



Riverside Pupil premium strategy statement review for 2016-17 and proposed spending 2017-18

1. Summary information					
Academic Year	2016-17	Total PP budget	£405,554	Date of most recent PP Review	Sept 2016
Total number of pupils	536	Number of pupils eligible for PP	308	Date for next internal review of this strategy	July 2018

2. Context Statement

Pupil Premium is additional money that every school receives for children who are from low income families or have been at some point in the previous six years, those pupils who are, or previously have been in Care and also pupils who belong to a Service family, where one or both parents are a serving member of the British Forces. This funding helps us to ensure that no child is disadvantaged; it helps us raise the attainment of these three of students and close the gap in attainment between Pupil Premium and Other children, as well as supporting the social and emotional well-being of our pupils. In 2016/17 there were 536 pupils on roll, 223 of which were in receipt of FSMs at the school and 85 who were registered as having been on FSM within the last 6 Years. Together with the further 13 Service pupils and 2 pupils for whom we receive funding for Special Guardianship, Riverside has 61% of pupils entitled to receive some form of Pupil Premium funding.

Pupil Premium Funding at Riverside is used to raise attainment, promote social skills, independent learning and positive behaviour in order to increase pupil progress.

At Riverside we are directing the funding to support the following planned interventions:

- Family Support Advisor & CAF Co-ordinator
- Speech & Language Therapist
- Smaller Learner Groups
- Booster Classes
- Thrive
- Enrichment Activities
- Breakfast & After School Club
- Literacy Programmes
- Renaissance Reading Programme
- Holiday Clubs
- Social/Cultural Visits

In addition, funding has been used to pay for the Excellence Cluster to provide the school with Learning Mentors, Counsellors, Art Therapist, Behaviour Support Services and an Educational Psychologist. Some of the funding is also allocated to specialist outside training for teachers and TA's focusing on Assessment for Learning and independent learning skills; this contributes to improve current practice and enhance pupil progress across the school. The school has also invested in the Read Write Inc and Renaissance Reading programmes, this focused intervention and accelerated learning in Literacy has contributed to all students making enhanced progress towards their target grades and greatly improved reading skills. The appointment of additional members of staff has allowed intervention work with small groups of pupils; assessments and tracking of School data indicates that these pupils have made increased progress.

3. Current attainment

	<i>Riverside PP</i>	<i>Riverside OTHER</i>	<i>Riverside ALL</i>	<i>National PP</i>	<i>National ALL</i>
% Achieving the Expected Standard (EXS) in reading	88	73	79	60	71
% Achieving the Expected Standard (EXS) in writing	71	68	69	66	76
% Achieving the Expected Standard (EXS) in maths	88	81	84	63	75
% Achieving EXS in reading, writing and maths	71	62	66	48	61
% Achieving the High Level (HL) in reading	21	19	20	Data not available yet	25
% Achieving Greater Depth in writing	17	16	16		18
% Achieving the High Level (HL) in maths	38	27	31		22
% Achieving HL in reading, writing and maths	16	5	10	4	9



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4. Barriers to future attainment	
In-school barriers	
A.	Poor on-entry Speech and Language skills of Nursery and Reception children, particularly those eligible for PP funding, significantly impacts pupil progress.
B.	Lower self-confidence and independence of pupils who are entitled to PP, affects their ability to achieve their potential compared to Other pupils
C.	High ability PP pupils in Y2 and Y6 make less progress than Other high ability pupils
D.	The behaviour and learning attitudes of small pockets of pupils (largely PP pupils) is having a detrimental effect on their academic progress and that of their peers
External barriers	
E.	Many of our PP pupils come from family backgrounds with a number of issues affecting the stability of the family unit including debt, domestic violence, substance abuse, low literacy/number levels. This affects their ability to settle in school and focus on learning and therefore negatively impacts progress & attainment.
D.	Many parents of PP pupils are less willing to engage with school and support their children at home

