

Riverside Primary School

Da Totem Habes



Riverside
Primary School

Pupil Premium

2018 - 2019

This Policy was approved by the Governing Body:

Review Date: November 2019

Signature

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(Chair of Governors)

Signature

A handwritten signature in black ink, appearing to be 'C. Habine'.

(Head Teacher)

PUPIL PREMIUM

'Additional funding is used well so disadvantaged children make the same quick gains in their learning.'

'Pupils achieve well across the school.

Different groups, including the most able and those who are disadvantaged, make the same progress as others nationally'

'The support for vulnerable pupils and those who need extra help to catch up is strong'

'Although few disadvantaged pupils gain a good level of development by the end of the early years, they do not flounder as they move throughout school. Effective additional support, either in the classroom or through small group work, means they gain ground quickly. These pupils make the same progress as other pupils nationally and the same number reach the expected standard for their age'

'Pupil premium funding is used effectively for most of the disadvantaged cohort. A whole host of strategies to support disadvantaged pupils' academic, emotional and social needs are in place. This is making a real difference to lower- and middle ability disadvantaged pupils. Their achievement stands strong when compared to others nationally'

'The most able pupils, including those who are disadvantaged, are accomplished readers. They glean much enjoyment and knowledge from their reading. This accounts for their above average standards by the end of Year 6.'

Ofsted '16

The primary aim of our school is to ensure that all our children are able to access every aspect of the school's provision in order to attain the highest standards of achievement and the greatest possible progress possible. The Pupil Premium Grant is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years. It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual. However, schools are to be held accountable for how they have used the additional funding to support pupils from low-income families. From September 2012, this information must be published on the school website.

At Riverside we use a range of gap-busting strategies to ensure that any barriers to learning are overcome:

- Data tracking that identifies the gaps
- Interventions based on underperformance and other factors that contribute. These might be related, for example, to attendance, behaviour, or factors outside of school.
- Reduced staff: pupil ratio to improve knowledge of the individual leading to a more bespoke additional provision.
- Effective teaching and learning – all staff recognise and accept that the vast majority of pupils' progress comes out of good teaching and learning on a day-to-day basis. There is, therefore, a major drive for independent learning, the development of thinking skills and clear assessments that support learning. Staff training has been focused accordingly.
- Literacy support – the development of good literacy skills is a whole school focus. Standardised scores are collected for every pupil in every year for reading and spelling. These are carefully tracked and monitored across the school. Pupils with low literacy levels are provided with additional support so that basic skills can be developed properly. For disadvantaged pupils with literacy difficulties, the Pupil Premium funding is used to meet their individual needs in order to remove this barrier to learning.

- **The full range of educational experiences – support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses, competing in sporting events and enrichment activities linked to the arts.**
- **Good attendance – staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement. Attendance levels for all pupil premium children are checked and acted upon. Systems are in place to make early identification of issue and need by our Home/School link worker and our ESW.**
- **Good facilities for supported self-study – the school considers this to be vital in order to even-out many of the disadvantages that pupils who are eligible for free school meals may face. They are provided with before and after school provision to enable supported self-study. Computer equipment, teaching support and food are all on hand. This has proved to be one of the most effective mechanisms for helping these pupils to achieve more.**
- **Mentoring and support groups such as Power Pack group for our bereaved, LA and carers of adults have created yet another network to overcome barriers to learning.**
This year we are also going to increase parental involvement through coffee mornings and family works projects.

Please see below for information regarding how the pupil premium was spent in the last financial year and the impact of this funding.

RIVERSIDE PRIMARY SCHOOL

Pupil premium grant expenditure: Report to parents: 2018/19

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (excluding F1)	177
Total number of pupils eligible for PPG(FSM – Ever 6)	104
Amount of PPG received per pupil	£1,320
Allocation	£137,280
Total number of pupils eligible for PPG (Service Children – Ever 6)	1
Amount of PPG received per pupil	£300
Allocation	£300
Total number eligible for PPG (post LAC)	0
Amount of PPG received per pupil	£2300
Allocation	0
Total number eligible for PPG (LAC)	3
Amount of PPG per pupil	£2300
Allocation	£6900
Total amount of PPG received	£144,480

