

Riverside Primary School



Pupil Premium 2016-17

Reviewed : March 2017

Signature:  (Chair of Governors)

Signature:  (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, the impact of this funding, and the plans for future spending in 16-17.



RIVERSIDE PRIMARY SCHOOL

Pupil premium grant expenditure: Report to parents: 2015/16

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	198
Total number of pupils eligible for PPG(FSM – Ever 6)	118
Amount of PPG received per pupil	£1,320
Allocation	£155,760
Total number of pupils eligible for PPG (Service Children – Ever 4)	1
Amount of PPG received per pupil	£300
Allocation	£300
Total number eligible for PPG (post LAC)	1
Amount of PPG received per pupil	£1,900
Allocation	£1,900
Total number eligible for PPG (LAC)	4
Amount of PPG per pupil	£1,900
Allocation	£7,600
Total amount of PPG received	£165,560

Main objectives for spending Pupil Premium Grant 2015 – 16

1. Raise attainment to meet and exceed national attainment averages and accelerate rates of progress for identified groups.
2. To develop a curriculum that meets the learning needs of all pupils.
3. To support current PPG families in accessing a range of enriched and extra-curricular activities.



Data 2016

EYFS PUPIL PREMIUM GAPS

	All	PPG
Number in cohort	30	12
Percentage	100%	40%
Good level of Development National	69%	55 %
Good level of Development School	57%	33%
GAP WITH NATIONAL	-12	-22

An increase in 22 % of PP children achieved GLD in 2016. However 8/12 PP children did not achieve ELG therefore additional phonics lessons and Ks1 intervention have been put in place to help transition.

Y1 PUPIL PREMIUM GAPS

	All	PPG
(2016)National Percentage reaching the standard	81	70
School Percentage reaching the standard	70%	44%
National Gap	-11%	-26

44% PP achieved Phonics

Considering that only 43% of children were at ARE in reading (11% PP) this is outstanding progress!

'Pupils read with enthusiasm, fluency and understanding because reading is promoted well across the school. Some younger pupils take longer to grasp the sounds that letters make. Consequently, the Year 1 phonics check is slightly below average. However, these pupils catch up. They can read and write unfamiliar words with confidence by the time they reach Year 3.' (Ofsted 16)



Pupil Premium 2015-2016 Impact

Year 1

Reading

Attainment

On Track Summary	AUTUMN				SPRING				SUMMER			
	Mid		End		Mid		End		Mid		End	
Not On Track	3	100%	4	57%	0	0%	4	57%	0	0%	5	56%
On Track	0	0%	3	43%	0	0%	3	43%	0	0%	4	44%
On Track to Exceed	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Significantly Exceeding	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

- 44% (4/9) of Y1 pupil premium pupils reached ARE in reading.

Of the 5 pupils who did not reach ARE, 4 have SEN. The other child will be given additional 1:1 sessions in reading to narrow the gap.

Progress

Progress measured from autumn to summer is unreliable for this contextual group, as only 3 out of 9 pupils entered at National curriculum level. Therefore progress will be measured from spring to summer, with 1.3 points progress deemed expected.

Spring-summer

Progress	Number	Percentage
Not made expected		
Expected	3	42%
Exceeding expected	4	57%

The average points progress for this group of pupils is 1.71 which is plus 0.41 better than expected.



Writing

Attainment

On Track Summary	AUTUMN				SPRING				SUMMER			
	Mid		End		Mid		End		Mid		End	
Not On Track	3	100%	4	57%	0	0%	4	57%	0	0%	5	56%
On Track	0	0%	3	43%	0	0%	3	43%	0	0%	4	44%
On Track to Exceed	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Significantly Exceeding	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

- 44% (4/9) of Y1 pupil premium pupils reached ARE in writing.

Of the 5 pupils who did not reach ARE, 4 have SEN. The other child is the same child who did not achieve ARE in reading. This child will be a focus for discussion in Y2.

