



SOUTH RISE PUPIL PREMIUM STRATEGY 2017-2018

1. Summary Information					
School	South Rise Primary School				
Academic Year	2017-18	Total PP Budget (incEYFS)	£311,686	Date of most recent PP review	Sept 2017
Total Number of Pupils	651	Number of pupils eligible for PP	217 (33%)	Date for next internal review	July 2018

2. Current Attainment: Whole school (July 2017)		
	Pupils eligible for PP at South Rise	Pupils not eligible for PP
% achieving Expected R W M combined	63%	67%
% making expected progress in Reading	84%	84%
% making expected progress in Writing	79%	82%
% making expected progress in maths	85%	81%

Current Attainment (July 2017): Reception												
				FSM6					Non FSM6			
% Achieving ELG				100%					78.9%			
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	
All	93%	93%	94%	93%	88%	85%	86%	78%	80%	83%	83%	
Pupil Premium	100%	100%	100%	92%	100%	83%	92%	92%	75%	75%	83%	83%
Non-Pupil Premium	92%	92%	93%	95%	92%	89%	84%	85%	78%	81%	82%	82%

Attainment 2016-17: 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)			
	No of children	Reading	Writing	Maths	Combined	Reading	Writing	Maths	Combined	No of children	Reading	Writing	Maths
	Current Year 2												
Pupil Premium	18	56%	44%	56%	44%	11%	17%	17%	11%	16	81%	75%	81%
Non Pupil Premium	72	86%	74%	81%	72%	46%	38%	44%	29%	67	96%	84%	85%
	Current Year 3												
Pupil Premium	27	74%	74%	81%	63%	30%	22%	19%	15%	27	63%	67%	67%
Non Pupil Premium	55	83%	81%	81%	73%	32%	17%	32%	15%	55	65%	67%	69%
	Current Year 4												
Pupil Premium	28	68%	68%	75%	57%	36%	29%	36%	21%	26	65%	58%	85%
Non Pupil Premium	61	59%	56%	59%	49%	31%	20%	25%	15%	57	67%	70%	61%
	Current Year 5												
Pupil Premium	33	86%	73%	76%	67%	39%	30%	39%	24%	33	100%	97%	97%
Non Pupil Premium	53	77%	66%	77%	72%	32%	25%	32%	23%	49	98%	98%	98%
	Current Year 6												
Pupil Premium	42	79%	60%	69%	57%	24%	10%	19%	10%	39	90%	69%	77%
Non Pupil Premium	41	76%	73%	73%	68%	34%	27%	29%	24%	36	89%	83%	75%

Year 6 Test Data (based on unvalidated 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	90%	108	2.1	83%		-0.4	84%	107	0.1	91%	110	77%
Pupil Premium	89%	108	2.26	83%		-0.1	87%	105	-0.19	89%	109	76%
Non Pupil Premium	91%	109	1.81	84%		-0.79	82%	108	0.53	93%	111	77%

3. Barriers to future attainment (Current Year Groups)	
In-school barriers (issues to be addressed in school such as poor oral skills)	
YR1 (12) one child with SEND, 8 children with EAL	Social and oral language skills in Year 1 are lower for pupils eligible for PP than for other pupils. There are many children also with EAL.
YR2 (17) One third of PP children in Year 2 have SEND. Three children with diagnosed ASD and an EHCP.	Focused work needed to increase progress and attainment of key children in this group. Large attainment gap.
YR3 (28) 18 achieved Expected or higher at KS1	Increase the progress and attainment of higher ability PP children, particularly in maths. Attainment gap in reading and writing.
YR4 (31) 15 children with EAL of whom all but 3 are working just below Expected. 5 children with SEND.	Focus on language development of children also with EAL. Large group of children with SEMH needs. Pupil Premium gap closed and needs to be maintained.
YR5 (34) 7 children with SEND, 17 children with EAL	Focus on language development of children also with EAL. Large group of children with SEMH needs. Pupil Premium gap closed and needs to be maintained.
YR6 (44) 8 children with SEND, 1 EHCP, 21 children with EAL	Increase the progress and attainment of higher ability PP children (24) aiming towards Greater Depth combined. Increase progress in reading and maths.

