



## SOUTH RISE PUPIL PREMIUM STRATEGY 2018-2019

1. Summary Information					
<b>School</b>	South Rise Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP Budget (inc EYFS)</b>	£281,160	<b>Date of most recent PP review</b>	Oct 2018
<b>Total Number of Pupils</b>	619	<b>Number of pupils eligible for PP</b>	186 (R-Y6)	<b>Date for next internal review</b>	Summer 2019

National Data 2017-2018 (Unvalidated)			
	All children School	Pupil Premium	National Benchmark (Non- Pupil Premium)
KS1 Reading ARE	79%	65%	
KS1 Reading AARE	36%	12%	
KS1 Writing ARE	76%	53%	
KS1 Writing AARE	26%	0%	
KS1 Maths ARE	81%	65%	
KS1 Maths AARE	28%	18%	
KS2 Reading ARE	86%	83%	80%
KS2 Reading AARE	30%	19%	33%
KS2 Reading Scaled Score	106.4	105	106.1
KS2 Reading Progress	-0.8	-1.19	0
KS2 Writing ARE	84%	76%	83%
KS2 Writing AARE	27%	17%	23%
KS2 Writing Progress	-1.47	-2.33	0
KS2 Maths ARE	80%	74%	81%
KS2 Maths AARE	21%	7%	28%
KS2 Maths Scaled Score	105.1	102.7	105.4
KS2 Maths Progress	-1.27	-2.23	0
KS2 EGPS ARE	81%	76%	82%
KS2 EGPS AARE	46%	36%	39%
KS2 EGPS Scaled Score	108.2	106	107.2
Combined R,W,M ARE	77%	69%	70%
Combined R,W,M AARE	12%	7%	12%

Current Attainment (Summer 2018): Reception 89 children												
				FSM6 (8 children)					Non FSM6			
% Achieving ELG				88%					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	95%	91%	92%	87%	85%	85%	87%	84%	93%	81%	84%	85%
Pupil Premium	88%	88%	88%	88%	88%	100%	100%	100%	100%	100%	100%	100%
Non-Pupil Premium	96%	93%	93%	88%	87%	86%	87%	85%	83%	81%	85%	86%

### Attainment 2017-18: 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
Year 1	Pupil Premium	9	89%	89%	78%	78%	33%	33%	44%	33%	9	100%	100%	100%
	Non Pupil Premium	71	69%	68%	69%	66%	44%	37%	35%	32%	67	94%	96%	94%
Year 2	Pupil Premium	17	65%	53%	65%	53%	12%	0%	18%	0%	16	63%	38%	63%
	Non Pupil Premium	69	83%	81%	86%	78%	42%	32%	30%	19%	67	79%	75%	72%
Year 3	Pupil Premium	24	75%	71%	71%	67%	26%	19%	19%	19%	23	78%	65%	87%
	Non Pupil Premium	53	87%	79%	85%	75%	25%	21%	30%	16%	51	88%	86%	88%
Year 4	Pupil Premium	23	78%	78%	83%	74%	42%	17%	46%	17%	23	91%	83%	96%
	Non Pupil Premium	62	71%	66%	68%	61%	31%	23%	31%	16%	54	96%	98%	91%
Year 5	Pupil Premium	32	78%	78%	75%	72%	31%	34%	31%	29%	30	77%	100%	90%
	Non Pupil Premium	48	73%	79%	69%	63%	29%	27%	29%	23%	45	80%	93%	82%

<b>3. Barriers to future attainment</b>	
<b>Academic Barriers - In-school barriers (issues to be addressed in school such as poor oral skills)</b>	
<b>Year 2 (Current Year 3)</b>	(Pupil Premium children in this cohort have multiple barriers to learning) Less Pupil Premium children achieved Expected than Non-Pupil premium children in all subjects and significantly so in writing Less Pupil Premium children achieved Greater Depth in all subjects in comparison to Non-Pupil Premium children and significantly so in writing Pupil Premium children are currently making less progress than other children and significantly so in writing
<b>Year 3 (Current Year 4)</b>	Less Pupil Premium children achieved Expected than Non-Pupil premium children in all subjects Pupil Premium children with multiple barriers to learning are currently making less progress than other children in writing
<b>Year 5 and 6</b>	Continue to work towards closing any gaps by the end of KS2