Progress

Progress	Number	Percentage
Not made expected		
Expected	3	42%
Exceeding expected	4	57%

The average points progress for this group of pupils is 1.71 which is plus 0.41 better than expected.

Maths

Attainment

On Track Summary	AUTUMN				SPRING				SUMMER			
	Mid		End		Mid		End		Mid		End	
Not On Track	3	100%	5	71%	0	0%	4	57%	0	0%	6	67%
On Track	0	0%	2	29%	0	0%	3	43%	0	0%	2	22%
On Track to Exceed	0	0%	0	0%	0	0%	0	0%	0	0%	1	11%
Significantly Exceeding	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

- 33% (3/9) of Y1 pupil premium pupils reached ARE in maths.

Of the 6 pupils who did not reach ARE, 4 have SEN. The other two pupils will be given intensive intervention during the autumn term.

Progress

Progress	Number	Percentage
Not made expected	1	14%
Expected	1	14%
Exceeding expected	5	71%

One child did not make expected progress in maths this term. They will be given extra 1:1 target session time to foster rapid progress in Y2.



Pupil Premium 2015-2016 Impact

Year 2

Reading

Attainment

On Track Summary	AUTUMN				SPRING				SUMMER			
	Mid		End		Mid		End		Mid		End	
Not On Track	11	100%	8	67%	0	0%	7	54%	0	0%	5	33%
On Track	0	0%	4	33%	0	0%	6	46%	0	0%	9	60%
On Track to Exceed	0	0%	0	0%	0	0%	0	0%	0	0%	1	7%
Significantly Exceeding	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

- 67% (10/15) of Y2 pupil premium pupils reached ARE in reading.

Of the 5 pupils who did not reach ARE, 4 have SEN. The other child will be targeted for extra support in Y3 with an intensive reading intervention.

Progress

Progress	Number	Percentage
Not made expected		
Expected	3	27%
Exceeding expected	8	72%

- The average points progress in reading for the academic year is 4.73- which is 0.73 points above expected.

One of the three children who only made expected progress has been identified as able and their progress will be closely monitored throughout Y3, as we would anticipate accelerated progress.

Writing

Attainment

On Track Summary	AUTUMN				SPRING				SUMMER			
	Mid		End		Mid		End		Mid		End	
Not On Track	11	100%	8	67%	0	0%	7	54%	0	0%	7	47%
On Track	0	0%	4	33%	0	0%	6	46%	0	0%	8	53%
On Track to Exceed	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Significantly Exceeding	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

- 53% (8/15) of Y2 pupil premium pupils reached ARE in writing.

Of the 7 pupils who did not reach ARE, 5 have SEN. The other two children will be targeted for extra support in Y3 and their academic attainment will be reviewed at autumn end.



Progress

Progress	Number	Percentage
Not made expected		
Expected	6	54%
Exceeding expected	5	45%

- The average points progress in writing for the academic year is 4.45- which is 0.45 points above expected.

One of the six pupils who only made expected progress, two have been identified as able and their progress will be closely monitored throughout Y3, as we would anticipate accelerated progress.

Maths

Attainment

On Track Summary	AUTUMN				SPRING				SUMMER			
	Mid		End		Mid		End		Mid		End	
Not On Track	11	100%	7	58%	0	0%	6	46%	0	0%	6	40%
On Track	0	0%	5	42%	0	0%	7	54%	0	0%	8	53%
On Track to Exceed	0	0%	0	0%	0	0%	0	0%	0	0%	1	7%
Significantly Exceeding	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

- 60% (9/15) of Y2 pupil premium pupils reached ARE in maths.

Of the 6 pupils who did not reach ARE, 5 have SEN. The other child will be given intensive intervention during the autumn term. This child joined us in Y2 and we expect to narrow the gap in Y3.

Progress

Progress	Number	Percentage
Not made expected	1	9%
Expected	5	45%
Exceeding expected	5	45%

- The average points progress in maths for the academic year is 4.36- which is 0.36 points above expected.

