

Pupil premium strategy statement (primary)

1. Summary information					
School	Rivelin Primary School				
Academic Year	2017-2018	Total PP budget	£112,040.00	Date of most recent PP Review	October 2017
Total number of pupils	386	Number of pupils eligible for PP	70	Date for next internal review of this strategy	September 2018

2. Current attainment 2017 KS2 Outcomes			
	<i>Pupils eligible for PP (Rivelin)</i>	<i>National PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	40%	48%	67%
Progress measure in reading	-4.5		0.0/0.3
Progress measure in writing	-4.1		0.0/0.2
Progress measure in maths	-1.9		0.0/0.3
Current attainment 2017 KS1 Outcomes			
	<i>Pupils eligible PP (Rivelin)</i>	<i>National PP</i>	<i>Pupils not eligible for PP (national average)</i>
% Achieving ARE in Reading	87%	79%	79%
% Achieving ARE in Writing	73%	72%	72%
% Achieving ARE in Maths	87%	79%	79%
Current attainment 2017 Phonics Check			
	<i>Pupils eligible PP (Rivelin)</i>	<i>National PP</i>	<i>Pupils not eligible for PP (National Average)</i>
% meeting Phonics Check Standard Y1	63%	84%	86%
% meeting Phonics Check Y2 recheck	100%		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor language and literacy skills
B.	Poor social skills and emotional regulation
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

C.	Persistent Absence Rates	
D.	Low Parental Engagement	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Disadvantaged pupils language and literacy skills improve quickly and catch up to the non-disadvantaged pupils so that by the time they leave Rivelin at KS2 results are in line with national. Measured through half termly assessment tracking in Reading and Writing; phonics acquisition and attainment of the Early Learning Goals	Reading & Writing Progress & Attainment is in line with non-disadvantaged pupils by the time children reach the end of Y6. Unless there is an identifiable SEND or medical issue that could justifiably impact on attainment all children should meet the expected standard.
B.	Disadvantaged pupils learn how to regulate their emotions and communicate appropriately with others including children and all adults. They are resilient and bounce back from set-backs and have strategies to deal with life's challenges in a positive way. This will be measured through regular auditing of the behaviour log to check the percentages of disadvantaged children and all interim reports will be reviewed to check the pastoral measures.	Behaviour logs are not disproportionately populated with Disadvantaged pupils & feedback on interim reports show green for pastoral measures – children whose reports show red or amber are moving this to green.
C.	Attendance rates for Disadvantaged pupils are improving year on year and individual case studies show the positive impact of actions taken. This will be tracked and measured both weekly and half termly and reported to Governors on a half termly basis.	Attendance rates for disadvantaged pupils are in line with non dis pupils.
D.	Half termly parents evening style meetings every six weeks to involve parents in school life and areas for development for children. Parents are educated about the importance of reading in particular for long term academic success and happiness. 100% of parents of disadvantaged pupils are engaged in their child's education and have a positive working relationship with the school.	Parental support for academic success of Disadvantaged pupils is strong

5. Planned expenditure					
Academic year	2017-2018				
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.					
i. 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?
Interventions such as rainbow readers and daily reading programmes area in place in all classrooms in addition Lego Therapy for language & social skills	Additional adults in classrooms in the mornings to support teaching and learning and then focused in the afternoon on identified readers/lego therapy	Daily intervention sessions to ensure children are reading regularly and are practicing reading and using a proven strategy like rainbow readers has impacted on the attainment and progress of pupils both at Rivelin and other settings.	Through six weekly data collection; through SLT observations; pupil progress meetings.	KC	July 2018
All children have the necessary resources and access to the appropriate equipment that might be needed in order for them to access the curriculum	Resources for all – electronic resources for some individuals; books and online subscription for resources to target individuals.	Some children require bespoke resources appropriate for their own learning needs in addition supporting teachers with a range of easily accessible resources to support their planning and teaching will impact on all children	Through daily monitoring; work scrutiny pupil progress meetings; feedback from subject leader audits and data collection.	JP/SM/TLRs	July 2018
Teachers are well supported in being able to develop and sustain Quality First Teaching and in being able to support a wide range of pupils needs.	Staff training on SEND; mental health support ; training and support for English and maths leaders	In order for teachers to cope with the demands of the classroom they need appropriate support and training.	Through SLT monitoring to ensure that any training is put into practice in the classroom. This should translate into the progress and attainment data.	JP/SM	July 2018
Excellent relationships are developed between teachers and pupils so that any barriers to learning can be fully understood and tackled.	Assertive Mentoring meetings 1:1 for all teachers and pupils	1:1 meetings to focus on learning; strengths and areas for development are very beneficial for children and working relationships and support learning in the classroom. Children's feedback is very positive.	Through pupil feedback; monitoring and the data.	JP/SM	July 2018
Disadvantaged pupils progress and attainment is in line with non-disadvantaged pupils.	Release time for SLT to monitor progress and co-ordinate support including release	All areas in the action plan need a whole school approach and support from all leaders in school to ensure that progress and attainment are on track and that initiatives are being followed appropriately.	All TLRs and SLT have their own section of the SIDP to monitor with targets around pupils attainment and progress. The action plans are reviewed six weekly.	JP	July 2018