<b>External barriers - (issues which also require action outside school, such as low attendance rates)</b>
Poor attendance of key children
Social difficulties experienced by families including housing, finance, family literacy and parental anxieties around coming into school and registering for PP funding
Due to low income and poor housing some PP children have limited access to high quality language and resources/support for learning at home and children may not have the means to access extra-curricular activities
PP children with low self-esteem and emotional needs have less engagement with school

<b>4. Outcomes</b>	
<b>Desired outcomes and how they will be measured</b>	<b>Success Criteria</b>
A higher percentage of Pupil Premium children in the current Year 3 and 4 to achieve Expected in all subjects and specifically in writing	<ul style="list-style-type: none"> <li>Pupil Premium children will make greater progress in order to close the gap and the percentage achieving Expected will be in line with All children in Year 3 and Year 4</li> </ul>
Children with multiple barriers to learning who receive Pupil Premium to make better than 'Expected' progress (Current Year 3 can 4) in all subjects	<ul style="list-style-type: none"> <li>Progress measures for children in receipt of Pupil Premium funding who may also have SEND or EAL will be higher than Expected across the school</li> </ul>
A higher percentage of Pupil Premium children in the current Year 3 to achieve Greater Depth in all subjects and specifically in writing	<ul style="list-style-type: none"> <li>The percentage of Pupil Premium children achieving Greater Depth in all subjects in Year 3 is in line with All children in Year 3</li> </ul>
Raise progress and attainment of Pupil Premium children in Upper KS2 to ensure all gaps are closed by the end of KS2	<ul style="list-style-type: none"> <li>The attainment and progress of Pupil Premium children will be in line with All children and above national standards at Expected</li> </ul>
Improve the attendance and punctuality of specific children and families	<ul style="list-style-type: none"> <li>Regular attendance checks will show an ongoing improvement in the attendance rates of key children</li> </ul>
Ensure all children have equal access to and the opportunity to attend extra-curricular activities	<ul style="list-style-type: none"> <li>An increased number of Pupil Premium children will attend Extra-Curricular activities</li> </ul>

6. Planned Expenditure 2018-2019							
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?	What is the approximate cost?	
<ul style="list-style-type: none"> <li><b>A higher percentage of Pupil Premium children in the current Year 3 and 4 to achieve Expected in all subjects and specifically in writing (Yr3)</b></li> <li><b>Children with multiple barriers to learning who receive Pupil Premium to make better than 'Expected' progress (Current Year 3 can 4)</b></li> </ul>	<p>Core Priority to focus on Boys' Literacy to ensure a specific focus on targeted teaching and engagement of all children</p> <p>PDM for teaching staff to raise awareness of the gaps for PP, SEND and boys and those with multiple barriers and to identify specific targets</p>	<p>End of year data analysis suggests a combination of barriers affect the progress and attainment of Pupil premium children. Staff training, and development will ensure all children receive higher quality teaching and make greater progress</p>	<p>SLT members allocated to SDP sections to monitor and evaluate progress Half termly review of progress at SLT meetings</p> <p>Research to inform training sessions PDMs delivered by knowledgeable members of staff or external professionals</p>	<p>English Leaders/SLT</p> <p>English Leaders</p>	<p>End of each half term</p> <p>Termly as part of pupil Progress meetings</p> <p>Final review in Summer 2019 in conjunction with data</p>	<p>£5,000</p>	
	<p>Training for teachers and support staff in Precision Teaching techniques</p>				<p>AHTs with responsibility for Inclusion</p>		
	<p>Set up targeted workshops for parents of key children to support literacy and maths skills</p>	<p>Parents need to feel confident in their understanding of the school's methods and approaches to teaching and learning in order to support their children at home</p>	<p>Letters/invites sent to parents of key children Evaluation of sessions</p>	<p>AHT with responsibility for Parents and Community and English and Maths leaders</p>	<p>Termly</p>	<p>£500</p>	
	<p>Purchase new books for the KS2 library to support the development of reading skills</p>	<p>Specific investment in accessible books for older children will develop more confidence in the children as readers</p>	<p>Planned time for the children to access the library Evaluation through pupil voice</p>	<p>English Leaders</p>	<p>Summer 2019</p>	<p>£3,000</p>	
	<p>Re-establish/invest in the use of Kindles to increase engagement of children in reading</p>	<p>The use of technology will motivate children and increase engagement</p>	<p>English/ IT Leaders action plans</p>	<p>English Leaders/IT Leaders</p>	<p>Summer 2019</p>	<p>£1,500</p>	
	<p>Embed free writing to develop children's enjoyment of writing and develop their use of vocabulary</p>	<p>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</p>	<p>Half termly monitoring through phase book looks and monitoring sessions</p>	<p>English Leaders</p>	<p>Summer 2019</p>		
	<p>Set up specific planned interventions using Nessy and Clicker and other appropriate resources to target key children</p>	<p>Pupil Premium children often have other barriers to learning such as SEND. Nessy and Clicker are programmes</p>	<p>Establish timetables for support staff to deliver programmes Learning walks to monitor implementation of programme</p>	<p>AHTs with responsibility for Inclusion</p>	<p>Termly through data analysis Final review in Summer 2018 in</p>	<p>£70,000</p>	