One pupils who did not make expected progress has SEN. Of the 5 pupils who made expected progress, three identified able pupils will be join us for a maths booster intervention during the autumn term.



Pupil Premium 2015-2016 Impact

Year 3

Reading

Attainment

On Track Summary	AUTUMN				SPRING				SUMMER			
	Mid		End		Mid		End		Mid		End	
Not On Track	15	100%	6	40%	0	0%	7	44%	0	0%	7	41%
On Track	0	0%	9	60%	0	0%	9	56%	0	0%	7	41%
On Track to Exceed	0	0%	0	0%	0	0%	0	0%	0	0%	3	18%
Significantly Exceeding	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

- 59% (10/17) of Y3 pupil premium pupils reached ARE in reading, with three of these children exceeding expectation.
- Of the 7 pupils who did not reach ARE, four have SEN. One has left Riverside and the other 3 children have made rapid progress. The remaining 3 children have been identified for extra intervention during the Autumn Term. These children will undergo an intensive SRP reading programme in an attempt to accelerate progress.

Progress

Progress	Number	Percentage
Not made expected		
Expected	2	13%
Exceeding expected	13	86%

- Progress of pupil premium pupils in reading is outstanding. Expected progress is 4. The average points progress of this group is 5.4

Writing

Attainment

On Track Summary	AUTUMN				SPRING				SUMMER			
	Mid		End		Mid		End		Mid		End	
Not On Track	15	100%	7	47%	0	0%	7	44%	0	0%	7	41%
On Track	0	0%	8	53%	0	0%	9	56%	0	0%	9	53%
On Track to Exceed	0	0%	0	0%	0	0%	0	0%	0	0%	1	6%
Significantly Exceeding	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

- 59% (10/17) of Y3 pupil premium pupils reached ARE in writing, with one child exceeding.
- Of the 7 pupils who did not reach ARE, 6 have SEN- 3 will continue to work in our Daily Diet Intervention three mornings a week. One child has left and the remaining two have specific barriers to learning that hamper academic achievement. These children have mentors and will continue to be challenged within their class. Another child who did not make ARE previously attended the Daily Diet Intervention.



Progress

Progress	Number	Percentage
Not made expected		
Expected	4	26%
Exceeding expected	11	73%

Pupil premium pupils with SEN who attended the Daily Diet Intervention made better than expected progress.

The average progress for this group is 5.4 (1.4 points above expected)

Three of the four children who only made expected progress now form a target group for their new teacher in Y4, as these pupils are able disadvantaged.

Maths

Attainment

On Track Summary	AUTUMN				SPRING				SUMMER			
	Mid		End		Mid		End		Mid		End	
Not On Track	15	100%	8	53%	0	0%	6	38%	0	0%	8	47%
On Track	0	0%	7	47%	0	0%	10	63%	0	0%	5	29%
On Track to Exceed	0	0%	0	0%	0	0%	0	0%	0	0%	4	24%
Significantly Exceeding	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

- 53% (9/17) of Y3 pupil premium pupils reached ARE in maths, with one four children exceeding.
- 8 pupils did not make ARE, 4 have SEN. One has left and the other three will continue to receive support in our Daily Diet Intervention. The remaining 4 children who did not make ARE will be given an intensive intervention during the Autumn Term to raise standards.

Progress

Progress	Number	Percentage
Not made expected	3	20%
Expected		
Exceeding expected	12	80%

- The average points progress for Y3 pupils in maths is 5.13, which is above the 4 points expected.
- Three of the four children who did not make ARE did not make expected progress. This is another reason they have been identified for extra intervention.



Pupil Premium 2015-2016 Impact

Year 4

Reading

Attainment

On Track Summary	AUTUMN				SPRING				SUMMER			
	Mid		End		Mid		End		Mid		End	
Not On Track	17	89%	9	47%	0	0%	7	37%	0	0%	8	42%
On Track	2	11%	10	53%	0	0%	11	58%	0	0%	11	58%
On Track to Exceed	0	0%	0	0%	0	0%	1	5%	0	0%	0	0%
Significantly Exceeding	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

- 58% (11/19) of Y4 pupil premium pupils reached ARE in reading.
- Of the 8 pupils who did not reach ARE, four have SEN. Of the 4 pupil premium pupils who have SEN, 2 attend the Daily Diet Intervention. The other two have specific barriers to learning that are significant contributing factors in them not making ARE. Another child has had attendance issues that have greatly hampered academic achievement. This is being closely monitored by school.

