



## SOUTH RISE PUPIL PREMIUM STRATEGY

1. Summary Information					
School	South Rise Primary School				
Academic Year	2016-17	Total PP Budget	£308880	Date of most recent PP review	Sept 2016
Total Number of Pupils	683	Number of pupils eligible for PP	286 (42%)	Date for next internal review	July 2017

2. Current Attainment: Whole school		
	Pupils eligible for PP at South Rise	Pupils not eligible for PP
% achieving Expected R W M combined	63%	66%
% making expected progress in Reading	95%	92%
% making expected progress in Writing	88%	90%
% making expected progress in maths	93%	92%

Current Attainment: Reception												
				FSM6					Non FSM6			
% Achieving ELG				72.2%					78.9%			
Average progress in all 7 areas				3.2					3.6			
Personal, Social and Emotional Development			Physical Development		Communication and Language			Literacy		Maths		
Making relationships	Self-confidence and self-awareness	Managing Feelings and behaviour	Moving and handling	Health and self-care	Listening and attention	Understanding	Speaking	Reading	Writing	Number	Shape, Space and Measures	
Pupil Premium	72%	73%	73%	72%	72%	72%	72%	72%	72%	72%	72%	
Non Pupil Premium	89%	85%	89%	89%	87%	85%	83%	83%	82%	82%	83%	82%

### Current Attainment 2015-16: Key Stage 1 and 2

	%of children achieving 'Age Related Expectations'				%of children achieving 'Above Age Related Expectations'				% Making Expected Progress (3+ points across the school year)		
	Reading	Writing	Maths	Combined	Reading	Writing	Maths	Combined	Reading	Writing	Maths
	<b>Year 1</b>				<b>Year 1</b>				<b>Year 1</b>		
Pupil Premium	90%	80%	97%	80%	37%	30%	30%	23%	97%	93%	100%
Non Pupil Premium	80%	76%	80%	73%	49%	36%	44%	31%	92%	92%	92%
	<b>Year 2</b>				<b>Year 2</b>				<b>Year 2</b>		
Pupil Premium	79%	83%	83%	78%	46%	31%	35%	23%	92%	81%	92%
Non Pupil Premium	86%	79%	86%	79%	37%	27%	35%	21%	89%	90%	95%
	<b>Year 3</b>				<b>Year 3</b>				<b>Year 3</b>		
Pupil Premium	79%	71%	71%	62%	26%	21%	35%	15%	94%	94%	94%
Non Pupil Premium	69%	62%	75%	56%	21%	19%	27%	12%	96%	90%	94%
	<b>Year 4</b>				<b>Year 4</b>				<b>Year 4</b>		
Pupil Premium	74%	69%	69%	64%	21%	21%	24%	17%	93%	90%	88%
Non Pupil Premium	72%	75%	72%	64%	36%	36%	39%	28%	97%	92%	92%
	<b>Year 5</b>				<b>Year 5</b>				<b>Year 5</b>		
Pupil Premium	70%	53%	56%	44%	16%	12%	16%	2%	95%	81%	88%
Non Pupil Premium	77%	70%	72%	60%	35%	28%	23%	12%	86%	86%	86%

Year 6 Test Data												
	Reading Expected Standard	Reading Average Scaled	Value added Progress	Writing Expected Standard	Writing Average Scaled	Writing VA Progress	Maths Expected Standard	Maths Average Scaled	Maths VA Progress	Grammar Expected Standard	Grammar Average Scaled	Combined
Whole Cohort	66%	101	-1.6	79%		2.2	74%	102	-1.1	72%	104	59%
Pupil Premium	56%	100	-1.1	67%		2.6	59%	100	-1.8	54%	102	54%
Non Pupil Premium	73%	102	-2.0	90%		1.6	85%	104	-0.5	88%	106	69%
Year 6 Teacher Assessment												
Pupil Premium	69%			67%			64%					
Non Pupil Premium	90%			90%			90%					