External barriers (issues which also require action outside school, such as low attendance rates)	
Parents	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	
Desired outcomes and how they will be measured	Success Criteria
Improved social and oral language skills with a specific focus on children with SEND and/or EAL as an additional barrier Measured through progress in specific learning interventions	<ul style="list-style-type: none"> Children are able to communicate confidently Good level of communication skills Accelerated progress of PP children in all subject areas so they are in line in terms of attainment PP children make greater than expected progress from their July/September baseline Attainment of children with EAL is strong and progress is very good
Ensure that an increased number of PP children achieve Greater Depth at the combined measure Measured by teacher assessments, externally set assessments and successful moderation practices established across the Partnership	<ul style="list-style-type: none"> Children able to access higher level texts and learning Children demonstrate deeper thinking through discussion and learning A higher percentage of children achieve Greater Depth in all subjects individually and combined at EYFS, KS1 and KS2
Improved SEMH of Pupil Premium children thus impacting on confidence and self-esteem Measured by teacher assessments, externally set assessments and successful moderation practices established across the Partnership	<ul style="list-style-type: none"> Children to talk confidently in public and can discuss the aspirations for the future Fewer behaviour incidents recorded for PP children on the school system and academic progress and attainment increases Learning Mentor reports positively on children's progress

5. Planned Expenditure					
Academic year	2017/18				
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?
Improved social and oral language skills with a specific focus on children with SEND and/or EAL as an additional barrier	Quality first teaching with carefully planned activities, personalised learning and AfL to ensure all children make great progress. Release of senior leaders to support and monitor implementation and review progress of key children	Sutton Trust highlights the significance of high quality teaching on PP children.	The monitoring cycle will focus on impact of shared practice in books, planning and lesson observations. Leaders will be allocated time to complete monitoring and follow up on actions	AHTS responsible for Curriculum (EAL) and Inclusion, and SENCos	Termly assessment will be used to monitor progress alongside teachers' evidence of children's greater use of vocabulary £50,000 (5 leaders released for one day each)
	Embedding of Socratic dialogue and Debate through lessons, assemblies and lunchtime debate activity across the school and specifically in KS2	Engaging in discussion and developing the ability to challenge each other's thinking improves the children's vocabulary and language skills	Lesson observations, learning walks and general monitoring of language used throughout the school.	AHTs responsible for Teaching and Learning and Inclusion	Termly through progress meetings
	Provide up to date training for support staff to deliver SALT and STEPs programmes for key children	Specialised language programmes provided early in a child's schooling support with communication, reading skills and phonics	SENcos will identify key staff for training and provide a timetable of planned support for children. Interventions will be carefully	SENcos	£1000

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?
Ensure that an increased number of PP children achieve Greater Depth at the combined measure	Core Priority to focus on 'Greater Depth' learning to provide focused learning around critical and higher order thinking	End of KS data suggest that fewer PP children are achieving Greater Depth than Non PP children Progress for high ability PP children needs to be maintained from KS1 to KS2	Monitoring of progress towards actions on the SDP at leadership meetings	AHTs responsible for Teaching and Learning, English and Maths Leaders	Termly through monitoring cycle Final review in Summer 2018 in conjunction with data
	Planned PDMs to further develop staff's understanding of 'Greater Depth' thinking	Staff training and development will ensure all children receive higher quality teaching and make greater progress	PDM schedule to plan for sessions, follow up through book looks and planning monitoring	AHTs responsible for Teaching and Learning	Termly through monitoring cycle Final review in Summer 2018 in conjunction with data
	Graduated introduction of maths reasoning stickers will ensure children are able to explain and justify their thinking: Describe, Draw, Explain, Prove, Convince and Justify	The use of the vocabulary of reasoning has been proven to increase children's understanding of Mastery and greater Depth learning. Children will understand how to use specific language to talk about their maths learning. Having a systematic approach ensures clarity and consistency.	Introduction to staff through PDMS Monitoring cycle Book Looks and lesson observations	Maths Leaders	Summer 2018 £1000
	PDM and staff training to embed best practice Feedback Marking in maths to ensure all children are provided with targeted next steps	Precise and challenging feedback is proven to have high impact on progress. (EEF) Dylan William	Monitoring cycle Book Looks and lesson observations	Maths Leaders	Summer 2018
	Maths leaders taking part in the NCTEM Maths Hub Mastery programme which will feed into staff training	NCTEM nationally recognised organisation for maths teaching and learning	Regular conversations with Maths leaders, measure impact through PDMs and monitoring cycle in books and classrooms	Maths Leaders	Summer 2018 £1000
	Embed whole class teaching in reading for all children and link writing outcomes to whole class texts. Purchase of new texts	Whole class reading had a significant impact last year as validated by the KS2 data	Reading lessons to be observed as part of the monitoring cycle. Activities monitored through English and Learning Book Looks	SLT and English Leaders	Summer 2018 £5000
	Introduce free writing to develop children's enjoyment of writing and develop their use of vocabulary	Some children are hindered by too many constraints in their writing (features of a particular genre etc.) and being able to write freely will allow them to focus on the writing task in hand	PDM to introduce and follow up monitoring by English leaders	English Leaders	Summer 2018