Area for spending. What provision are we providing?	Intended Impact	Funding
<p>Additional teaching in KS2 to reduce class sizes. We have 2 teaching groups in English and Mathematics for Year 6.</p> <p>Two teachers in Y5 for maths (0.3)</p>	<p>Boost achievement for targeted groups to promote age related attainment (ARE) and improve above average ARE.</p> <p>Sets are organised on targeted outcomes.</p> <p>Aim is to ensure that provision allows for personalised learning. Additional sets are taught by high quality teachers UP3 0.3</p>	<p>£12, 107</p> <p>£9,836</p>
<p>UP and SEND specialist for KS2 English and maths targeting intervention and support (0.3)TA3 intervention Teaching Assistant work (0.5 of full time contract)</p>	<p>Improve outcomes for all children. Specific focus in planning for provision for children entitled to the pupil premium to boost their attainment and achievement.</p> <p>Lead on work with other support staff</p> <ul style="list-style-type: none"> • Children will make more than expected progress in reading, writing and mathematics. • Raise self- esteem of the pupils within the group • To raise attendance of targeted children 	<p>£18,629</p> <p>£8,473</p>
<p>Additional experienced teacher to support EYFS phonics to allow reading lead to coach and up skill staff.</p>	<ul style="list-style-type: none"> • Improve attainment throughout the school in phonics especially the year 1 disadvantaged children. 	<p>£15,000 DFE successful bid</p> <p>£6,000 phonics resources at no cost</p> <p>£5,000 subsidised from school.</p> <p>£8,500 UP1 for 0.5</p>
<p>Additional TA2 (0.2) to support writing development in EYFS Additional TA3 to support child with ASD and LA children for literacy and mathematics. CLLD programme for vulnerable PP. SENCO time for Forest Garden sessions</p>	<ul style="list-style-type: none"> • Improve writing skills in F1 • To integrate ASD child into mainstream class and to improve his 'health and self-care attainment' to compliment the two units of support. • To narrow the gap between PP and non-PP • To improve attainment in CLLD and PSED 	<p>£1,840</p> <p>£19,784</p>
<p>Speech and Language therapist</p>	<p>Improve outcomes for targeted children who have a significant delay in their speech and language or understanding of language.</p>	<p>£4,500</p>
<p>Breakfast Club</p>	<p>Subsidised breakfast club/ Morning tuition HLTA/TA3</p>	<p>£1,628</p>
<p>Mental Health/Well Being Dedicated KS1/KS2 TA3 support for Well Being.</p>	<p>Enable vulnerable children to flourish academically and pastorally, we have dedicated TA 3 time (0.2) Power Pack/Play therapy</p>	<p>£9,100</p>
<p>Thumbs Up! Programme for all Year 6 pupils, based around transition and essential life skills.</p>	<p>PP pupils will leave Year 6 feeling prepared for the challenges of secondary school.</p>	<p>£300</p>

Two teachers to be trained on 'Do you feel what I feel?' (DUFWIF) to encourage the younger pupils to identify and describe their feelings.	A more robust cohort in terms of self-esteem and a happier emotional environment in the classroom.	£70 resources plus £202 supply cover
1-1 booster sessions for pupil premium children in years 2 and 5 in Summer Term	Identified 12 children who are below ARE who would benefit from 20 hours pupil premium 1-1 support in Summer Term. 240 hours x £30	£7,200
MR Potato Head	To maintain our excellent attendance and support for vulnerable children at risk of persistent absenteeism	£200
SEND specialist	Oversee support plans and PP SEND assessments	£500
SEND intervention	KS1 intervention M6 teacher x 0.6	£1,300
To continue Talk Boost Speech and Language Programme in F2 and Year One and introduce Early Talk for F1	To enhance the outcomes for children in CLLD so that F2 children achieve ELG and ARE in Year One	Nil already paid for previously £12,561 – 1 TA3
To attend PEEP training 2018-2019.	F1 parents to attend weekly workshops encouraging parental engagement to improve children's CLLD due to parents' greater understanding of the importance of speaking and listening.	£240 resources £1,256 TA3(0.1)
Subsidy scheme for wider enrichment. This includes: Residential subsidies Musical tuition Access to wider sports clubs	We need to engage all our children and ensure that our most vulnerable children can access wider learning opportunities. Aim is that every PP child attends residential trips and has universal access to tuition and other clubs.	£13,000
Resources to implement P.P Champion's More Able Disadvantaged 1 Page Profiles Mathletics licences for all Y6 pupils and target children in Key Stage 2 More able disadvantaged pupils to have access to Mathletics. Maths Intervention: Individual programmes for targeted pupils across KS2. At least 3 sessions per week. Star Maths purchased	Raise attainment, self-esteem, attendance and aspirations of the more able disadvantaged children. Pupils will narrow the gap to national expectations for their year group. Accelerated progress.	£3,118 - L9 0.1 £3,288 £185
	Amount allocated	£144,480
	Total spending	£143,717