5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To raise attainment of pupils eligible for PP funding, including those who are more-able. Measure: %achieving the Expected Standards against our Other pupils.	Outcomes for PP pupils are at least in line with National expectations
B.	To improve social and emotional well-being; develop social skills, self-esteem and independence. Measure: indirectly by progress of pupils	Pupils develop confidence and independent learning behaviours; they are more resilient resulting in accelerated progress from their given start points
C.	To enrich the lives of pupils, giving PP pupils life experiences they would otherwise not have access to. Measure: the number experiences school provides	Pupil Premium pupils have a wide-range of enriching experiences and opportunities – at least equal with those that non-disadvantaged pupils receive from parents
D.	To engage & support hard to reach families. Measure: attendance at Parents Evening & school events	Attendance of harder to reach families at school events increases

6. Expenditure Breakdown				
Area of Spend	Description of Intervention	Impact	Actual Spend 2016/17	PROPOSED 17-18 SPEND <i>based on predicted PP funding</i>
A: Actions focused on Learning in the Curriculum with a planned impact on attainment				
Additional Teachers	Reducing class sizes in key year groups for specific lessons has enabled intensive group work and additional support to meet challenge of the rigorous age-related expectations in the new curriculum and to keep the in-school gap between Pupil	Our Disadvantaged pupils out-perform our Other pupils in all areas. This demonstrates the effectiveness of these interventions for this group of pupils.	£63,265	TBC after Aut census



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	<p>Premium pupils' attainment and Other pupils' attainment as low as possible (see Current Attainment above). In addition, the extra teaching takes the form of small, targeted extraction intervention groups, focussed on the more-able pupils. The planned benefit is two-fold: 1) allowing the class teachers to have smaller teaching groups, focussing on pivotal and lower attaining Pupil Premium pupils; 2) Enabling those pupil premium children identified with potential to be more-able, to receive quality first teaching at a pitch and pace more appropriate to them.</p> <p>The pupils selected to work with the additional teachers is based on Pupil Progress Meetings between Senior Leaders & teachers. Intervention forms are completed with objectives and targets clearly identified and tracked against.</p>	<p>Our targeted intervention for more-able Pupil Premium pupils, ensured that not only those who were Level 3 at KS1 were challenged to achieve High Level/Greater Depth at KS2, but also some disadvantaged pupils who were L2 at KS1:</p> <table border="1" data-bbox="1064 347 1697 603"> <thead> <tr> <th colspan="4">PUPIL PREMIUM PUPILS</th> </tr> <tr> <th colspan="4">KS2 Attainment</th> </tr> <tr> <th></th> <th>High Level Reading</th> <th>Greater Depth Writing</th> <th>High Level Maths</th> </tr> </thead> <tbody> <tr> <td>More Able @ KS1</td> <td>2/3 pupils</td> <td>2/2 pupils</td> <td>4/4 pupils</td> </tr> <tr> <td>Average @ KS1</td> <td>Additional 3 PP pupils</td> <td>Additional 2 PP pupils</td> <td>Additional 9 PP pupils</td> </tr> </tbody> </table>	PUPIL PREMIUM PUPILS				KS2 Attainment					High Level Reading	Greater Depth Writing	High Level Maths	More Able @ KS1	2/3 pupils	2/2 pupils	4/4 pupils	Average @ KS1	Additional 3 PP pupils	Additional 2 PP pupils	Additional 9 PP pupils		
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<p>HLTAs & 1:1 TAs</p>	<p>To support Teaching & Learning throughout the school, behaviour, attendance and social development, targeted interventions have been recorded on school forms, planned and delivered with the intention of ensuring our Pupil Premium children make more progress than non-Pupil Premium children, therefore narrowing the gap between our disadvantaged pupils compared to Other pupils.</p>	<p>The impact of this spend, resulted in accelerated progress for 82% of pupils involved in targeted interventions across the school.</p>	<p>£200,873</p>																					
<p>Year 6 Boosters</p>	<p>To maintain our trend of matching/exceeding National KS2 data for tested subjects, despite the increasing demands of the new SATs, identified pupils in Year 6 pupils at Riverside take part in after-school booster sessions twice a week. The class teachers use these sessions to deliver learning that they have identified as needing targeting/consolidation.</p>	<p>The table demonstrates that the progress of Pupil Premium group exceeded our Other pupils in all both Reading and Maths tested subjects, illustrating how effectively we target provision to diminish the difference. Attainment is summarised in tables above, but the progress Riverside pupils make is also above average:</p> <table border="1" data-bbox="1064 997 1697 1168"> <thead> <tr> <th colspan="4">KS2 Progress Scores</th> </tr> <tr> <th></th> <th>School Pupil Premium</th> <th>School Other</th> <th>National All pupils</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>106</td> <td>104</td> <td>104</td> </tr> <tr> <td>Mathematics</td> <td>107</td> <td>106</td> <td>104</td> </tr> </tbody> </table>	KS2 Progress Scores					School Pupil Premium	School Other	National All pupils	Reading	106	104	104	Mathematics	107	106	104	<p>£5000</p>					
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<p>Read Write Inc.</p>	<p>Improving levels of reading attainment for all pupils in Early Years and Key Stage One.</p>	<p>Y1 Phonic screening: 75% of our Pupil Premium children and 79% of non-Pupil Premium passed the phonic screening test. This represents a halving of our internal gap between Disadvantaged and Other pupils, from 10% to 5% since 15-16 which clearly demonstrates our commitment to diminishing the gap.</p> <p>In Year 2, our Pupil Premium Children made significantly more progress through the RWINc programme compared to non-Pupil Premium children resulting in 73% of PP pupils reaching the new KS1 Expected Standard for Reading. This</p>	<p>£10,500</p>																					