Improve the attainment in writing in all year groups	New writing strategy introduced across the school	The extensive investigation and formulation of the plan took into account the new curriculum expectations and the excellent practice in Y6 that could be extended elsewhere in school. In addition use of Assertive Mentoring materials helped with this	Through 6 weekly monitoring of data, regular work scrutiny and six weekly development meetings to look at the impact for every class.	CB	July 2018
Total budgeted cost					£ 86,193.00
ii. 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?
Attendance rates of Pupil Premium pupils improves so that it is in line with non-pupil premium children	EWO support	Past experience has shown that additional support in the shape of home visits, individual meetings with parents to discuss challenges to attendance can work. Having one person whose job it is to get to know families and support them does have impact.	Through tracking the individual attendance of pupils every week to hold to account those working with the individuals	DE	July 2018
Barriers to learning and attendance are removed so that pupil premium attendance is in line with non-disadvantaged pupils and children have more resilience in school.	Senior Learning Mentor Support	Having a senior member of staff to lead the strategy on pupil premium attendance is vital so that someone has the knowledge of the families and the reasons for absence and can track individuals and liaise with the EWO. This role and approach can have significant impact with individual cases and holding families to account for attendance .	Looking at the weekly tracking discussing it as a standard item on the SLT agenda on Mondays. The Governors also have the half termly information around tracking	TN	July 2018
Nurturing environments and support for emotionally vulnerable pupils to overcome barriers to learning	SAFE project undertaken by Nursery and Reception teachers	The training has been nationally accredited and will provide excellent pastoral support in the EYFS when implemented	As the training continues have feedback from the teachers, evaluate the emotional wellbeing of pupils	NL	July 2018
Total budgeted cost					£16,500.00

iii. 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?
Highly targeted teaching sessions for particular children on specific gaps leads to accelerated progress in all year groups.	1:1 teaching sessions; intervention sessions with teachers	Intervention sessions can be successful particularly when tightly focused and delivered by the class teacher. Previous work with strategy has given some good results.	Through SLT daily monitoring and through half termly data and termly interim reports to parents	JP	July 2018
Pupils are well prepared for their Y6 tests and approach them confidently.	Resources eg Y6 revision	Good quality revision resources support the learning in the classroom and have been a useful addition to filling gaps in pupils' knowledge. They work.	Through tracking of data, pupil progress meetings and data intervention meetings and booster sessions with children	EC/CB	July 2018
Bespoke advice staff working with individuals for strategies to support children are very useful in supporting children.	Educational Psychology support & Learning Support	Prior working with Ed Psych + Specialsit teachers service has given the school good advice and information about individuals where necessary and supporting the learning in classrooms.	Through daily SLT monitoring and through SENDco looking at the provision for individuals so that children are appropriately supported where necessary.	SM	July 2018
Children's resilience and mental health is strong	Source a whole school training approach to building children's resilience and effective strategies when faced with adversity.	The school needs a whole school proven strategy to implement that will support the resilience and wellbeing of all children but in particular will support disadvantaged children	Once it is sourced and delivered the monitoring of it will take place.	JP	July 2018 probably going into 2019
Total budgeted cost					£12,700.00