	English and maths leaders taking part in Subject Leader Network across the partnership to share good practice and discuss the latest research and approaches	Sharing of good practice and keeping up with the latest research ensures children receive the best teaching and learning opportunities	Schedule of meetings planning and staff released to attend. Research planned into DMs and School development plan	English and maths leaders	Summer 2018 £3000
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?
Improved SEMH of Pupil Premium children thus impacting on confidence and self-esteem	Whole school focus on Emotional Literacy through Whole School project- Rhapsody in Blue	Music is well known for its therapeutic qualities and its ability to engage emotions	PDMs used to launch the project – followed up by a whole school display Monitoring of project and follow up	AHT responsible for Inclusion SENCOs Music Leader	October 2017 Ongoing to Summer 2018
	Leadership Text – Conversations that Matter – supporting leaders with ways to talk to children who are struggling to manage their emotions	It is important to understand the impact of our language and approach with vulnerable children. Leaders will be better informed and have a bank of strategies available when talking to children.	Weekly input from the leadership book at SLT and LT meetings will enable leaders to develop key approaches in their daily conversations with children	Leadership Team	Ongoing £200
	Assemblies planned across the year to focus on Emotional Intelligence	The use of stories and videos across the whole school will enable all children to develop empathy and compassion towards others	Careful planning of the assembly schedule	AHT responsible for Inclusion	July 2018 £200
	Staff training from Amy Phipps re Attachment Awareness	Research and studies of brain development show clear links between early relationships and their impact on later life. It is important for all staff to be aware of the potential reasons behind some of our children's behaviours	Attendance at PDMs, monitoring of language choices and management of children	AHT responsible for Inclusion SENCOs	July 2018 £1000
	Parent workshop linked to Emotional Intelligence /Mental health and the support available for children and parents Parent workshop re Mindfulness	It is important that parents are well informed and better able to help their children, leading to less difficulties in school and later life	Clear schedule of events displayed on Website and newsletters; fliers and letters to relevant parents Home School Link Worker to target key parents Feedback through parent surveys	AHT responsible for Inclusion Home School Link Worker	£200
Total budgeted cost					£63,000

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?
Improved social and oral language skills with a specific focus on children with SEND and/or EAL as an additional barrier	Reading tuition on small group and 1:1 basis form Qualified Reading teacher	EEF toolkit suggests interventions matched to specific needs can be effective; small group and 1:1 reading sessions will provide this.	Children tracked and monitored New high quality texts purchased appropriate to children's levels of reading	EYFS Leader SENCOs AHT with responsibility for EYFS, Year 2 and Year 6	July 2018 Approx £80,000 (JC, CM and AF)
	Additional Speech and Language Therapy and Educational Psychology intervention including Early Years	Providing expert early intervention for both Speech and Language and EP early may help prevent further difficulties	Clear programme of planned work for each term, agreed with SENCOs and AHT for Inclusion	AHT for Inclusion SENCOs	July 2018 Approx £6000 (one third of SEN support budget)
	Two or more designated Intervention TAs in KS2 to deliver STEPs and SALT programmes	Evidence suggests this is the most effective use of support staff; staff are well trained and able to deliver a specific pre-planned programme. STEPs and SALT programmes designed by professionals and seen to have a big impact	Training provided to key members of staff Careful monitoring by SENCOs Monitoring of progress of children involved	AHT for Inclusion SENCOs	July 2018 Approx £6000 – (contribution towards salary)
	Support from bilingual teaching assistant for identified children	Precise programme of learning alongside immersion in the classroom is the best way to ensure bi-lingual learners make rapid progress on arrival at school	Monitoring of teaching and mapped progress of key children	AHT with responsibility for Curriculum, MFL and EAL	July 2018 Approx £8,000 (contribution towards salary)
	Purchase of Bi-lingual learner support materials	Precise programme of learning alongside immersion in the classroom is the best way to ensure bi-lingual learners make rapid progress on arrival at school	Monitoring of teaching and mapped progress of key children	AHT with responsibility for Curriculum, MFL and EAL	July 2018 £500
	Supervision Meetings for Key staff (learning mentors etc.) working with vulnerable children	It is important for staff working closely with vulnerable children to have the time to discuss their work in order to maintain good levels of mental health	Regular check- ins by leaders to ensue staff feel supported Monitoring of	AHT for Inclusion SENCOs	£2000
	Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead

