



National College for
Teaching & Leadership



Lemington Riverside Pupil Premium Strategy Statement

1. Summary information

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|-------------------------------|------------------------------------|---|---------|---|----------|
| School | Lemington Riverside Primary School | | | | |
| Academic Year | 2016/17 | Total PP budget | £88,440 | Date of most recent PP Review | n/a |
| Total number of pupils | 155 | Number of pupils eligible for PP | 67 | Date for next internal review of this strategy | Jan 2017 |

2. Current attainment

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| Using 2015 data for progress – will update with progress when alternative assessments regarding national averages are clear – ROL 2016 Oct 2016 | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving Level 4b or above in reading, writing and maths | 94% | 100% |
| % making at least 2 levels of progress in reading | 100% | 92% |
| % making at least 2 levels of progress in writing | 100% | 95% |
| % making at least 2 levels of progress in maths | 94% | 91% |

3. Barriers to future attainment (for pupils eligible for PP including high ability)

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| In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i> | |
| A. | Basic skills for children entering Foundation Stage are generally lower for pupils eligible for PP than other pupils which can impact on attainment throughout the school |
| B. | To ensure that PP pupils achieve expected attainment and progress at the end of KS2 we need to constantly ensure that their progress is being tracked and appropriate intervention is applied as necessary – as we do with all of our pupils |

| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> | |
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| C. | Attendance rates for pupils eligible for PP was 92.7% and non PP children's attendance was 94.1% at the end of 2015 – 16.% (below the target for all children of 97%). This reduces their school hours and creates a risk of them falling behind in all areas of the curriculum. |

| 4. Outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Improve basic skills for pupils eligible for PP in Foundation stage. | Pupils eligible for PP in Foundation Stage make rapid progress by the end of the Reception year so that all pupils eligible for PP meet age related expectations. |
| B. | Higher rates of progress across KS1 for pupils eligible for PP. – phonics Screen in year 1 | Pupils eligible for PP identified as high ability make as much progress as 'other' pupils across Key Stage 1 in maths, reading and writing and EGPS. Measured in Y1 and 2 by teacher assessments and successful moderation practices established across the OWLT |
| C. | Higher rates of progress across KS2 for pupils eligible for PP. | Pupils eligible for PP identified as high ability make as much progress as 'other' pupils across Key Stage 2 in maths, reading and writing and EGPS. Measured by teacher assessments and successful moderation practices established across the OWLT |
| D. | Increased attendance rates for pupils eligible for PP. | Overall PP attendance improves across the school – aim for 97% across the school at the end of 2016 -17 |

| 5. Planned expenditure | | | | | |
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| Academic year | 2016/17 | | | | |
| The three 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. | | | | | |
| Quality of teaching for all and 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? |
| Improve oral language, reading and writing across the Foundation Stage | <p>Nursery Identification of interventions/ programmes to be used agreed at termly progress meetings – earlier if necessary Early intervention from outside agencies where appropriate Use Speech Screen Programme in Nursery to track development of understanding, spoken language, speech and attention Daily phonics sessions in attainment groups Use of Talk for writing strategies to develop skills in speaking and listening, oral rehearsal and story sequencing Handwriting is taught Small group to develop social and language skills Using Next Steps Speech and Language Numicon resources in place to support number development Writing opportunities in continuous provision areas</p> <p>Reception Focussed Vocabulary work Phonics awareness - daily 30 min. session Daily maths intervention groups Daily speech and language programme group – Language steps Reading intervention groups More formal teaching in Reception class</p> | <p>Children enter nursery with a variety of abilities – Main challenges are basic skills</p> <p>We need to target pupils to enable them to catch up in time</p> | <p>Programmes selected to suit needs of pupils and have evidence of their effectiveness</p> <p>Timetable is organised to ensure groups receive intervention</p> <p>Intervention plan / register is in place and progress is tracked termly and intervention adapted if necessary</p> <p>Progress meetings held termly and attended by all staff involved</p> <p>Progress monitored on a termly basis by SMT</p> <p>Scrutiny of work / lesson observations</p> | Foundation Stage Leader / HT | Dec 2016 |