IMPACT OF PPG SPENDING RIVERSIDE PRIMARY SCHOOL PERFORMANCE 2018-2019

1. Close the gap quicker in Year 1 transition for children who did not achieve a Good Level of Development in EYFS.

'The transition into Year 1, especially for those lower-achieving children, is not as strong.' Ofsted 16

Year 1 Phonics Test - % achieving expected standard

	School	National
2019	86%	82%
2018	71%	82%
2017	66%	81%
2016	70%	81%
2015	73%	77%
2014	70%	74%
2013	52%	69%

	All	Boys	Girls	FSM	Non FSM	Disadvantaged	Other	SEN	Non SEN	EAL
2018	71%	64%	89%	50%	92%	50%	92%	17%	94%	100%
2019	86%	87%	85%	81%	92%	81%	92%	50%	100%	NA

- **Disadvantaged** pupils 81% which is an increase of 31% from last year
- **All-** Increase from last year of 15% (86%- 71%) Exceeding National standards
- **Gender gap** has decreased significantly to 2%, from 25% last year.
- This cohort achieved only achieved 56% GLD at the end of F2 and also has a high percentage of SEND (36%) with over a third of the cohort being on the SEND register. The children who have high levels of need with SEMH or Communication and Interaction achieved the expected standard. Phenominal progress in phonics for the disadvantaged group.

Y2 Re-sits

	All	Boys	Girls	FSM	Non FSM	PP	Other	SEN	Non SEN	EAL
2018	64%	67%	50%	63%	100%	63%	100%	20%	100%	100%
2019	60%	80%	0%	83%	100%	83%	100%	66%	NA	NA

- **Disadvantaged:** increase of 20% from 63% last year.

- **Gender gap:** 80% however only one girl sat the re-sit and 5 boys.
- Only 2 children both with SEND (one of whom has complex medical needs) have not met the required phonic standard.

2. Focus on outcomes for higher attainment and greater depth and accelerate rates of progress for identified groups particularly the most able disadvantaged.

‘The most able disadvantaged pupils do not make swift gains in writing and mathematics’ Ofsted 16

Key Stage 2 Pupil Premium

Subject	Expected	Greater Depth
Reading	75% (15/20) 64%	30% (6/20) 18%
Writing	75% (15/20) 67%	10% (2/20) 11%
Maths	70% (14/20) 64%	5% (1/20) 14%
SPAG	80% (16/20)	20% (4/20)
RWM	65% (13/20) 51%	0% 4%

Key:

School 2019
National 2018

It is anticipated that pupil premium national figures will remain similar to those of last year. Therefore, our pupil premium pupils have performed well across all subjects in terms of reaching the expected standard.

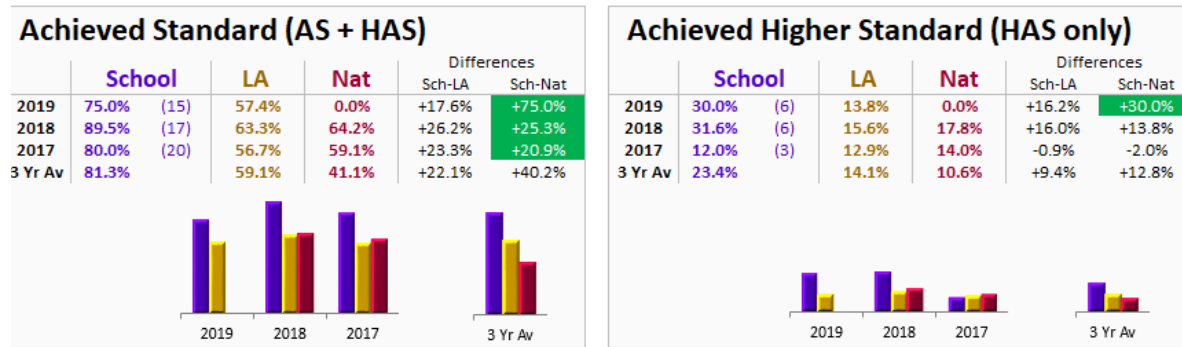
In terms of greater depth, reading has once again been our highest performing subject. Work is still needed to push our elite mathematicians onto greater depth. The maths leader will ensure that our gifted pupils across the school are given enough challenge to flourish throughout their school journey. However, this cohort had no children in the Non Verbal NFER test who were classified as more able so to have exceeded the National expectations for more able is a huge achievement.

