

# Riverside Primary School



## Pupil Premium 2017-18

Reviewed : November 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 17-18.**

## RIVERSIDE PRIMARY SCHOOL

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

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#### 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
<b>Total amount of PPG received</b>	<b>£158,220</b>

#### Main objectives for spending Pupil Premium Grant 2016 – 17

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.

## Pupil Premium 2016-2017 Impact

### EYFS PUPIL PREMIUM GAPS

	All	PPG
Number in cohort	25	12
Percentage	100%	42%
Good level of Development National	71%	%
Good level of Development School	48%	42%
GAP WITH NATIONAL	-23%	-

**An increase of 9 % of PP children achieved GLD in 2017. However 7/12 PP children did not achieve ELG. Therefore, provision for KS1 Blossoms has been extended from 3 mornings a week to 5 mornings a week to support those children who are not ready to access the KS1 curriculum.**

### Y1 PUPIL PREMIUM GAPS

#### PHONICS

	All	PPG
(2017)National Percentage reaching the standard	81%	
School Percentage reaching the standard	66%	53%
National Gap	-15%	-

**53%** PP achieved Phonics

Considering that only 33% (5/15) PP children reached ARE in reading, a further 3 pupils were targeted for intensive intervention prior to national testing. Those targeted were able to reach standard, meaning that (8/15) PP pupils- an increase of 20%- achieved standard.

There is also an increase of 9% of PP pupils achieving standard based on prior year.

**UPWARD TREND FROM 44% TO 53%**

Subject	ARE	Progress
Reading	33% (5/15)	100% (15/15) good progress 13% (2/15) better than good progress
Writing	27% (4/15)	100% (15/15) good progress
Maths	33% (5/15)	100% (15/15) good progress 13% (2/15) better than good progress

- Writing was a particular area for development throughout the 2016/2017 academic year. 4 PP pupils attended an afterschool Writing Wolverines club, in an attempt to raise the profile of writing for boys. These boys will continue to be pushed in Y2 in order to narrow the gap against ARE further.

### Year 2

Subject	ARE	Progress
Reading	42% (5/12)	100% (12/12) good progress 17% (2/12) better than good progress
Writing	33% (4/12)	100% (12/12) good progress 8% (1/12) better than good progress
Maths	42% (5/12) 8% (1/12) GD	100% (12/12) good progress 17% (2/12) better than good progress

- SATS booster club. 4 PP pupils attended the club. Two of these pupils reached standard in maths and three in reading.

### PHONICS Y2 RESITS

- Y2 disadvantaged 91% which is higher than LA at 87%

RWM:

Disadvantaged downward trend from 50% to 33%

(60.4% Wirral Av.)

KS1 Reading :

Disadvantaged: downward trend from 63% to 42%

(73.4% Wirral Av.)

KS1 Writing

Disadvantaged from 50% to 33%.

(65.7% Wirral Av.)

KS1 Maths:

Disadvantaged from 56% to 41%

(Wirral Av. 72.3%)

### Year 3

Subject	ARE	Progress
Reading	43% (6/14)	100% (14/14) good progress 21% (3/14) better than good progress
Writing	33% (5/14)	100% (14/14) good progress 7% (1/14) better than good progress
Maths	36% (5/14) 7% (1/14) GD	100% (14/14) good progress 21% (3/14) better than good progress

- Afterschool 'Greens Club' during the spring term for 4 PP pupils supported their maths development- two of these pupils made better than good progress.
- 4 more able disadvantaged pupils attended Mathematics club at lunchtimes and completed activities at home. One of these pupils reached GD.

### Year 4

Subject	ARE	Progress
Reading	65% (11/17)	100% (17/17) good progress 59% (10/17) better than good progress
Writing	59% (10/17)	100% (17/17) good progress 35% (6/17) better than good progress
Maths	59% (10/17)	100% (17/17) good progress 65% (11/17) better than good progress

- 4 more able disadvantaged pupils attended Mathematics club at lunchtimes and completed activities at home.



## Year 5

Subject	ARE	Progress
Reading	56% (9/16)	100% (16/16) good progress
Writing	50% (8/16)	100% (16/16) good progress
Maths	50% (8/16) 6% (1/16) GD	100% (16/16) good progress 13% (2/16) better than good progress

4 more able disadvantaged pupils attended Mathletics club at lunchtimes and completed activities at home. One of these pupils reached GD.