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		demonstrates the effectiveness and impact of our targeted spending.		
Renaissance Reading	Improving levels of reading attainment for all pupils in Key Stage Two.	From Y2-Y6, over the 10 month period from September 2016 to July 2017, the average reading age increase was 1 year and 5 months. Therefore, children made an extra 7 months reading progress over their chronological age increase.	£7,818	

B: Actions focused on social, emotional and behavioural issues and reducing barriers to learning

MAST	Multi-Agency support for vulnerable pupils and their families. (Including Learning Mentor, Counsellor and Art Therapist, Educational Psychologist)	Various arms of the MAST Team engaged with 104 families during 2016/17. This positively impacted well over 100 pupils, who are entitled to receive Pupil Premium funding.	£29,460	
Speech & Language Therapist	Speech and Language barriers are a significant factor in why many of our disadvantaged pupils enter Nursery and Foundation below age-related expectations. Our Speech and Language therapist enhances pupils' communication skills through support on a 1:1 basis, group intervention and writing S&L programmes to be delivered by S&L TAs. A further key role is with supporting parents to develop their child's communication within their home environment.	Supported 112 children in developing their speech and language and allowing them access the curriculum at a more age-appropriate level.	£24,098	
Thrive	Thrive helps adults prepare children for life's emotional ups and downs. As a result, children become more self-assured and ready to engage with life and learning.	All teachers and TAs are Thrive trained and engaged with all Pupil Premium children through in-class support. The vast majority these pupils made significant progress with emotional development; for those who haven't additional Thrive support was put in place to ensure that at least good emotional progress was made. Trained Thrive practitioners engaged with 96 individuals with 100% having made progress in their social and emotional learning.	£2300	
Riverside "5 Bees"	To embed positive learning attitudes, foster independence and self-motivation, the "5 Bees" have been introduced across the whole school. All pupils are now taught how to be ready, responsible, resilient, respectful and reflective.	Incidents of poor behaviour impacting learning have been seen in classes and less episodes of such behaviour has been recorded in classroom behaviour folders. Attainment and progress across the school has also improved.	£388	
'Cool Club'	Cool Club is a daily lunchtime club that provides a safe environment for vulnerable children to spend their lunch time, ensuring a meal is eaten, they have engaged in appropriate social interactions and they are prepared for the afternoon's lessons.	Used by an average of 11 pupils per day, ensuring they are ready and able to access the curriculum after lunch.	£2,400	

C: Actions focussed on enrichment beyond the curriculum (providing a safe place between home and school)

