes. | Historical school evidence demonstrates that the children who attend Early Talk Boost, RWI, Fresh Start and one to one language support make accelerated progress. This is shown in our progress data. | Firstly ensure staff are adequately trained. Monitor and moderate outcomes of assessment, track progress and attainment in-house. | Miss Smith and Mrs Goodfellow | * Each Autumn Term as the test results are confirmed and the academy receives its Raiseonline. * Each term using in-house tracking.   **September 2017**: Fresh Start Training and Read Write Inc. training for all staff during 2016 - 2017 academic year |
| Identified children will receive targeted support for S, L & C. | A skilled professional will be bought in to address the S, L & C issues and language learning for English as a Second Language children within the school. | 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. | The SENDCo will liaise with the specialist teacher to monitor progress and priorities for provision. | Mrs Sumner | * Termly.   **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. |
| Identified children will receive targeted support for Reading, Writing and Maths. | A Teaching Assistant will be directed to work with targeted children. | Historical evidence shows that TA support accelerates rates of progress with children in these intervention groups. | Lessons are monitored formally and informally and outcomes are very regularly monitored by Senior Leaders. | Mrs Goodfellow | * Termly   **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. |
| **Total budgeted cost** | | | | | £2867 training for staff  £ 2880 cost of teacher for one full day each week in autumn term.  £3,500 cost of specialist teacher  --------------------------------------------£8247 total  ------------------------------------------------------- |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **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?** |
| For all PP children to be polite and social in school and be aware of how to be a good community member (age appropriate). | TAs to arrange and implement SMSC Talk Time varying the focus over the year. | 1. Historical information shows that this provides a voice for children in our school where they can bring up issues that the school staff are unaware of or can direct our provision due to the interests and identified needs of our children. 2. TAs to target children in English and Maths daily. 3. TAs to complete Coaching Triads | The TAs meet weekly with the DHT for continuous training. The SMSC Talk Time focus will be decided upon and rotated according to the needs at the time. | Miss Smith | Termly.  **September 2017:** TAs have completed Talk Time projects where pupils talked about being a good community member. Children have been able to express their pupil voice and this impacts on future school events. |
| All children to be provided with adequate nutrition. | To provide free milk for all EYFS children | For all children to be ready to learn effectively, they need to have nutrition. | All children will have milk (some subsidised from the main school budget and PP children will be subsidised by PP funding). | Mrs Rutherford | Termly  **September 2017:** Achieved - all children are ready to learn. |
| 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). | The evidence is that all children have access to Educational visits. | The school termly audit will consider the proper use of money during one of its three visits per year. The School Business Manager will also monitor the appropriateness and effectiveness of this provision. | Mrs Rutherford | Termly  **September 2017:** All children attend educational visits so that they have the same experiences as their peers. Education visits are used to hook and engage in to topics. This starting point for learning motivates them to learn and gives them the same experiences as their peers. |
| For children to be resilient and self-confident by the time they leave our school. | To appoint SkillForce to run the Junior Prince’s Award and/or Character Award. The staff are ex-military personnel. | 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 and nationally important events such as Remembrance Day. | Monitoring by staff in school and by SkillForce personnel. | Mrs Goodfellow  Mrs Langley | Twice termly  **September 2017:** Achieved – children have learned the importance of skills such as teamwork, resilience and being a good citizen. They are able to transfer these skills in to all aspects of their lives and take this forward in to their future. |
| **Total budgeted cost** | | | | | **£42000 for TA time**  **£1213 for additional milk**  **£3000 reducing the cost of educational visits (non-PP children subsidised from other budget area).**  **£2500 to employ SkillForce**  **£XXXXXXX total**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_** |
| **Total Pupil Premium Spend for Academic Year 2016 – 2017=** | | | | | **£102,960** |