Riverside Primary School

Reading

Disadvantaged

Number of Pupils	2019	2018	2017	Percentage of cohort included in progress measu
	20	19	25	



3. Support current PPG families in accessing a range of enriched and extra-curricular activities.

'These life-enhancing activities, too many to list, are a key reason why pupils leave Riverside as mature, empathetic and tolerant youngsters who have a love of learning.'

Ofsted 16

- Riverside was crowned Outstanding Arts in A Primary school once again by Educate Awards and were shortlisted for their creative curriculum by TES.



PP children enjoyed a plethora of exciting trips and events with the focus on cultural capital:

- Coffee Mornings/Afternoons for all year groups
- Y6 Greek trip – Liverpool Art Gallery/Museum
- Harvest Festival – Y2 ecumenical service at St Joseph's.
- F1 Chester Zoo Visit
- The Giants visit BBC radio interview
- Whole school Harvest Festival
- PTA Halloween Disco
- Y4 trip to Chester –Romans
- Y1 trip to Liverpool Museum –History Toys topic.
- Children in Need Day
- Educate Award Ceremony

- School Council visit Stick 'n' Step
- EYFS/K21 Christmas Show
- KS2 Christmas Service
- Christmas Pantomime PTA funded
- Christmas Dinner
- Christmas Party
- PEEP workshop for EYFS children and parents
- Y5/6 Netball Tournament
- R.P.L resumed and continues into the Summer Term
- Anti-Bullying morning –
- 'The Secret Garden' performed by M & M Productions
- Y5/6 Boccia Tournament –
- World Book Day
- NSPCC visit –
- Red Nose Day –
- F2 – visit to Everton's training ground Finch Farm
- F2 – Y4 – tennis coaching sessions –
- PTA Disco –
- Book Fair –
- Tennis Coaching Sessions –
- PTA Easter Disco –
- Y4 Easter Experience at URC –
- Tranmere Rovers Girl's Football Tournament –
- 'Headstrong' programme commences –
- F2 Chester Zoo Visit –
- Y1&2 Visit to Seacombe Library – meet and greet with an author –
- Y2 'Play Port' visit –
- Cricket tournament –
- PTA Disco –
- 'Lost Words' filming – Bodnant Garden –
- Y2 Church Farm visit –
- TES Awards Ceremony –
- Y6 Titanic trip –
- Y6 Barnstondale residential visit –
- Y1 'Pirate Day' –
- Y3 'Viking Day' –
- Swimming Gala –
- Willows Barnstondale visit –
- Summer Fair –
- 'Elite Dancers' performance at the Floral Pavilion –
- KS1 Sports Day –
- Ukulele & Brass concert –
- F2 Graduations –
- KS2 Sports Day –
- Y4 'Egyptian Day' –
- Gulliver's World reward trip –
- Y6 Leaver's Assembly –
- RPL Final –





Robert Macfarlane 
@RobGMacfarlane

Replying to @Riverside_Pri @JackieMorrisArt and @LiverpoolHopeUK

This is AMAZING! What a display the children have created. Bursting & buzzing with life and imagination. Please send them our heartfelt congratulations on this. Look [@HamishH1931](#)

Well- being

PP children have had access to a range of well being /mental health projects and interventions

Edukit analysis of children's well being places them higher by 12% than children nationally

Overall mean percentages

Type	Self-esteem	Emotional state	Resilience	Self-image	Aspiration	Attitude to learning	Diet / eating	Home life	Local Community	Friendships	Respect from others	Internet safety	School life	Exam confidence
All schools	71%	59%	74%	60%	67%	71%	73%	81%	68%	82%	72%	84%	70%	52%
North West	70%	59%	72%	59%	68%	71%	72%	80%	67%	81%	72%	83%	68%	56%
School	67%	62%	74%	65%	71%	76%	72%	84%	65%	82%	74%	76%	82%	51%

Pupil premium grant expenditure: Report to parents: 2019/20

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (excluding F1)	186
Total number of pupils eligible for PPG(FSM – Ever 6)	108
Amount of PPG received per pupil	£1,320
Allocation	£142,560
Total number of pupils eligible for PPG (Service Children – Ever 6)	1
Amount of PPG received per pupil	£300
Allocation	£300
Total number eligible for PPG (post LAC)	1
Amount of PPG received per pupil	£2300
Allocation	£2300
Total number eligible for PPG (LAC)	3
Amount of PPG per pupil	£2300 *
Allocation	£6900 *
Total amount of PPG received	£145,160

* LAC funding paid termly not part of PPG received total