Breakfast Club	Our Breakfast provides high-quality, heavily subsidised early morning child care for pupils from low income families, giving pupils the opportunity of breakfast before the start of school and increasing readiness for learning.	This service is used by an average of 200 pupils per week, with on average 50% being entitled to Pupil Premium. This ensures they start the school day well fed, on time and calm.	£14,160	
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Rangers After School Club	Through our Ranges After School Club, we deliver secure, affordable child care after school for our low income families, providing help with reading & homework. A snack meal is served.	It is used by an average of 80 pupils per week, ensuring that the pupils complete their homework and enable their parents to make improvements to their home-lives through work.	£13,922	
Curriculum After School Clubs	Each term, staff extend learning outside the school day by way of an average of 25 clubs per week.	74% of our pupils' utilised an after-school club enriching their experiences.	£6,550	
Summer Holiday Club	An educational Summer Holiday Club runs for 2 weeks during the extended summer holiday to a) reduce the impact of the "summer dip" and b) provide a fun, learning environment for pupils identified as having less chance of having an enriching experience away from school. This Summer School was subsidised in order to reduce the daily cost to parents to encourage PP children to attend.	54 pupils attended 2 weeks of Summer Holiday Club, of which 13 were Pupil Premium children. Free places were taken up by 10 Pupil Premium children who experienced a range of learning activities from art and craft to educational visits.	£4,958	
Educational visits incl. residential visits	We firmly believe that our Disadvantaged pupils need to be given a wide-range of opportunities that unless provided by school, these children would not experience. We place particular emphasis on activities that provide life and curriculum enrichment, team building skills and improve self-esteem.	All pupils given the opportunity to experience off site visits, with KS2 pupils experiencing an overnight residential in Y4 and Y6 and 2 days of outdoor adventurous water-sports. Costs were heavily subsidised, with further reductions for FSM pupils. Pupils had opportunities to take part in adventurous activities that would be out of reach in many Pupil Premium households e.g. sailing, kayaking, rock climbing.	£21,372	
M & M Productions	An in-school pantomime/theatrical performance is a cost-effective way of ensuring that Disadvantaged pupils experience an inspiring and horizon-widening professional performance. We value Performance and Drama, Speaking and Listening skills and see this as a key enrichment opportunity that raises pupil's self-esteem.	These productions helps to raise self-confidence and interaction skills in all pupils. It also allows pupils to learn how to respond in a socially-acceptable way in these situations as, owing to the prohibitive costs, many Disadvantaged pupils are likely to be taken to the theatre by parents.	£1,200	
Aspiration Photographs	Our Disadvantaged pupils come from households with limited or no work opportunities. We believe that that our Aspiration photos and the in-class discussions that surround them, is a key way to expose children to the wide-range of career opportunities available and crucially raise a sense of aspiration with pupils, which will in turn raise self-esteem.	Photo of a child from every class taken and displayed around the school to inspire pupils to the vast range of jobs available to them as adults. This is particularly important for our Pupil Premium children, who often come from families where one or both parents choose not to work.	£336	
Actions focused on families & communities (Helping parents provide better support to their children)				
Family Support Adviser	Supporting vulnerable, hard to reach families.	Supported 134 families, improving home/school contact and improved access to support agencies for families. Attendance improved for pupils of these families.	£18,474	
CAF Coordinator	Engaging and supporting vulnerable families to improve the lives of their children by ensuring representatives from these families engage with the Multi-agency support packages available.	45 pupils and families were supported by a range of mechanisms such as CAFs, TAMs. Children's learning and wider lives were positively impacted by the targets set and family monitoring that resulted.	£17,885	
Parent Workshops	Throughout the school year, a variety of year groups organise parent workshops to show parents how we teach in school and to provide them with practical tips and advice about how they can support their child's learning at home.	Over the year, more than 300 parents attended workshops and 41 families bought Visual Maths equipment to help their children learn at home.	£715	



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Helping parents support learning at home	Throughout the year at Riverside we send out a lot of information to parents in order for them to be able to support their children for example: targets specifically chosen to be easy to help with at home e.g. times tables, support leaflets e.g. "Fun Maths at Home", shortened, easy to understand termly reports on progress and attainment and next steps for the child. We also paid for a bus to take parents and their children to a dental educational workshop at the University. The type of homework we send to across the school was also changed. It now consists of a "menu" of choices for children to complete ones which interest them more. Specifically included in the menu, are a range of engaging and fun activities for the family to complete together e.g. go for an Autumn walk and we now encourage photos to be emailed to school.	The rates of homework completion has increased across school and over 200 parents attended termly celebration events. More parents are actively helping their children at home and seeking help from teachers on further support.	£270	
Total:			£446,274 (Additional £40,720 utilised from SBS)	