The remaining 3 pupils have been identified for extra intervention during the Autumn Term. These children will undergo an intensive SRP reading programme in an attempt to accelerate progress towards meeting ARE.

Progress

Progress	Number	Percentage
Not made expected	3	15%
Expected	6	31%
Exceeding expected	10	52%

The average points progress in reading for the academic year is 5.05- which is 1.05 points above expected. However, 3 pupils did not make expected progress and will receive extra intervention in the Autumn Term (SRP).

Writing Attainment

On Track Summary	AUTUMN				SPRING				SUMMER			
	Mid		End		Mid		End		Mid		End	
Not On Track	16	84%	8	42%	0	0%	8	42%	0	0%	9	47%
On Track	3	16%	11	58%	0	0%	10	53%	0	0%	10	53%
On Track to Exceed	0	0%	0	0%	0	0%	1	5%	0	0%	0	0%
Significantly Exceeding	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

- 53% (10/19) of Y4 pupil premium pupils reached ARE in writing, with one child exceeding.
- Of the 9 pupils who did not reach ARE, 4 have SEN- 2 will continue to work in our Daily Diet Intervention three mornings a week. The other two have specific barriers to learning that have hampered their academic progress. One child, as cited earlier, has had below 60% attendance.

The other 4 pupils will be given to their new Y5 teacher as a target group to work closely with to narrow the gap to achieving ARE in Y5.



Progress

Progress	Number	Percentage
Not made expected	3	15%
Expected	6	31%
Exceeding expected	10	52%

- The average points progress in reading for the academic year is 5.05- which is 1.05 points above expected.

3 able disadvantaged pupils did not make expected progress. These pupils will now benefit from working in a lower teacher to pupil ratio in Y5 and their progress will be reviewed closely at autumn end.

Maths

Attainment

On Track Summary	AUTUMN				SPRING				SUMMER			
	Mid		End		Mid		End		Mid		End	
Not On Track	18	95%	9	47%	0	0%	7	37%	0	0%	7	37%
On Track	1	5%	8	42%	0	0%	9	47%	0	0%	9	47%
On Track to Exceed	0	0%	2	11%	0	0%	3	16%	0	0%	3	16%
Significantly Exceeding	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

- 63% (12/19) of Y4 pupil premium pupils reached ARE in maths, with three children exceeding.
- Of the 7 pupils who did not reach ARE, 4 have SEN- 2 will continue to work in our Daily Diet Intervention three mornings a week. The other two have specific barriers to learning that have hampered their academic progress, with another having the attendance issues as referred to in both reading and writing.

The other 3 pupils will be given extra intervention throughout the Autumn Term, with the impact of the intervention reviewed at the end of the Autumn Term.

Progress

Progress	Number	Percentage
Not made expected		
Expected	6	31%
Exceeding expected	13	68%

- The average points progress in reading for the academic year is 5.65- which is 1.65 points above expected.

Of the 6 pupils who made expected progress one is one of our most able disadvantaged. This pupil's progress will be monitored closely as we feel this pupil is capable of making accelerated progress.



Pupil Premium 2015-2016 Impact

Year 5

Reading

Attainment

On Track Summary	AUTUMN				SPRING				SUMMER			
	Mid		End		Mid		End		Mid		End	
Not On Track	21	100%	9	43%	0	0%	8	38%	0	0%	8	38%
On Track	0	0%	7	33%	0	0%	8	38%	0	0%	11	52%
On Track to Exceed	0	0%	4	19%	0	0%	5	24%	0	0%	2	10%
Significantly Exceeding	0	0%	1	5%	0	0%	0	0%	0	0%	0	0%

- 62% (13/21) of Y5 pupil premium pupils reached ARE in reading, with two children exceeding.
- Of the 8 pupils who did not reach ARE, 6 have SEN. The other 2 children will form the focus of an Autumn Term intensive reading intervention.

