

1. Summary information					
School	Riverley Primary School				
Academic Year	2019/20	Total PP budget	£140,000	Date of most recent PP Review	Sept 2019
Total number of pupils	452	Number of pupils eligible for PP	81	Date for next internal review of this strategy	Sept 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	94%	70%
progress score in reading	6.89	0.31
progress score in writing	4.17	0.24
progress score in maths	7.78	0.31

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.	Disadvantaged children start school with significantly lower starting points than their peers
B.	Reasoning skills of disadvantaged pupils are often limited compared to peers, often as a result of fewer life experiences
C.	Language is often limited, providing challenges for verbal reasoning and communication
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Positively engaging harder to reach families to raise expectations and aspirations for their children

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4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Outcomes for PPG pupils' at greater depth are, at least, in line with their peers.	Achievement is evidenced at greater depth across the curriculum.
B.	Families of children who are pupil premium attend events and celebrate achievements as part of the school family and community.	Increase in attendance of families to school events and celebrations. Active participation in the Riverley Family Association.
C.	Achievement at greater depth is in line with non PPG in the wider curriculum areas	Children take lead roles in musical and drama performances. Achievement is measured and evidenced at greater depth across the wider curriculum.
D.	PPG pupils' attitudes to learning and deeper thinking skills improved through the use of Learning in the Deep (Characteristics of Effective Learning)	Evidence in books, self reflections and pupil voice of deeper thinking, planned into the curriculum. Outcomes are improved, particularly in greater depth.

5. Planned expenditure					
Academic year	2019/20				
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?
Children are making links across the curriculum, are engaged and inspired independent learners.	Plan for the use of the Characteristics of Effective Learning throughout the curriculum. Create opportunities for children to work collaboratively as co-enquirers. Project based learning allows for self-directed learning.	Action research project found evidence that children utilise the characteristics of effective learning in a more meaningful way when learning is project based and explorative. To provide children with the meaningful opportunities to make links in their learning, be explorative and discovering, they need to have ownership of the curriculum and how they will achieve the learning intentions.	Learning walks Book looks Sharing best practice Team teaching Planning support Evaluation of outcomes and achievement Trials in year groups to explore effective teaching strategies	Senior Leadership Team	Implementation will be reviewed on a weekly cycle until it is established, when we will review twice per half term.



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Continue to build upon the exceptional phonics teaching and learning in Key Stage 2.	Use the speed sounds regularly to revise sounds and apply them to year group spelling teaching. Include phonics teaching strategies such as <i>hold a sentence</i> and <i>segmenting</i> for reading and writing.	Success of phonics teaching at PSC and KS1 is effective and teaching in spelling is most effective when building on prior knowledge and achievement. Team teaching and sharing best practice is effective in developing pedagogy.	Successful and skilful staff teamed up with teachers to support the development and use of phonics strategies. Self directed areas for development identified and prioritised.	English lead	Twice half termly
Total budgeted cost					£116,800
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?
Wider horizons provision is a meaningful part of education that adds to the curriculum in a meaningful way to enhance life experiences and outcomes for children.	Trips and wider experiences are planned throughout the year to enhance the curriculum and children's life experiences.	Real life experiences bring learning and meaning to life. Trips and experiences promote and support language development and reasoning.	Previous experiences will be evaluated. Trips and experiences will be planned for and evaluated. Learning links will be made explicit and evidenced.	Senior leadership team, Art lead, Music led, Drama lead	Twice every half term
Total budgeted cost					£17,600
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?
Raised aspirations of PPG pupils and their families of broader cultural and social stimuli and inspiration	Families targeted and encouraged to attend Proud Tradition events and school celebrations. Cultural experiences extended to families. Family support work.	Engaging families in cultural experiences is effective in including them in setting aspirations for their children and themselves.	Family feedback Pupil voice External validation to quality assure	Senior leaders, Wider leadership team	Half termly
Total budgeted cost					£5,600

6. Review of expenditure				
Previous Academic Year		2018/19		
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
<p>Staff are reflective practitioners and develop best practice collaboratively</p> <p>Home grown teachers are high functioning and values align with those of Riverley and the Trust</p>	<p>IRIS recording equipment to share best practice and develop pedagogical approaches to teaching and learning</p> <p>Tool can also be used for self reflection</p> <p>Pairs, small groups and whole staff professional development sessions led by IRIS technology</p> <p>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</p>	<p>IRIS has supported staff to share best practice whilst also self-identifying areas that they want to improve. This has resulted in staff collaborating to develop and fine tune their teaching approaches.</p> <p>2 teaching apprentices have been recruited who were, previously, employed as support staff. We have successfully recruited a Premier Pathways student to the NQT phase of training and development. Home grown leaders are also effective in their role. This all contributes to developing best practice and a curriculum that engages and inspires.</p>	<p>We will continue with this approach. The growth of a wider leadership team to study curriculum and engagement will be a great outcome in the future.</p>	<p>£69,369.48</p>
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



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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	Children achieving at greater depth has increased in all year groups. Individualised plans that record and track impact of interventions or SEND support allow for more focused and meaningful targeted teaching and planning.	Edukey needs more work to be embedded into practice as we recruited a new SENDCo, but it is off to a great start with every child having their personalised plan.	£27,683.45
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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
Children will be able to speak about themselves and others as learners using the language of metacognition Independence and curiosity are at the centre of learning and drive discovery	School wide language established to enable pupils and staff (parents to a certain extent) to communicate and discuss learning/metacognition Curriculum is revised to include project-based working including Tate Project, Architecture and Enterprise that	Autumn term has a newly innovated curriculum approach planned for that is centred around a theme and supports the use of a creative approach. Children are using the language of learning with some accuracy and the animal characteristics have supported this.	This approach will continue. Children and staff needed more time to truly engage with the meaning of each character and a re-brand was necessary and beneficial for the culture around the language.	£20,427.07

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk