



SOUTH RISE PUPIL PREMIUM STRATEGY 2019-2020

1. Summary Information						
School	South Rise Primary School					
Academic Year	2019-20	Total PP Budget (inc. EYFS)	£264,000 (approx.)	Date of most recent PP review	Oct 2019	
Total Number of Pupils	635	Number of pupils eligible for PP	196	Date for next internal review	March 2020	

National Data 2018-2019 (Unvalidated, awaiting National Other)			
	All children School	Pupil Premium School	National Benchmark (All children currently)
KS1 Reading ARE	76%	76%	78% (School Other)
KS1 Reading AARE	38%	32%	
KS1 Writing ARE	72%	67%	75% (School Other)
KS1 Writing AARE	18%	32%	
KS1 Maths ARE	81%	76%	84% (School Other)
KS1 Maths AARE	26%	32%	
KS2 Reading ARE	68%	74%	73%
KS2 Reading AARE	17%	23%	27%
KS2 Reading Scaled Score	103	-	104
KS2 Reading Progress	-2.0	-	0
KS2 Writing ARE	84%	86%	78%
KS2 Writing AARE	31%	37%	20%
KS2 Writing Progress	1.3	-	0
KS2 Maths ARE	77%	77%	79%
KS2 Maths AARE	20%	20%	27%
KS2 Maths Scaled Score	104	-	105
KS2 Maths Progress	-2.2	-	0
KS2 EGPS ARE	79%	-	78%
KS2 EGPS AARE	42%	-	36%
KS2 EGPS Scaled Score	107	-	106
Combined R,W,M ARE	57%	60%	65%
Combined R,W,M AARE	7%	21%	11%

Current Attainment (Summer 2019): Reception 75 children												
ALL				FSM6 (21 children)					Non FSM6 (54 children)			
79% Achieving ELG				71%					83%			
	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	86%	88%	85%	85%	91%	85%	84%	85%	81%	80%	84%	84%
Pupil Premium	76%	81%	71%	71%	81%	71%	76%	76%	76%	71%	76%	76%
Non-Pupil Premium	91%	91%	91%	91%	94%	91%	87%	89%	83%	83%	87%	87%

Attainment 2018-19: 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 18/19	Pupil Premium	23	83%	83%	83%	74%	26%	22%	17%	13%	23	91%	87%	87%
	Non Pupil Premium	64	83%	73%	75%	67%	25%	25%	27%	17%	59	83%	93%	97%
Year 3 18/19	Pupil Premium	27	70%	63%	70%	58%	19%	11%	11%	7%	27	85%	81%	89%
	Non Pupil Premium	55	78%	75%	80%	63%	47%	35%	33%	18%	50	92%	88%	96%
Year 4 18/19	Pupil Premium	32	69%	63%	72%	59%	22%	13%	22%	13%	28	96%	79%	96%
	Non Pupil Premium	52	77%	73%	79%	69%	25%	13%	27%	12%	46	96%	91%	100%
Year 5 18/19	Pupil Premium	33	79%	79%	85%	76%	45%	42%	55%	39%	45	100%	96%	91%
	Non Pupil Premium	49	78%	71%	73%	67%	31%	22%	31%	16%	31	97%	90%	97%

3. Barriers to future attainment	
Academic Barriers - In-school barriers (issues to be addressed in school such as poor oral skills)	
Reception (Current Year 1)	There is a gap between PP children and Other children in all areas. 30% of the PP children have SEND with 4 children with an EHCP.
Year 1 (Current Year 2)	Less Pupil Premium children achieved AARE in maths compared to reading and writing. This impacted on the % of Pupil Premium at AARE Combined.
Year 2 (Current Year 3)	Less Pupil Premium children achieved ARE in writing and maths compared to Other children
Year 3 (Current Year 4)	(Pupil Premium children in this cohort have multiple barriers to learning) Gap closing from last year Less Pupil premium children achieved ARE in writing (12% gap) and maths (10% gap) than Other children. Less Pupil Premium children achieved AARE in all subjects in comparison to Other children. Pupil Premium children with multiple barriers to learning are currently making less progress than other children (SEND in particular)
Year 4 (Current Year 5)	Less Pupil Premium children achieved ARE than Other children in all subjects, with the largest gap at 10% in writing Pupil Premium children with multiple barriers to learning are currently making less progress than other children (SEND in particular) Increase the percentage of Pupil Premium children achieving AARE, particularly in reading and maths

External barriers - (issues which also require action outside school, such as low attendance rates)
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
PP children may not have high aspirations for their futures