Progress

Progress	Number	Percentage
Not made expected	1	4%
Expected	3	14%
Exceeding expected	17	80%

- One pupil premium pupil did not make expected progress. This is a child who has significant barriers to learning and was referred to an educational psychologist for further investigation.
- Progress of pupil premium pupils in reading is outstanding. Expected progress is 4. The average points progress of this group is 5.42

Writing

Attainment

On Track Summary	AUTUMN				SPRING				SUMMER			
	Mid		End		Mid		End		Mid		End	
Not On Track	21	100%	7	33%	0	0%	7	33%	0	0%	12	57%
On Track	0	0%	7	33%	0	0%	7	33%	0	0%	8	38%
On Track to Exceed	0	0%	7	33%	0	0%	7	33%	0	0%	1	5%
Significantly Exceeding	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

- 43% (9/21) of Y5 pupil premium pupils reached ARE in writing, with one child exceeding. This is much lower than anticipated and is an area identified for improvement.
- Of the 12 pupils who did not reach ARE, 6 will continue to work in our Daily Diet Intervention three mornings a week in an attempt to improve key skills. These 6 children have SEN.
- The remaining 6 pupils will continue to work in small groups in an attempt to narrow the gap. The class teacher will place these pupils in a target group for extra writing support.



Progress

Progress	Number	Percentage
Not made expected		
Expected	7	33%
Exceeding expected	14	66%

- Progress of pupil premium pupils in writing is outstanding. Expected progress is 4. The average points progress of this group is 5.48

Maths

Attainment

On Track Summary	AUTUMN				SPRING				SUMMER			
	Mid		End		Mid		End		Mid		End	
Not On Track	20	95%	5	24%	0	0%	7	33%	0	0%	9	43%
On Track	1	5%	10	48%	0	0%	8	38%	0	0%	9	43%
On Track to Exceed	0	0%	6	29%	0	0%	6	29%	0	0%	3	14%
Significantly Exceeding	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

- 57% (12/21) of Y5 pupil premium pupils reached ARE in maths, with three children exceeding.
- Of the 9 pupils who did not reach ARE, 6 have SEN and will continue to work in our Daily Diet Intervention three mornings a week.
- 2 of the pupils who did not make ARE will be invited to an intensive maths summer bootcamp to improve key skills, along with another child who has been identified for extra tuition to maintain their attainment flight plan.
- The other child will be targeted during afterschool club as they are unable to join us for the summer bootcamp.

Progress

Progress	Number	Percentage
Not made expected	1	4%
Expected	5	23%
Exceeding expected	15	71%

- Progress of pupil premium pupils in maths is outstanding. Expected progress is 4. The average points progress of this group is 5.14
- The one child who did not make expected progress does not have any identified barrier to learning and will be invited to join us for maths summer boot camp.



Pupil Premium 2015-2016 Impact

Year 6 Teacher Assessments

Reading

Attainment

75% (15/20) Y6 pupil premium pupils reached ARE.

- Of the 5 pupil premium pupils who did not achieve ARE, all 5 had SEN- one of which had considerable behavioural difficulties that hampered progression over a number of years, while a further two pupils joined Riverside at significantly below National Standard in Y6 (mobility).

Progress

67% (12/18) of Y6 pupil premium pupils made expected progress

28% (5/18) of Y6 pupil premium pupils made better than expected progress

- Progress of Y6 pupil premium pupils in reading is outstanding. Expected progress is 4. The average points' progress of this group is 5.8- this is higher than in any other core subject in Y6.

Writing

Attainment

70% (14/20) Y6 pupil premium pupils reached ARE.

- Of the 6 pupil premium pupils who did not achieve ARE, 5 had SEN in writing.