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|--|--|---|---|-----------------|---------------|
| <p>Improve attainment in reading, writing, EGPS and maths across KS1 and KS2</p> | <p>Termly progress meeting held and intervention programmes identified for pupils – either to catch up, maintain progress or add further challenge</p> <p>Daily phonics sessions held in KS1 and year 3 (where appropriate) – organised into attainment groups – in KS2 they are spelling sessions / Spelling lists to be sent home</p> <p>All children throughout school to use Lexia IT programme to support development in reading , writing and EGPS</p> <p>Focus on learning times tables across KS1 and KS2 to improve calculation and support in developing number problems</p> <p>Focus on problem solving in maths across KS1 and 2</p> <p>Focus on telling the time across KS1 and KS2</p> | <p>To provide extra support to accelerate learning maximise achievement in basic skills by the end of KS2</p> | <p>Programmes selected to suit needs of pupils and have evidence of their effectiveness</p> <p>Timetable is organised to ensure groups receive intervention</p> <p>Intervention plan / register is in place and progress is tracked termly and intervention adapted if necessary</p> <p>Progress meetings held termly and attended by all staff involved</p> <p>Progress monitored on a termly basis by SMT</p> <p>Scrutiny of work / lesson observations</p> | <p>SMT / HT</p> | <p>Dec 16</p> |
| Total budgeted cost | | | | | £57,352 |

i. 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? |
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| D. Increased attendance rates | Part time Family Support Officer employed to monitor pupils and follow up quickly on absences. First day response provision. Group sessions with children around the importance of attendance Incentives in place for good attendance across the school Daily monitoring of attendance and analysis of absence and causes – identifying trends across all groups of children Weekly attendance data presented to children in chart – class data Parenting contracts for children causing concern | Children's attendance needs to be at 97% for them to achieve the maximum benefit from school – prevents them from missing out and having to catch up important learning steps Good attendance prepares them for adult life | Daily attendance and absence monitoring Early intervention by FSO Parents aware of the importance of good attendance – contacting school on first day of absence – database in place to record this | HT/ DHT/ FSO | Jan 2017 |
| Total budgeted cost | | | | | £14,910 |

Whole School Initiatives

| Initiative | Impact | Cost |
|-------------------------------------|--|-------|
| Additional Educational Psychologist | Extra capacity to have children assessed and needs addressed – early intervention | £2150 |
| Enhancement Activities | Enhancement experiences to support all areas of the curriculum with a particular focus on increasing creative writing opportunities e.g. visits, visitors, school outings , resources (including the purchase of the Lexia license - £2000 for the next 3 years) | £6108 |
| Development of outdoor areas | To further develop outdoor resources to enhance learning in the outdoor environment | £3000 |
| Staff training | Staff across the school access appropriate and up to date training | £3000 |

| 6. Review of expenditure | | | | |
|---|---|---|---|---------|
| Previous Academic Year | | 2015-16 | | |
| Targeted support | | | | |
| 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 (and whether you will continue with this approach) | Cost |
| To improve attainment in FS GLD, KS1 and KS2 reading, writing and Maths To improve year Phonic Screen Assessment achievement | Identification of interventions/ programmes to be used agreed at termly progress meetings – earlier if necessary Early intervention from outside agencies where appropriate Focussed Vocabulary work Phonics awareness - daily 30 min. session Daily maths intervention groups All children throughout school to use Lexia IT programme to support development in reading , writing and EGPS Developing marking and feedback strategies to support progress | Impact on attainment has improved for all pupils At the end of FS in 2016 there are a higher percentage of PP pupils attaining at least expected level in all subjects than none PP pupils The GLD for 2016 is 72% overall (a rise of 11% from 2015) – for PP pupils it is 82% and for non- PP pupils it is 64% In 2016 86% of pupils achieved the expected level – 75% of PP pupils achieved the expected level an increase of 21% from 2015 – although 93% Of non PP pupils achieved the expected level In 2016 90% of pupils achieved the ARE in combined Reading, writing and maths against the national average of 53% Out Of 10 children 100% of non –PP children (3) achieved the ARE and 85% of PP children (7) achieved the ARE in reading, writing and maths – 1 PP pupil did not achieve the ARE in all subjects | Clear focus on pupil progress and appropriate intervention strategies have been effective across the school Improved marking and feedback has had a clear positive impact on children improving their work and understanding how to improve their work Lexia has been effective in improving literacy skills across the school The timetable has ensured that all children receive effective appropriate intervention across the school We will continue with these approaches/ strategies and make further during the next academic year | £57,259 |