4. Outcomes	
Desired outcomes and how they will be measured	Success Criteria
Continue to close the attainment gap for Pupil Premium children at ARE in Year 3, 4 and 5 in all subjects	Pupil Premium children will make greater progress in order to close the gap and the percentage achieving ARE will be in line with All children in Year 4 and 5
To increase the rates of progress of Pupil Premium children with SEND in all subjects	Progress measures for children in receipt of Pupil Premium funding who may also have SEND will be higher than Expected across the school
A higher percentage of Pupil Premium children to achieve AARE in all subjects and the Combined measure	The percentage of Pupil Premium children achieving AARE in all subjects in Year 5 is in line with All children in the cohort
Ensure all children have equal access to extra-curricular activities and our Extended Schools Programme	An increased number of Pupil Premium children will attend Extra-Curricular activities; this will enhance their provision and further motivate them to attend school regularly
Continue to raise children's self-esteem and resilience, ensuring they attend regularly and are more engaged with their learning	Pupil Premium children will attend regularly, be engaged in the classroom and be more confident about their abilities
Raise children's aspirations for the future through a Careers Fair and our Looking to the Future Programme	Children will have an awareness of the different options available to them and be motivated to do well in the future

6. Planned Expenditure 2019-2020

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	What is the approximate cost?
<ul style="list-style-type: none"> • Continue to close the attainment gap for Pupil Premium children in Years 3, 4 and 5 in all subjects • To increase the rates of progress of Pupil Premium children with SEND in all subjects 	<ul style="list-style-type: none"> a) PDM for teaching staff to refresh understanding of the gaps for PP, SEND and boys and those with multiple barriers and to identify specific targets b) Further training for support staff in Precision Teaching techniques c) Set up targeted workshops for parents of key children to support literacy and maths skills d) Embed specific planned interventions using Nesy and Clicker and other appropriate resources to target key children e) Promote two members of staff to the role of SEN specialist TAs to ensure STEP programmes are in place and are delivered regularly f) Extend use of 1:1 iPads for children across KS2 g) Continue to run SRLC to support the SEMH needs of children in KS2 	<ul style="list-style-type: none"> • 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. • 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. • The use of technology will motivate children and increase engagement. • Pupil Premium children often have other barriers to learning such as SEND. Nesy and Clicker are programmes recommended by external agencies to support progress towards key targets • Specialised language programmes provided early in a child's schooling support with communication, reading skills and phonics engagement of those children who may struggle to access learning. • SRLC runs in the afternoons and is a provision designed to support children who struggle to manage change and their behaviour. 	<ul style="list-style-type: none"> • Termly review of progress at SLT meetings and at Governors' meetings • Research to inform training sessions • PDMs delivered by knowledgeable members of staff or external professionals • AHT responsible for Parents and Community to ensure Letters/invites sent to parents of key children • Evaluation of sessions by teaching and support staff • Evaluation through pupil voice • English/ IT Leaders action plans • Half termly monitoring through phase book looks and Subject leader and SLT monitoring sessions • Embed timetables for support staff to deliver programmes – AHT for Inclusion • SLT Learning walks to monitor implementation of programme • Termly monitoring of progress through data collection and progress meetings • SENCOs will identify key staff for training and provide a timetable of planned support for children • Interventions will be carefully monitored, and progress measured by SENCO • Computing lead to deliver team teaching sessions using iPads and use Computing release time to plan further support • Progress and use will be monitored through learning walks, planning scrutiny and termly data analysis • The planning and timetabling of SRLC will be overseen by the AHT for Inclusion and the SENCO 	<p>March 2020</p>	<ul style="list-style-type: none"> a) £500 b) £5,000 c) £3,000 d) £70,000 e) £40,000 f) £30,000 g) £25,000
				Subtotal:	£173,500