6. Review of expenditure				
Previous Academic Year		2016-2017		
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
Improved rates of Quality First Teaching – ensuring development	Release of SLT to monitor progress and impact and to co-ordinate support	Rates of good and better teaching were improved and sustained which impacted on all pupils. All leaders had an input into the support for teachers. This impacted positively on all pupils in the school.	We will continue with this approach on the focus of Quality First Teaching	£13,000
Develop the curriculum for reading so that children are well prepared for the new expectations of the curriculum	Introduction of reading strategy including curriculum evening	This also included some training for the literacy lead to go and look at excellent practice elsewhere. All parents and staff familiar with the reading characters and the curriculum evening was well attended	Didn't reach all the parents we wanted to for the curriculum evening so we need to have individual meetings for those parents in future	£5,000
Improve reading attainment and progress	1:1 reading sessions for practice of skills + meetings with parents of pupils falling behind	Reading interventions worked really well, daily practice of targeted pupils falling behind. We needed the additional work around working with parents whose children required the reading support.	Consistency and ways to moderate the assessments made were ironed out as the year went on and this will continue into next year.	£27,000
Improve rates of progress through effective filling of gaps or tackling misconceptions.	Additional support staff across school to carry out lego therapy and other interventions	We were able to use additional adult support to work with targeted groups and improve attainment in most classes. In year groups: 1,3,4,5 the disadvantaged pupils as a group made more progress than the non-disadvantaged.	We will continue with the strategy but next year invite all support staff to pupil progress meetings/Data Intervention meetings so they fully understand the expectations.	£28,000
To develop a whole school improved strategy for writing that would improve rates of progress and attainment	TLR for literacy to investigate and plan the approach using best practice.	The strategy is well organised and thorough and should improve writing outcomes in all year groups	We will take the next step of this strategy and roll it out across the school in September	£1,000
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

Improve the attendance of pupil premium pupils	EWO support	There was some improvement for some families but it was difficult to sustain when the attendance improved it tended to drop off again. Weekly tracking of attendance and case studies showed some significant improvement for some individuals.	Continue the work around the tracking and trigger points of involvement as well as having set periods of working with families to get them to school.	£3,500
Remove barriers to learning support children with social and emotional difficulties	Senior Learning Mentor to work with families and support emotional issues and attendance.	There was some improvement with some families but the attendance would go through periods of improvement and then drop again and it has been difficult to sustain the improvement for some families.	A lot of work was done with case study work and reviewing impact which will be further developed as we move into next year.	£12,000
To improve and get the best systems we could around attendance	External Consultancy Support	Reviewed all our systems and the way we tracked and looked at the impact of our actions. We have more robust systems now including good ways of weekly tracking and creating meaningful case studies.	This approach will be further developed and sustained into next year.	£500

iii. Other approaches

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
For teachers to have expert information to remove barriers to learning for children struggling in the classroom	Learning Support Educational Psychology	Excellent strategies provided based on observations and discussions with school staff that have helped all teachers and pupils who accessed this intervention cope much better in the classroom	This work will continue into the next academic year.	£6000 + £500 for cover costs
Children have access to good quality resources and teachers have a range of resources that are relevant, up to date and easy to use.	Revision Resources for Y6; Electronic resources ; General resources for subject areas	Revision resources were excellent support for Y6 children and were used both at home and at school and supported the revision work. Other resources helped remove barriers. End of Key Stage results are above National and this has impacted on the attainment for all children.	Use of online subscription resources are a more cost effective way of staying up to date in many areas. This approach will continue as will the Y6 revision resources	£2,000
To improve the confidence of Y6 pupils in Maths	After School Maths Clubs for Y6	Those pupils who participated in the after school clubs did very well in the Y6 SATS all pupils achieved the expected standard. 100% of those attending met the expected standard in maths. This impacted on both PP children and non PP.	This approach will be continued into next year. The importance of working with families, through calls and texts to get those pupils to the sessions that need to be there.	£1,250

Improve pupils ability to work together in groups and improve vocabulary	Lego Therapy training and implementation of programme	Children developed language skills and the ability to work in groups and as teams improved. This has a positive impact on confidence and self - esteem of those children who took part.	Sometimes the groups needed moving about where there were difficulties, this will be rolled out to EYFS next year and sustained elsewhere.	£1,500
Ensure children are well prepared for SATS and that progress and attainment are accelerated	Release of Y6 teachers to undertake gap filling sessions	Y6 teachers were able to deal effectively with gaps in learning from taught sessions and to effectively target pupils in the afternoons during 1:1 or small group teaching sessions.	Those pupils who struggled meeting the new expectations for reading had too far to travel in terms of meeting the new standard and understanding of vocabulary was an issue and a project for this is being set up for next year.	£2,500

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.