

| 1. Summary information | | | | | |
|-------------------------------|-------------------------|---|----------|---|-----------|
| School | Riverley Primary School | | | | |
| Academic Year | 2017/18 | Total PP budget | £138,600 | Date of most recent PP Review | Sept 2017 |
| Total number of pupils | 430 | Number of pupils eligible for PP | 105 | Date for next internal review of this strategy | Jul 2018 |

| 2. Current attainment – 2017 KS2 | | |
|--|---|--|
| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving in reading, writing and maths | 88% | 67% |
| % making progress in reading | +6.02 | +0.33 |
| % making progress in writing | +4.90 | +0.17 |
| % making progress in maths | +6.94 | +0.28 |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
|---|---|
| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Broadening horizons of children- wider experiences |
| B. | Develop language and how to articulate thought |
| C. | Families reluctant to apply for financial support or register details which would provide Pupil Premium funding |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Mobility: families are being re-housed out of the borough- affects attendance of these pupils. |

| 4. Desired outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | PPG achieving age related expectations combined (r,w,m) in line with non PPG | Gap analysis will show closed gap in combined attainment at KS2 |
| B. | Families who are entitled to Pupil Premium funding are applying and receiving the support | Percentage Pupil Premium will increase to reflect accurate circumstances |
| C. | Culture of 100% achievement embedded in the wider curriculum | Children fulfilling their potential – performing in music and the arts |

Pupil Premium Strategy Statement

| 5. Planned expenditure | | | | | |
|--|---|--|--|------------------------|---|
| Academic year | 2017/18 | | | | |
| 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. | | | | | |
| i. 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? |
| All teaching is outstanding and good to ensure that children are achieving | Leadership in school are team teaching with staff to develop pedagogy, support planning and assessment | Most effective way to support professional development is to actively teach with staff to their own self identified targets. All teaching staff who have taken part have noted significant improvements in teaching style, books have improved and children have made more accelerated progress. | Staff to identify their own areas of development so that leadership can be effectively matched to the need. Ongoing and regular evaluations will ensure that the desired learning and progress is being made | HT, AHT, NQT Lead | Reviews will be done session by session and then a cumulative impact more formally reviewed every half term |
| Continuous professional development is meaningful and purposeful | Individual development plans completed and CPD sessions targeted to groups or hubs based on strengths and areas to develop in line with whole school priorities | CPD needs to be meaningful and show impact- not all staff have the same training needs and in order for training to have an impact, it needs to be bespoke according to individual needs. | Training needs identified on an ongoing basis and sessions planned half termly in advance to ensure current needs are met. Ensure sessions have a follow up and implementation plan followed by evaluation | HT, AHT, Subject leads | Half termly |
| Total budgeted cost | | | | | £6, 568 |
| ii. 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? |
| Children able to read fluently by the end of Year 1 | Phonics teaching in small targeted groups 1:1 and small group boosters daily | Gaps can be readily addressed in groups 1:1 and small group teaching allows for closer targeting of needs and areas for development. | Phonics lead to team teach and model sessions to ensure quality teaching Regular assessment cycle to provide gap analysis | Phonics lead, AHT | Half termly More informal weekly reviews of children's progress |



Pupil Premium Strategy Statement

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| Children working at age related expectations | Pre-teaching and Post-teaching PPG in small targeted groups | Addressing misconceptions and pre-teaching the lesson is proven to have the most impact in terms of accelerated progress; childrens' confidence in their own ability is improved. | Raising achievement meetings Data analysis Book looks | HT, AHTs | Half termly |
| Children able to express themselves clearly and coherently | Speech and language therapy | Speech and language therapists provide life-changing treatment, support and care for children who have difficulties with communication. | Regular evaluation of impact through therapist reports and teacher assessment | SENDCo team | 6 week cycle |
| Total budgeted cost | | | | | £63, 387 |

iii. 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? |
|---|--|---|---|--|--------------------------------------|
| Widening horizons of children to engage with new and stimulating experiences | Free provision to widen horizons- clubs, trips and experiences | Learning based in real life situations and events is more meaningful and has more of a lasting impact. | Clubs are planned to meet the interests of children, trips and experiences linked to topics of learning | Curriculum lead | Half termly |
| Children attending school every day, low rates of absence Children are punctual and well fed, ready for the day | Free breakfast club | Children come in early to have a good, healthy breakfast and socialise with their friends. | Drop ins to breakfast club Parent feedback | HT | 6 week cycle |
| Children working through project based curriculum to develop enterprise skills | Work with Enabling Enterprise | Enabling Enterprise is an award-winning not-for-profit social enterprise. It equips young people with the skills, experiences and aspirations they need to succeed in life. | Learning walks, planning sessions, book looks, child/parent/teacher feedback | Curriculum lead | 2 weekly cycle during Spring term |
| Children are taught high quality wider curriculum areas to ensure that provision is great and allows children to experience, explore, develop and hone talent | Music specialist teaching | As a creative outlet, children learn to express themselves in different ways and develop a skill for performance. Music, drama and sport develop and support cognition. | Work with music specialists including Waltham Forest Music Service, Purcell school of music and professional orchestras | Director of music Sports lead Drama lead | Half termly |
| | Drama specialist teaching | | | | |
| | Sport specialist teaching | | | | |
| Total budgeted cost | | | | | £68, 645 |

6. Review of expenditure

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|-------------------------------|------------------|
| Previous Academic Year | 2016-2017 |
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i. 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 (and whether you will continue with this approach) | Cost |
|---|---|--|--|-------------|
| Mixed phase groupings to challenge and extend learning Accelerated progress and all children achieving ARE | Mixed year group planning and teaching Planning supported from SLT as well as team teaching Small group teaching to accelerate progress and consolidate learning. Pre and Post teaching. | Children made accelerated progress and the gap for PPG narrowed. Standard and quality of teaching improved as ongoing assessment was rigorous and informed. All children, including those not eligible for PP benefited from the action. | Culture of 100% achievement is a mindset that works with staff and pupils Curriculum transitions are not always secure and there are, in areas, gaps in knowledge from one year to the next which can potentially slow progress | £108, 563 |

ii. 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 (and whether you will continue with this approach) | Cost |
|--|--|---|---|-------------|
| Active engagement in education including families and wider community Improved attitudes towards school and importance of education | Saturday School Free clubs, trips and experiences to support specific learning needs Extra curricular events for the local community | Engagement improved- higher turnout at events Parent-Teacher-Association established Pupil and community voice affecting positive change Attendance and punctuality improved | Community are keen to engage- types of events that appeal have been identified Saturday school is an offer that we could extend- very popular in the local community | £59, 077 |

7. Additional detail

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| N/a |
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