3. Barriers to future attainment	
In-school barriers (issues to be addressed in school such as poor oral skills)	
EYFS	Social and oral language skills in Reception are lower for pupils eligible for PP than for other pupils.
KS1	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1. This prevents sustained high achievement in Key Stage 2.
Y3	Behavioural issues are impacting on academic attainment for certain children and that of their peers.
KS2i	Boys attainment in Reading, Writing and Maths is behind that of the girls and Non Pupil Premium children
KS2ii	Language and aspirations of Year 5 and 6 children are lower than other pupils.
KS2iii	Despite outstanding progress, there is an attainment gap between PP children and other children Year 5 and 6

External barriers (issues which also require action outside school, such as low attendance rates)	
Parents	Parental engagement of PP parents is low
Social Emotional	PP children with low self-esteem and emotional needs have less engagement with school
Extra-curricular	PP children not having the means to access extra-curricular activities

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
EYFS	Social and oral language skills in Reception improve	PP children show progress in PSED, Communication and Language and Literacy
KS1	High achieving KS1 children to be in targeted groups to keep momentum of outstanding progress into KS2.	High performing PP children in KS1 maintain rapid rates of progress.
Y3	Behavioural issues of Year 3 pupils addressed.	Fewer behaviour incidents recorded for these pupils on the school system and academic progress and attainment increases
KS2i	Higher rates of progress and attainment across KS2 for boys eligible for PP in Reading, Writing and Maths to bring them into line with attainment of girls and Non Pupil Premium children	Boys eligible for PP make as much and more progress as 'other' pupils and the girls across Key Stage 2 in Reading, Writing and Maths. Measured by teacher assessments, externally set assessments and successful moderation practices established across the Partnership
KS2ii	Increased language skills and aspirations of PP children.	Children to talk confidently in public and can discuss the aspirations for the future
KS2iii	PP children's attainment will be in line with Non PP children	Accelerated progress of PP children in all subject areas so that they will be making more progress than other children in order to be in line in terms of attainment.
Parents	Parents' engagement in school matters is increased	Monitoring of attendance at meetings, workshops and courses run at the school is recorded and logged by the Family and Community Coordinator.
Social Emotional	PP children's self-esteem increases and their emotional needs lessen; behaviour improves and good academic progress is made	Fewer behavioural incidents involving PP children; Learning Mentor reports positively on their progress and they are no longer part of Learning Mentor's case list
Extra-curricular	Provision is made enabling PP children to take a full part in all activities the school offers	Presence on trips, before and after school clubs

5. Planned Expenditure					
Academic year	2016/17				
The 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					
1. 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?
EYFS PP children show progress in PSED, Communication and Language and Literacy	Use of outstanding teacher from partner school to ensure and share best practise in planning and delivery of all aspects of FS curriculum	Experienced teacher with outstanding provision in own school	The monitoring cycle will focus on impact of shared practice in books, planning and lesson observations	EYFS Leader Wingfield EYFS Leader	Dec 2016
KS1 High achieving KS1 children to be in	PDM on Mastery teaching to ensure the more able children are	PP children's attainment drops off in upper Key Stage 2. We want to	Monitoring cycle – plans, books lesson observations	Year 3 Leader Year 5 Leader	Apr 2017

targeted groups to keep momentum of outstanding progress into KS2.	stretched and challenged in every lesson	make sure that they achieve above age related expectations.	Revisit Mastery CPD through PDMs through the year so teachers are trained Peer observation of teachers lessons		
KS2i Higher rates of progress and attainment across KS2 for boys eligible for PP in Reading, Writing and Maths to bring them into line with attainment of girls and Non Pupil Premium children	INSET and PDMs on importance of feedback and how it is given; Guided Reading sessions to shift to whole class, high quality texts which are appealing to boys and a move away from scheme readers; writing outcomes to be linked to whole class texts;	Too many of the scheme books are generic in their teaching of reading; quality texts present more challenge but at the same time more engagement and more writing opportunities	Literacy leaders to ensure all classes have Core Texts in place for each term through the year; book monitoring shows writing emanating from the texts; PDM to show how to link texts and writing outcomes in different genres Class teachers to track progress of boys	Deputy Head Literacy Coordinators	June 2017
					£175,000