Progress

77% (14/18) of Y6 pupil premium pupils made expected progress

23% (4/18) of Y6 pupil premium pupils made better than expected progress

- All pupils made at least expected progress in writing. 4 is judged to be expected progress. The average points progress of this group is 5.28. This can be described as outstanding progress.

Maths

Attainment

65% (13/20) Y6 pupil premium pupils reached ARE.

- Of the 7 pupil premium pupils who did not achieve ARE, 4 had SEN.

The remaining two pupils were both underperforming girls with expected KS1 standard. Girls underperformed in maths KS2 National Tests. Next year there will be a greater emphasis on pupils exploring maths- with a focus on raising the self-esteem and confidence of girls in maths.



Progress

78% (14/18) of Y6 pupil premium pupils made expected progress

22% (4/18) of Y6 pupil premium pupils made better than expected progress

- Progress of Y6 pupil premium pupils in maths is outstanding. Expected progress is 4. The average points progress of this group is 5.34

IMPACT ON ATTENDANCE

- Home school link worker supported and developed relationships with parents to improve attendance data and provide support for vulnerable families.

	2011-12	2012-14	2013-14	2014-15	2015-16
Persistent absentees	1.2 %	1.2%	0%%	0%	0%
Average yearly attendance	93%	95%	95%	97%	97%



RIVERSIDE PRIMARY SCHOOL

Pupil premium grant expenditure: Report to parents: 2016/17

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	167
Total number of pupils eligible for PPG(FSM – Ever 6)	111
Amount of PPG received per pupil	£1,320
Allocation	£146,520
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	£0
Allocation	£0
Total number eligible for PPG (LAC)	6
Amount of PPG per pupil	£1,900
Allocation	£11,400
Total amount of PPG received	£158,220



Main objectives for spending Pupil Premium Grant 2016 – 17;

1. 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

2. 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

3. 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

Area for spending. What provision are we providing?	Intended Impact	Funding
Additional teaching in KS2 to reduce class sizes. We have 4 teaching sets in English and Mathematics for Year 5 and 6 .	Boost achievement for targeted groups to promote age related attainment (ARE) and improve above average ARE. Sets are organised on targeted outcomes. Aim is to ensure that provision allows for personalised learning. Additional sets are taught by high quality teachers (UP3 0.3 and UP1 0.15).	£19,500
SENCO for KS 2 English targeting intervention and support	Improve outcomes for all children. Specific focus in planning for provision for children entitled to the pupil premium to boost their attainment and achievement. Lead on work with other support staff	£24,200
English HLTA intervention Teaching Assistant work (0.7 of full time contract)	<ul style="list-style-type: none"> • SRP • Accelerated Read 	£20, 230
TA 3 support in F2/Y1 to support targeted children or release CT to support targeted children. Specific CLLD focus in Foundation 2	<ul style="list-style-type: none"> • Improve attainment in EYFS for disadvantaged children. • Boost CLLD gaps identified in disadvantaged children in EYFS. 	£22,472
Speech and Language therapist	Improve outcomes for targeted children who have a significant delay in their speech and language or understanding of language.	£2,600
Breakfast Club	Subsidised breakfast club/ Morning tuition HLTA/TA3	£1000
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 child attends residential trips and has universal access to tuition and other clubs.	£3000



Dedicated KS1/KS2 TA support for Well Being.	Enable vulnerable children to flourish academically and pastorally, we have dedicated TA 3 time (0.2) Power Pack/Play therapy	£9,100
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
ESW	To maintain our excellent attendance and support for vulnerable children at risk of persistent absenteeism	£900
SEND specialist	Oversee support plans and PP SEND assessments	£7,000
SEND intervention	KS1 intervention M6 teacher x 0.6 UP2 teacher x 0.3	£14000 £25000
Resources	Additional laptops and licences for Mathletics programme for disadvantaged pupils (more able and SEND)	£2000
	Amount allocated	£158,220
	Total spending	£158,202