		recommended by external agencies to support progress towards key targets	Termly monitoring of progress through Tracker		conjunction with data	
	Establish specifically trained support staff to ensure all SALT and STEPs programmes are in place and are delivered regularly	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 monitored, and progress measured.	AHTs with responsibility for Inclusion	Termly through data analysis Final review in Summer 2018 in conjunction with data	£30,000
	Purchase of 1:1 iPads for children in Year 4	The use of technology will motivate children and increase the engagement of those children who may struggle to access learning.	Teachers will receive appropriate training to ensure Ipads are well planned for and are maximised to support learning. Progress and use will be monitored through learning walks, planning scrutiny and termly data analysis	Digital Learning Leader	Termly through monitoring cycle Final review in Summer 2018 in conjunction with data	£5,000
	Continue to run SRLC to support the SEMH needs of children in Year 3 and 4	SRLC runs in the afternoons and is a provision designed to support children who struggle to manage change and their behaviour.	The planning and timetabling of this provision will be overseen by the AHTs for Inclusion	AHTs for Inclusion	Senior Learning Mentor and TA working with AHTs for Inclusion	£25,000
					Subtotal:	£140,000
<ul style="list-style-type: none"> <li><b>A higher percentage of Pupil Premium children in Year 3 to achieve Greater Depth in all subjects</b></li> </ul>	Core Priority to focus on Maths Mastery and Cognitive Acceleration to develop learning around critical and higher order thinking	End of KS1 data suggests that fewer PP children achieved 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	£5,000
	Planned PDMs to further develop staff's understanding of 'Maths Mastery and Cognitive Acceleration	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 monitoring of plans and lesson observations	AHTs responsible for Teaching and Learning and Maths leaders	Termly through monitoring cycle Final review in Summer 2018 in conjunction with data	
	Implementation of Maths Mastery approach across the school	Maths Mastery provides daily opportunities for deepening understanding of concepts and applying this understanding	Peer observations PDMS Monitoring cycle Book Looks and lesson Maths Mastery Staff Group established	Maths Leaders	Summer 2019	
	Maths leaders taking part in the NCTEM Maths Hub	NCTEM nationally recognised organisation	Regular conversations with Maths leaders, measure impact through	Maths Leaders	Summer 2019	£1000