2. 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?
EYFS PP children show progress in PSED, Communication and Language and Literacy	Reading tuition on small group and 1:1 basis established  Additional Speech and Language Therapy and Educational Psychology intervention including Early Years	EEF toolkit suggests interventions matched to specific needs can be effective; small group and 1:1 reading sessions will provide this.  Providing expert early intervention for both Speech and Language and EP early may help stave off problems which may develop later if not addressed	Children tracked and monitored New high quality texts purchased appropriate to children's levels of reading	EYFS Leader SENCOs	Feb 2017
Behavioural issues of Year 3 pupils addressed.	Children to present learning to AHT every	Behaviour drives the learning – in bringing	Book monitoring of targeted children	AHT Year 3 Leader	Dec 2016

	day and to go over learning	learning to AHT every day, the idea is that behaviour will improve to ensure they have good quality learning to present	Regular discussions with Year 3 staff and support staff Liaison with SEND team to intervene if measures not proving successful for some of the children		
KS2i Higher rates of progress and attainment across KS2 for boys eligible for PP in Reading, Writing and Maths to bring them into line with attainment of girls and Non Pupil Premium children	Boys to form the basis of the various small group interventions across the key stage	We want to ensure that the extra support is properly targeted by high qualified staff to maximise its impact as evidenced in EEF studies and Visible learning research by John Hattie. All staff trained to deliver the positive messages of aspiration and growth mind-set that run through the school.	Extra interventions are carefully planned in to weekly timetables and children are chosen on basis of need Different subject coordinators to be involved in process	Year group leaders Subject coordinators	March 2017
KS2ii Increased language skills and aspirations of PP children.	Involvement on Philosophy Foundation, Yes Futures. Grub Club and Enterprise Advisors	Philosophy shown in EEF studies to raise attainment particularly that of PP children. Yes Futures programme to grow aspirations and confidence. Grub Club to bring child and parents to discuss and cook food together with trained chef. Careers and Enterprise Team at the school to target children to be involved with trips, initiatives and visitors to broaden their scope of life's possibilities	AHT to be involved with all of the initiatives in liaison with key staff.  Lauren Walters to continue to work in close liaison with Enterprise Advisors and governors to continue to seek new possibilities for initiatives	AHT Enterprise Coordinators KS1 Phase Leader	Dec 2016 and then termly
KS2iii PP children's attainment will be in line with Non PP children	Use of experienced teachers to provide targeted support in small groups and 1:1 in	We want to provide extra support to ensure high attainment. Easter school for Year 6	By using experienced teachers and highly trained TAs to fulfil this role we aim to ensure	Deputy Head Assistant head Teacher Year 6 intervention	March 2017

	key areas – Maths, phonics, comprehension and writing - in addition to standard lessons	to provide extra 'top up' sessions for targeted children; these will also benefit from iPad loan which come with specific educational Apps.	maximum impact  Impact overseen by subject coordinators and year group leaders		
Total budgeted cost					£55,000

3. 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?
Behavioural issues of Year 3 pupils addressed.	Use AHT to regularly support targeted children via book scrutiny, behaviour walks and 1:1 sessions. Use restorative approaches and focus on positive behaviours.	School has record using restorative approaches restoratively; relationships between staff and pupils essential for positive behaviour; EEF toolkit on Behaviour Intervention	Ensure pupils targeted are accurate and fluid. Monitor impact of behaviour improvement on academic outcomes.	Year 3 teachers Assistant Head Teacher	Dec 2016
Parents' engagement in school matters is increased	Assertive and proactive engagement to be used to involve parents in school life eg approaching parents on the playground, named letters go home that signpost workshops, meetings, courses etc to ensure we reach the parents we want to participate. Discover ME programme to run	The parents who need to engage the most are often the ones hardest to reach, but once they are engaged the benefits are tangible. The OFSTED document 'Using pupil premium to engage with parents: Robin Hood Primary School and Nottingham City Council' makes it plain how beneficial engagement with pupil premium parents can be.  Discover ME has proved successful in the past few years in getting parents more involved	Attendance at meetings and workshops to be monitored; parents to be contacted if not engaging Discover ME to run in Autumn term – attendance to be monitored	Parents and Communities Coordinator  Family Liaison Coordinator	March 2017