Ensure that an increased number of PP children achieve Greater Depth at the combined measure	Use of experienced teachers to provide targeted support in small groups and 1:1 in key areas – Maths, phonics, comprehension and writing - in addition to standard lessons	We want to provide extra support to ensure high attainment. By using experienced teachers and highly trained TAs to fulfil this role we aim to ensure maximum impact	Impact overseen by subject coordinators, year group leaders and SLT as part of the monitoring cycle	AHT responsible for Teaching and Learning (KS2) Year 6 Intervention teacher	July 2018 Approx £45,000 (contribution towards salaries)
	Easter school for Year 6 to provide extra 'top up' sessions for targeted children; these will also benefit from iPad loan which come with specific educational Apps.	We want to provide extra support to ensure high attainment. By using experienced teachers and highly trained TAs to fulfil this role we aim to ensure maximum impact	Careful monitoring of progress of identified children through progress meetings, book looks and lesson observations	AHT responsible for Teaching and Learning (KS2) English Leader	July 2018 Approx £1500 (contribution towards salary)
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?
Improved SEMH of Pupil Premium children thus impacting on confidence and self-esteem	Establish SRLC to support key children in KS2 (specifically Year 4 and 5) to further develop their emotional literacy	Small group work and the opportunity to take part in carefully chosen activities is designed to provide children with an outlet to discuss their feelings and develop more understanding of how to manage their emotions	Children will be selected based on a careful rationale; the Boxall profile will be completed and children's progress will be observed and tracked accordingly	AHT for Inclusion SENCo's Senior Learning Mentor	July 2018 Approx £5000
	Saplings	Small group work and the opportunity to take part in carefully chosen activities is designed to provide children with an outlet to discuss their feelings and develop more understanding of how to manage their emotions	Children will be selected based on a careful rationale; the Boxall profile will be completed and children's progress will be observed and tracked accordingly	AHT for Inclusion SENCo's KS1 HLTA	July 2018 Approx £3000
	Looking to the Future Programme and Careers and Enterprise activities	Looking to the Future programme will provide PP children with information about their futures and grow aspirations and confidence. 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	HT to be involved with all of the initiatives in liaison with key staff. Lauren Staines and Nichola Daley to work in close liaison with Enterprise Advisors and governors to continue to seek new possibilities for initiatives	Head Teacher Enterprise Coordinators English Leader	Approx £5000
Total budgeted cost					£162,000

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?
Improved social and oral language skills with a specific focus on children with SEND and/or EAL as an additional barrier Increase the progress and attainment of higher ability PP children across all subjects Improved SEMH of Pupil Premium children thus impacting on confidence and self-esteem	Replenish and embed the use of the 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 AHT responsible for Inclusion	July 2018 Approx £2000
	Learning mentors to be allocated to work with vulnerable PP children as appropriate	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	AHT responsible for Inclusion Learning Mentors SENCOs	July 2018 Approx £18,000
	Extended Schools - funding for placements Funded Breakfast and After School Club; other before and after school clubs and activities; art workshops to support PP 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	All children need to be made to feel part of the school and everything it provides; they should be able to access the entire curriculum to optimise their engagement and their academic progress.	Head Teacher to monitor attendance of PP children at all extra-curricular opportunities	Head Teacher	July 2018 Approx £10,000
	1:1 support for PP children awaiting EHCP	Adequate provision needs to be in place to support the three children currently awaiting assessment for EHCPs to access the curriculum	Provision and progress of children to be monitored by the SENCOs.	AHT responsible for Inclusion SENCOs	£56000
				Total cost	£86,000
				Grand Total	£311,000