## Year 6

Subject	ARE	Progress
Reading	80% (20/25) 12% (3/25) GD	100% (25/25) good progress 92% (23/25) better than good progress
Writing	64% (16/25) 8% (2/25) GD	100% (25/25) good progress 68% (17/25) better than good progress
Maths	72% (18/25) 4% (1/25) GD	100% (25/25) good progress 88% (22/25) better than good progress

- **RWM** Disadvantaged: Upward trend in attainment increased by 26% and gap decreased to 1%. This group outperformed this group nationally by 10%.  
No PP child achieved High standard in RWM combined
- **Reading** : Upward trend in attainment - increased by 15% and gap decreased to 2%. This group outperformed this group nationally by 21%  
3 PP children achieved High standard in Reading 12%
- **Writing** : downward trend in attainment - but this group performed better than LA and only 1% below National. Reduced the gap to less than 1 %  
2 PP children achieved Greater Depth in Writing 8%
- **Maths**: Upward trend in attainment - increased by 27% and gap decreased to 3%. This group outperforms this group nationally by 10%.  
1 PP child achieved the Higher Standard in Mathematics 4%
  - All Y6 PP pupils received CGP study books and workbooks to use at home. These were brought back weekly and pupils attended lunch time surgeries to discuss areas for development.
  - 9 Y6 PP pupils received weekly 1hr 1:1's with staff from across the school on areas of the curriculum that needed extra support. This was hugely successful.
  - All PP pupils had Mathletics accounts.
  - All PP pupils had a SPAG.com account.
  - 8 PP Y6's had Spellodrome accounts.

## IMPACT ON ATTENDANCE

- ESW and HLTA 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	2016-17
Persistent absentees	1.2%	1.2%	0%	0%	0%	10.9%
Average yearly attendance	93%	95%	95%	97%	96.7%	96.4%

- Persistent absenteeism is high for this group but still over 4% lower than National at 15.10 % due to two children with attendance issues arriving from another school. However, their attendance showed huge improvements in the summer term: from an average spring term attendance of 52% to 75% and another from 70% to 82%. The children and family are currently being supported by the ESW. If these children had not attended our school the overall figure for persistent absentees would be 0%.

## RIVERSIDE PRIMARY SCHOOL

### Pupil premium grant expenditure: Report to parents: 2017/18

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#### Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (excluding F1)	185
Total number of pupils eligible for PPG(FSM – Ever 6)	107
Amount of PPG received per pupil	£1,320
Allocation	£141,240
Total number of pupils eligible for PPG (Service Children – Ever 6)	2
Amount of PPG received per pupil	£300
Allocation	£600
Total number eligible for PPG (post LAC)	2
Amount of PPG received per pupil	£1900
Allocation	£3800
Total number eligible for PPG (LAC)	4
Amount of PPG per pupil	£1,900
Allocation	£11,400
<b>Total amount of PPG received</b>	<b>£153,240</b>

# Main objectives for spending Pupil Premium Grant 2017 – 18;

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 2 teaching groups in English and Mathematics for Year 6. An English specialist for writing in Y4 (0.3) Two teachers in Y3 for maths (0.3) and English (0.3)	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).	£23,000 £20,000 £10,500
UP and SEND specialist for KS2 English and maths targeting	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	£18,629
TA3 intervention Teaching Assistant work (0.5 of full time contract)	<ul style="list-style-type: none"> <li>• Children will make more than expected progress in reading, writing and mathematics.</li> <li>• Raise self esteem of the pupils within the group</li> <li>• To raise attendance of targeted children</li> </ul>	£8473
Additional experienced teacher to support EYFS transition and perform baseline assessments. Specific CLLD focus in F2	<ul style="list-style-type: none"> <li>• Improve attainment in EYFS for disadvantaged children.</li> <li>• Boost CLLD gaps identified in disadvantaged children in EYFS.</li> </ul>	£4225
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	<ul style="list-style-type: none"> <li>• Improve writing skills in F1</li> <li>• To integrate ASD child into mainstream class and to improve his ‘health and self-care attainment’ to compliment the two units of support.</li> <li>• To narrow the gap between PP and non-PP</li> <li>• To improve attainment in CLLD and PSED</li> </ul>	£1840 £19,784

Speech and Language therapist	Improve outcomes for targeted children who have a significant delay in their speech and language or understanding of language.	£4,500
Breakfast Club	Subsidised breakfast club/ Morning tuition HLT/TA3	£1628
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/ HLTA	To maintain our excellent attendance and support for vulnerable children at risk of persistent absenteeism	£1665 1 afternoon per week £1027
SEND specialist	Oversee support plans and PP SEND assessments	£500
SEND intervention	KS1 intervention M6 teacher x 0.6	£1300
HLTA - IDL- (Indirect Dyslexia Learning) 5 children in Y5 attend lunchtime club. 5 children in Y4 will beginning the programme in November.	Accelerated progress of pupils in their reading and spelling ages over a timed period.	£300 (IDL purchase) HLTA 4hrs per week £1027
Resources	Additional laptops and licences for Mathletics programme for disadvantaged pupils (more able and SEND) Spellodrome	£2000 £400 £100
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.	£10,040
Resources to implement P.P Champion's More Able Disadvantaged 1 Page Profiles	Raise attainment, self-esteem, attendance and aspirations of the more able disadvantaged children.	£6000
	Amount allocated	£153,240
	Total spending	£153,238