| To improve attendance to 97% by the end of July 2016 | | | | |
|---|---|--|--|---------|
| 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 (and whether you will continue with this approach) | Cost |
| To improve attendance for all children – aim is 97% at the end of 2015-16 | <p>Part time Family Support Officer employed to monitor pupils and follow up quickly on absences.</p> <p>First day response provision.</p> <p>Group sessions with children around the importance of attendance</p> <p>Incentives in place for good attendance across the school</p> <p>Daily monitoring of attendance</p> <p>Weekly attendance data presented to children in chart – class data</p> <p>Parenting contracts for children causing concern</p> | <p>At the end of 2015-16 the attendance was 93.3% for the whole school</p> <p>PP children's attendance was 92.7% and non PP children's attendance was 94.1% at the end of 2015 – 16.</p> <p>FSO supported 78 children and 62 families during 2015 – 16 with attendance, well- being and care</p> | <p>Attendance is a constant focus for our school. Although it has improved from 91.2% in 2011/12 to 94.3% in 2014/15, 2015/16 has seen the first year on year decline since 2011, to 93.3%. This is despite rigorously following our embedded strategies, which have contributed to previous years' improvements.</p> <p>Attendance was monitored through the year by half-term, and by year and pupil group. In the first three half-terms, up to Spring Term half-term break, the improvement was continuing, with an average of 94.8%. Thereafter, there was a significant fall, with an average of 91.6% over the final three half-terms, with a low of 90.1% in the second half of the Summer Term</p> <p>Anecdotally, it was believed that an outbreak of Chickenpox and parents taking their children out of school for holidays were the most significant cause of the decline. Because of the relatively steep decline in given year groups we are to carry out a detailed analysis of absence records during 2016 -17 in order to establish the true causes, and inform future strategies. We will continue with all other strategies and increase early intervention.</p> | £14,910 |

Whole School Initiatives

| Initiative | Impact | Cost |
|-------------------------------------|---|--------|
| Additional Educational Psychologist | Extra capacity to have children assessed and needs addressed – early intervention | £2150 |
| Enhancement Activities | Children have had extra experiences to support their development in creative writing – End of KS2 – 90% achieved Age Related Expectation. There is an upward year trend in writing achievement at the end of KS2. The positive impact of enrichment activities has promoted pupil confidence and enjoyment which has impacted positively on learning and attitudes to learning. | £6000 |
| Development of outdoor areas | The resources to enhance learning and develop skills in outdoor environment have been improved. Literacy sheds are now in place and resourced to support development in an outdoor environment. General resources to support delivery of the curriculum have also been purchased | £3000 |
| Staff training | Staff across the school access appropriate training. Staff have kept up to date with training – to support attainment and progress – see training records | £3000 |
| Kalmer Kids | Children with difficulties being supported with confidential counselling sessions. Pastoral support for vulnerable or at risk children which improves outcomes | £1810 |
| Class i-pad set | To support learning across the school – all classes have access to the i-pads which have provided an alternative approach to teaching and learning | £12000 |
| I-pads | To support staff in use of i-pads to promote children's learning | £4000 |
| Thrive training x 2 staff | We now have two Thrive practitioners in school to support the development of children's social and emotional development. A Thrive room has been set up and children have specified times for their Thrive input. An initial assessment is carried out on the children and this is then used to plan for their next stage of development. | £3181 |