

1. Summary information					
<b>School</b>	Riverley Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£117,480	<b>Date of most recent PP Review</b>	Sept 2018
<b>Total number of pupils</b>	412	<b>Number of pupils eligible for PP</b>	103	<b>Date for next internal review of this strategy</b>	Sept 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	94%	70%
<b>progress score in reading</b>	6.9	0.3
<b>progress score in writing</b>	4.2	0.2
<b>progress score in maths</b>	7.8	0.3

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Metacognition: Articulating skills of learning
<b>B.</b>	Basing learning in real life experiences
<b>C.</b>	Developing independence in learners
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Support for children with educational needs that require professional external support and/or diagnosis

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	PPG achieving greater depth combined in reading, writing and mathematics in line with non PPG	Gap analysis will show no gap in combined attainment
<b>B.</b>	Children will understand themselves as learners and be able to verbalise how they use the characteristics of effective learning through feedback and discussion	PPG use language, as defined at Riverley Primary School, of learning to describe and analyse their own achievements as well as those of their peers
<b>C.</b>	Achievement at age related expectations and greater depth are in line with non PPG in the wider curriculum areas	Children take lead roles in musical and drama performances Children experience success in clubs, Tate art project and Architecture in Schools project
<b>D.</b>	Children are accessing support that is targeted and impactful to improve outcomes for children	Achieving in line or above school average

5. Planned expenditure					
Academic year		2018/19			
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?
Staff are reflective practitioners and develop best practice collaboratively	IRIS recording equipment to share best practice and develop pedagogical approaches to teaching and learning Tool can also be used for self reflection Pairs, small groups and whole staff professional development sessions led by IRIS technology	Team teaching and practical experience are proven to be the most effective approach to developing the quality of teaching at Riverley. This technology allows us to share practice more regularly, without constraints of time or staffing. IRIS also allows a more in-depth study of learning both of colleagues own teaching and practice that can learned from others IRIS will support colleagues to develop themselves as reflective practitioners	An agreement around the culture and use of IRIS has been decided upon Staff have self identified strengths and areas of development/interest that have been validated by leadership. Working pairs or groups will be established and videos will be shared and reflected upon Targeted areas will be revisited in a timely manner to evidence impact	LD	Half termly

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Home grown teachers are high functioning and values align with those of Riverley and the Trust	Riverley to be registered as a teaching school to host the Teacher Apprenticeship Programme. Continue to work with Premier Pathways and PGCE students to develop and contribute to the wider profession as well as a means of recruitment	Home grown staff are highly effective practitioners and receive exemplary support and training. Students and trainees at Riverley are judged as outstanding and good. Most successful recruitment recently has been home grown staff.	Continue to develop training opportunities including team teaching, IRIS, school based NQT programme and coaching opportunities. Work with external providers to establish Riverley as a teaching school and Apprenticeship provider.	GS	Half termly
<b>Total budgeted cost</b>					£69,369.48
<b>ii. Targeted support</b>					
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?
Needs of all learners are met and there are no gaps between groups and the average Individual education plans and provision maps are meaningful and consider the whole child	Edukey will support teaching staff to identify needs, set <i>smart</i> targets and review impact of methods of support	Targeted support for high achievement and wide horizons has a proven impact. Individualised plans that record and track impact of interventions or SEND support will allow a more focused and meaningful analysis of impact	Staff trained on Edukey and how to use the pre-loaded bank of targets that are linked to SEND provision and support SENDCo will ensure that targets are meaningful and that impact is linked to action with clearly identified next steps	KB	Half termly
<b>Total budgeted cost</b>					£27,683.45
<b>iii. Other approaches</b>					
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 will be able to speak about themselves and others as learners using the language of metacognition	School wide language established to enable pupils and staff (parents to a certain extent) to communicate and discuss learning/metacognition	There are significant gender differences in how children think and speak of themselves as learners that are limiting. To truly engage a growth mindset and identify one's own potential and achievements, children need to know, identify and be able to	Characteristics will be shared and discussed including staff and children identifying ways that they can be used and practiced	GE	3 weekly

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		evaluate and reflect on the characteristics of effective learning	On a rolling cycle, each characteristic will be explored, taught and focused on at a deeper level of understanding		
Independence and curiosity are at the centre of learning and drive discovery	Curriculum is revised to include project-based working including Tate Project, Architecture and Enterprise that relates back to half termly theme	Links across learning and centred around theme supports a creative approach to the curriculum and allows children to develop curiosity and questioning around a theme or topic	Planning sessions will provide staff with time and focus to converse and plan High aspirations for learning will be outlined collaboratively and plans will include wide horizons	GS	Half termly
<b>Total budgeted cost</b>					£20,427.07

6. Review of expenditure				
Previous Academic Year		2017/18		
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
All teaching is outstanding and good to ensure that children are achieving Continuous professional development is meaningful and developmental	Leadership in school are team teaching with staff to develop pedagogy, support planning and assessment Training is targeted based on strength and need and self led	Clear and evident impact for all children receiving a high quality education that puts Riverley in the top 2% of schools in England	Approach will continue and be refined according to need and school priorities	£6, 568
ii. 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
Children able to express themselves clearly and coherently Fluent readers by end of Year 1	Speech and language therapy Read Write Inc. including small group boosters	93% children reading at age related expectation at end of Year 1 Small boosters result in accelerated progress Speech and language skills develop and improve	Sessions in SALT shared with teachers to support measures Continue with Read Write Inc. including updates to programme	£63, 387
iii. 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

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<p>Children attending school every day, low rates of absence          Children are punctual and well fed, ready for the day          Widen horizons to provide new and engaging experiences for children          Broad and balanced curriculum</p>	<p>Free breakfast club          Provide free clubs          Specialist teaching in sports and arts          Social enterprise built into curriculum</p>	<p>Success criteria met          Attendance is above national average          Children are experiencing and developing new and stimulating clubs and experiences that inform life experience and provide a basis for learning          Social enterprise project work supports independence in learning and sparks thought to innovate, create and debate</p>	<p>We will build on this approach to build on success and develop impact</p>	<p>£68, 645</p>
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