		with school and with their own aspirations and confidence			
PP children show progress in PSED, Communication and Language and Literacy	Establish a Toy Library Where children can borrow educational games, puzzles etc to further their learning at home	New resources with academic outcome will encourage the children to speak for a meaningful purpose. It also engages parents into their child's education and brings them into the classroom and into contact with staff on a regular basis where child's progress can be discussed informally yet informatively	Register of loans to be kept Parents who have not utilised the library to be contacted Games to be introduced and modelled if necessary during 'Stay and Read' sessions	EYFS Leader Assistant Head Teacher	Feb 2017
PP childrens' self-esteem increases and their emotional needs lessen; behaviour improves and good academic progress is made	Professional development session to provide staff strategies for supporting children and families with mental health issues  Amber Light Mentoring/Counselling Service  KS2 learning mentors  Additional Speech and Language Therapy and Educational Psychology intervention This includes Early Years and family intervention.	These actions will provide support for those children who receive pupil premium with emotional and behavioural needs and also may have additional needs.	Feedback from staff after session; Monitoring of children's emotional development alongside number of behavioural incidents recorded.	Learning Mentors SENCOs Phase Leaders	April 2017
Provision is made enabling PP children to take a full part in all activities the school offers	Funded Breakfast and After School Club; other before and after school clubs and activities; art workshops to support PP	All children need to be made feel part of the school and everything it provides; they should be able to access the	Ensuring all PP children are involved on the experiences where they would otherwise miss out	PE Coordinator Art coordinator Forest School coordinator Business Manager	June 2017



	children with art knowledge, skills and understanding. Funded School trips, travel and visitors Forest School to provide outdoor learning opportunities for PP children in FS and KS1 Music tuition	entire curriculum to optimise their engagement and their academic progress		PP Coordinator	
				Total cost	78,880
				Grand Total	£308,880

## 6. Review of expenditure

Previous Academic Year 2015-16

### 1. 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	Cost
All children make expected and better than expected progress and attainment is in line with Non PP children	Funding used across the school to provide intervention teachers to work with booster classes, small groups and one to one with specific children. It has also been used to provide before and after school booster classes and Easter School.  Highly trained teaching assistants to be used to raise attainment and progress - specific focus on narrowing gaps in English and maths in Upper KS2 and full time 1:1 teaching assistant support for identified children	Medium - high: progress was certainly strong and in KS1 and Lower KS2 the gaps have been closed; the progress made did not close the gap sufficiently between PP children and non PP children in all year groups in upper KS2  Success criteria: not fully met but progress made shows positive impact and attainment further down the school where PP outperform Non PP is reflective of the impact the funding has made	This seemed to be most effective approach and reflected in good progress across the school. By looking closer at individual gaps in learning we seek to use this support more intensively next year to close the gaps all through the school.	£170,000