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	What is the approximate cost?
<ul style="list-style-type: none"> A higher percentage of Pupil Premium children across the school to achieve AARE in all subjects increasing the percentage achieving the combined measure 	<ul style="list-style-type: none"> a) Assessment Leader to draw up a list of children to target in each year group b) Core Priority to focus on Pedagogical Practice to further develop skills of critical and higher order thinking c) Planned PDMs to further develop staff understanding of Maths Mastery and Kagan Structures d) Embed Maths Mastery approach across the school e) Maths leader delivering the NCTEM Maths Hub Mastery programme across Greenwich and other LAs f) Maths leader to plan a programme of peer observations to support individual teacher development g) Year 4 teacher to attend GTPL programme h) English and maths leaders taking part in Subject Leader Network across the partnership to share good practice and discuss the latest research and approaches 	<ul style="list-style-type: none"> End of KS1 data suggests that slightly less PP children achieved AARE than Non-PP children in maths. Progress for high ability PP children needs to be maintained from KS1 to KS2. Staff training and development will ensure all children receive higher quality teaching and make greater progress. Maths Mastery provides daily opportunities for deepening understanding of concepts and applying this understanding. NCTEM is a nationally recognised organisation for maths teaching and learning. Sharing of good practice and keeping up with the latest research ensures children receive the best teaching and learning opportunities. 	<ul style="list-style-type: none"> Monitoring of progress towards actions on the SDP by leaders at SLT meetings PDM schedule to plan for sessions, follow up through book looks and monitoring of plans and lesson observations Peer observations to be organised by Maths Hub leader Monitoring cycle to be set up by SLT to include regular book Looks and lesson observations with a focus on challenge and deepening for all children Maths Mastery Staff Group established Regular conversations with Maths leaders, measure impact through PDMs and monitoring cycle in books and classrooms English leaders to purchase books from CLPE and ensure they are fairly distributed across the school Schedule of meetings planning and staff released to attend. Research planned into DMs and School development plan 	<p>March 2020</p>	<ul style="list-style-type: none"> a) b) c) £3000 d) e) £6000 f) £2000 g) £2000 h) £1500
				Subtotal:	£15,000

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	What is the approximate cost?
<ul style="list-style-type: none"> All children have equal access to extra-curricular activities and our Extended Schools Programme 	<ul style="list-style-type: none"> a) Funded Breakfast and After School Club b) Before and after school clubs and activities; c) Funded School trips d) Funded travel e) Forest School to provide outdoor learning opportunities for PP children in FS and KS1 f) Music tuition g) Lunchtime Sports Coaches 	<p>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.</p>	<ul style="list-style-type: none"> Breakfast Club and After School places to be allocated to key families and vulnerable children as necessary PE leader to ensure every club has a guaranteed number of free places for PP children and ensure these places are fairly allocated Class teachers/school office/Learning Mentors to monitor specific families' ability to pay for class trips and events and support where necessary All children in EYFS to have an equal opportunity to attend Forest School Music Teacher to allocate Guitar and drumming lessons ensuring PP children have increased opportunities 	March 2020	£12,000
				Subtotal	£12,000
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	What is the approximate cost?
<ul style="list-style-type: none"> PP pupils have high aspirations and self-confidence, their resilience is stronger and they are motivated to attend school more regularly 	<ul style="list-style-type: none"> a) Looking to the Future Programme b) Careers Fayre c) Fun and Fitness Programme 	<ul style="list-style-type: none"> Looking to the Future Programme has been very successful in previous years in growing children's aspirations and confidence. A Careers Fayre will provide children with information about possible options after secondary school and inspire and motivate them to take part fully in their learning. Health and fitness programme is aimed at supporting children to make appropriate life choices and develop self-esteem and confidence. 	<ul style="list-style-type: none"> Headteacher to be involved with all of the initiatives in liaison with key staff AHT for Curriculum to lead on the Looking to the Future Programme along with the Senior Learning Mentor. Pupil voice survey to be undertaken at the start and the end to provide evidence of success PE leader to monitor attendance of children at the club and implement a Pupil Voice survey at the start and the end to provide evidence of success 	March 2020	<ul style="list-style-type: none"> a) £5,000 b) £2,000 c) £2,000
				Subtotal	£9000
Other Support					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	What is the approximate cost?
To provide specific support for Pupil Premium children across the school	<ul style="list-style-type: none"> 1:1 support for PP children with multiple barriers awaiting an EHCP 	<ul style="list-style-type: none"> Children with specific needs require support to access the curriculum. This is essential as part of the 'Plan, Do, Review' cycle 	<ul style="list-style-type: none"> Careful monitoring of staff support and the progress of specific children by SENCo and AHT for Inclusion Use of the Boxall Profile will establish effectiveness of the provision. Progress will be 	March 2020	<ul style="list-style-type: none"> a) £25,000 b) £15,000 c) £15,000

aimed at raising attainment	<ul style="list-style-type: none"> • Provide support for PP children with attachment concerns through the provision of a Nurture group – Saplings • Learning mentors to be allocated to work with vulnerable PP children as appropriate including SRLC provision 	<p>which is necessary to gain appropriate funding.</p> <ul style="list-style-type: none"> • Children with attachment issues need specific programmes of support to address these needs before they can access academic learning. • These actions will provide support for those children who receive pupil premium with emotional and behavioural needs and also may have additional needs. 	<p>carefully monitored by leaders of Saplings and SENCo</p> <ul style="list-style-type: none"> • Monitoring of children's emotional development alongside number of behavioural incidents recorded by SLT and Learning mentors • Data analysis of children in the provision and exit analysis 			
					Subtotal	£55,000
					Total budgeted cost	£264,000