	Mastery programme which will feed into staff training	for maths teaching and learning	PDMs and monitoring cycle in books and classrooms			
	Purchase of new more challenging texts to engage and motivate all children	High quality texts will develop children's vocabulary and exposure to deeper concepts.	English leaders to purchase books from CLPE and ensure they are fairly distributed across the school	English Leaders	Summer 2019	£3000
	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 2019	£3000
					Subtotal:	£12,000
<ul style="list-style-type: none"> <li><b>Raise progress and attainment of specific Pupil Premium children in Upper KS2 to ensure all gaps are closed by the end of KS2</b></li> </ul>	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 (booster classes and intervention sessions)	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 and year group leaders	AHTs with responsibility for Upper KS2 and Year 5 and 6 leaders	Termly through data analysis Final review in Summer 2018 in conjunction with data	£46,000
	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.				Summer 2019	£2000
	Appointment of HLTA for the Spring term to support key children to achieve their targets				Summer 2019	£7000
	Purchase of CPG workbooks to support home learning				Ongoing	£300
					Subtotal:	£55,300
<ul style="list-style-type: none"> <li><b>Improve the attendance and punctuality of specific children and families</b></li> </ul>	Provision of support and guidance for vulnerable children and families, signposting to services and promoting attendance	Some Pupil Premium children are having a significant impact on our Persistent Absence Data. Evidence suggests that, 'In general the higher the percentage of sessions missed across the key stage, the lower the likely level of	Attendance team will monitor attendance and ensure absence is followed up with letters and pre-referral meetings. Meetings will ensure that parents are able to explain any extenuating circumstances and support is offered where appropriate	AHT with responsibility for Attendance, Attendance Team and Learning Mentors	Summer 2019	£7000
	SIMS training for key members of the office staff to improve understanding of attendance tools				Staff who attend training to 'train' other members of the office team	Office staff

		attainment at the end of KS2				
	Attendance Raffle Families eligible for PP funding targeted to promote attendance. These children will be awarded a raffle ticket for each full week they attend school that term. A raffle will be drawn on the last day of term and the winning family will receive a £30 cinema voucher.		AHT for Attendance to inform parents and monitor data collection accuracy. Monitor the impact on attendance termly	AHT with responsibility for Attendance	Summer 2019	£100
					Subtotal	£7,600
<ul style="list-style-type: none"> <li><b>Ensure all children have equal access to and the opportunity to attend extra-curricular activities and our Extended Schools Programme</b></li> </ul>	Funded Breakfast and After School Club; other before and after school clubs and activities; 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 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	Ensuring all PP children are involved on the experiences where they would otherwise miss out	PE Coordinator Art coordinator Forest School coordinator Business Manager PP Coordinator	June 2017	£12,000
					Subtotal	£15,000
<ul style="list-style-type: none"> <li><b>PP pupils have high aspirations and self-confidence.</b></li> </ul>	Looking to the Future Programme and Careers and Enterprise Programmes	Philosophy shown in EEF studies to raise attainment particularly that of PP children. Yes Futures programme to grow aspirations and confidence.	Headteacher to be involved with all of the initiatives in liaison with key staff.	Headteacher Enterprise Coordinator Year 5 Leader	Summer 2019	£5,000
	Change for Life Programme	Health and fitness programme aimed at supporting children to make appropriate life choices	PE leader to monitor attendance of children at the club. Pupil voice survey at the start and the end to provide evidence of success.	PE Leader Learning mentor	Summer 2019	£2,000
					Subtotal	£7000

Other 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?	What is the approximate cost?

<ul style="list-style-type: none"> <li><b>To provide specific support for Pupil Premium children across the school aimed at raising attainment</b></li> </ul>	1:1 support for PP children with multiple barriers awaiting an EHCP	Children with specific needs require support to access the curriculum. This is essential as part of the 'Plan, Do, Review' cycle which is necessary to gain appropriate funding.	Careful monitoring of staff support and the progress of specific children	AHTs with responsibility for Inclusion	Summer 2019	£18,000
	Provide support for PP children with attachment concerns through the provision of a Nurture group – Saplings	Children with attachment issues need specific programmes of support to address these needs before they can access academic learning.	Use of the Boxall Profile will establish effectiveness of the provision. Progress will be carefully monitored.	AHTs with responsibility for Inclusion	Summer 2019	£15,000
	Learning mentors to be allocated to work with vulnerable PP children as appropriate including SRLC provision	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	AHTs responsible for Inclusion Learning Mentors	Summer 2019	£15,000
					Subtotal	£51,000
					<b>Total budgeted cost</b>	<b>£281,900</b>