Access to new technologies to further children's progress and attainment	The purchase of new iPads for classrooms; purchase of a variety of books for Kindles for readers of all levels	Mixed: The purchase of iPads for every teacher for developing teaching and learning E.G.: display the children's learning on the Smart boards, but not all staff confident in using the software  The provision of new books on Kindles, at a range of reading levels, have provided opportunities for all children to access the technology and raise the profile of reading in our more vulnerable children.  Success criteria: partially met	We will ensure that all staff are confident in their use of IT and then monitor its usage. We will continue to keep new titles on the kindles and possibly look to upgrade the models themselves.	£14,000
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<b>2. Targeted Support</b>				
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate</b>	<b>Lessons learned</b>	<b>Cost</b>
Pupil Premium children close the gap by a range of interventions	Aspects of support included: phonics, reading and spelling support for key children; support for those children with emotional and behavioural needs; full time 1:1 teaching assistant support for identified children; additional Speech and Language Therapy; Educational Psychology intervention.	Medium-High: Effective in KS1 and Lower KS2 as key PP children made outstanding progress and attained in line or better the Non PP children.  Success criteria: not reflected in Upper KS2 but certain targeted individuals made some outstanding progress and attained at age related expectations.	This had good impact across the school. The results in Upper Key Stage 2 lead us to further drill down into the specifics of what children's gaps are next academic year and assertively mentor the children. We will continue with this approach.	£37,000
Encourage students from Years 4, 5 and 6 to achieve successes in unfamiliar environments and set goals	Pilot courses on various externally run extra curricular programmes E.G.: Grub Club and Yes	High: Confidence levels, willingness to converse and change of dietary habits all noted. Glowing feedback	While not having immediate impact on attainment, we hope to reap the benefits as the	£21000

<p>and targets outside of their current comfort zone.</p>	<p>Futures</p>	<p>from teachers, children, course facilitators and parents on impact of courses. Not fully translated into academic improvement yet but that will hopefully come</p> <p>Success criteria: not fully met in academic terms but approach shows promise</p>	<p>course repeats and the children embed the skills learnt. The courses show creative use of funding and we will continue with the courses next year.</p> <p><b>Students:</b> 60% of students said that the programme changed their eating habits at dinner and that it had a positive impact on their relationship with their parents. 80% said that they would recommend that South Rise ran the programme again, stating that they enjoyed "getting messy" 60% students said that it changed their attitude to school.</p> <p><b>Parents:</b> 100% of parents said that they were now more aware of the benefits of eating well. 80% parents said that they had changed their family's eating habits as a result of the programme.</p> <p><b>Yes Futures</b> <b>Students</b> 100% of students said the programme had helped to understand themselves better; 93% said it had helped them plan for their future; 83% said they would now not give up when faced with difficulty <b>Parents</b> 100% of parents said that their children being better to be able to use feedback from others to improve performance</p>	
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3. 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	Cost
Pupil Premium children taking a full part in the extended curriculum including the full range of clubs before and after school that would otherwise be unavailable to them	FSM6 children have had funded places in after school clubs; coaches from Charlton Football Club and Cricket Coaches provided football and designated P.E. sessions; funding also allocated to enable vulnerable children to attend Breakfast Club and our after school provision and to support funding of school journey, visitors and other educational visits, Forest School and art workshops.	High: good take up of places from PP children in the various schemes and clubs. Participation in before and after school clubs seems to have a positive impact on academic performance  Success criteria: met	The impact on sporting activities and the like are a positive addition to the school life of every child; the impact on academic progress shown in reports is reason to continue with this approach.	£52800
Increased engagement of parents to lead to increase in attainment for children	Funding has been allocated to enable the school to run the Discover ME programme to support disadvantaged parents in developing confidence, health and well-being parents to make a contribution to their child's learning and improve their own self-belief. Targeting specific parents to attend meetings.	Medium: Majority of parents report feeling more confident in addressing issues and in school matters. This has had a positive impact in the children's progress and their sense of engagement with the school. Success criteria: Not translated into increased attainment yet.	All but one of the parents who took part in the course are now in employment. Parents were positive about training and we will continue with the course and specific targeting of parents whose attendance at certain courses and meetings will be beneficial.	£8000
Pupil Premium children have access to mentoring to address social and emotional needs and staff received specialist training	KS2 learning mentors provided support for children with emotional and behavioural needs  'Attachment and Separation' Twilight Session provided staff with the skills and	Medium-High: having two learning support mentors has led to reduction in incidents through their proactive approach. Staff report feeling more confident in dealing with children with attachment issues.	Reduction in number of incidents recorded and the ability of certain vulnerable children to reflect on their actions so that they stop themselves in future show that this is good use of the premium.	£16,500

	understanding needed to support children and families with mental health issues	Success criteria: met		
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