

Pupil premium strategy statement:

1. Summary Information					
School:	Rivington Foundation Primary				
Academic Year:	2017/18 2018-19	Total PP Budget:	27,262 (funding at January Census if numbers remain)	Date of most recent PP Review:	October 2018
Total number of pupils:	120	Number of pupils eligible for PP:	18	Date for next internal review of this strategy:	March 2019

2. Current attainment 2016/17		
Attainment for 2017/18	Pupils eligible for PP	Pupils not eligible for PP/ National other
% achieving expected standard or above in reading, writing and maths	100%	83%
% achieving expected standard or above in reading	100%	92%
% achieving expected standard or above in writing	100%	83%
% achieving expected standard or above in maths	100%	83%

3. Barriers to future attainment (for pupils eligible for PP, including high ability) In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Attainment in reading, for a number of the children eligible for PP.
B.	Attainment in maths, for a number of the children eligible for PP, is below expected levels for their age.
C.	Attainment in writing, for a number of the children eligible for PP, is below expected levels for their age.
D.	More able disadvantaged pupils across the school are not always reaching the high standards of which they are capable.
E.	Fewer PP Children achieve greater depth across both key stages.
F.	Oracy –oral language skills for most PP children are lower as the children struggle with poor sentence structure and limited vocabulary. This limits reading comprehension, writing standards and understanding of complex maths problems.
G.	Typical lack of wider cultural experiences means that additional enrichment is required in order for pupils to access the curriculum.
H.	High numbers of PP in Y2 and Y4 and Y5 creating high demand for social and emotional support.
I.	PP pupils late to KS2 assessed and identified early to see if intervention is required.
J.	A large majority of PP pupils are also on the SEN register.

External barriers (issues which also require action outside school, such as low attendance rates)	
K.	Attendance and punctuality.
L.	Lack of parental support at home due to family difficulties.
M.	Physical and Mental Health of PP pupils of a concern.

4. Desired Outcomes:		
	Desired outcomes and how they will be measured:	Success criteria:
A.	Disadvantaged pupils accelerate their progress in reading and the attainment gap with other pupils diminishes.	Children progress in book bands throughout the year. Children improve their comprehension across all content domains. Children's improvement in attainment can be seen from the data tracking. Progress is in line or better than with peers. Children are assessed as 'Secure' for their age group in the Summer term assessment
B.	Disadvantaged pupils accelerate their progress in mathematics and the attainment gap with other pupils diminishes.	Children's independent work shows them to be working in line with their peers. Children's improvement in attainment can be seen from the data tracking. Attainment percentage is in line with peers. Children are assessed as 'Secure' for their age group in the Summer term assessment
C.	Disadvantaged pupils accelerate their progress in writing and the attainment gap with other pupils diminishes.	Children's independent work shows them to be working in line with their peers. Children's improvement in attainment can be seen from the data tracking. Attainment percentage is in line with peers. Children are assessed as 'Secure' for their age group in the Summer term assessment.
D.	Most able children eligible for the pupil premium are challenged in school and reach the high standards of which they are capable	Pupils eligible for PP identified as most Able make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing.
E.	Most able children eligible for the pupil premium are challenged in school and reach the high standards of which they are capable	Pupils eligible for PP identified as most Able make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing.
F.	Oral language skills for most PP children are raised with stronger sentence structure and improved vocabulary in their writing. Disadvantaged pupils accelerate their progress in writing and reading and the attainment gap with other pupils diminishes.	Children's independent work shows them to be working in line with their peers. Children's improvement in attainment can be seen from the data tracking. Attainment percentage is in line with peers. Children are assessed as 'Secure' for their age group in the Summer term assessment.

G.	Typical lack of wider cultural experiences means that additional enrichment is required in order for pupils to access the curriculum.	Children's independent work shows them to be working in-line with their peers.
H.	High level of welfare concerns amongst PP. High level of social needs amongst PP.	Early Help accessed for families involved and a reduction in the welfare concerns (pink sheets) for these pupils. Nurture support through a nurture curriculum. Nurture club and ELSA training for TAs during Spring term.
I.	Provide additional support for PP SEN pupils.	Mobile pupils to be at least in line with KS2 outcomes for non-mobile PP.
J.	PP pupils late to KS2 assessed and identified early to see if intervention is required.	Learning mentor provision to support emotional wellbeing and improve attitudes to learning Additional 1-1 support Appointment of a SENCo with specialism in supporting challenging behaviour Counselling support for both parents and pupils
K.	The attendance of PP children improves.	Reduce the number of persistent absentees among pupils eligible for PP. Attendance for the children is in line with national at 96%.
L.	Effective learning beyond the classroom supports pupil progress.	Children's homework and reading is completed in school with the same frequency and to the same level as their peers.
M.	Disadvantaged pupil's emotional needs are met through befriending. Families engage fully with the school.	To continue to support disadvantaged pupils with barriers to learning due to multiple vulnerabilities through the Pastoral Care Team, including the DSL and deputy DSL 's

5. Planned expenditure:

Academic Year:	2017/18 and 2018/19				
The headings below enable school to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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?
A) Disadvantaged pupils accelerate their progress in reading and the attainment gap with other pupils diminishes.	CPD for teachers on comprehension and questioning skills in line with the content domain as part of guided reading. Purchasing new reading books to stimulate enjoyment- especially for boys.	Effective questioning is shown to challenge children to improve their comprehension skills Raising children's awareness and enjoyment of reading has been proven to raise interest and then attainment in the subject.	Monitoring of high quality guided reading sessions. Impact on pupil achievement analysed including the impact of intervention.	SA/RC English Coordinator	January 2019

	<p>More able PP to have access to challenging and interest level material. To become reading mentors for the school. Reading Champion for 5/6</p> <p>EYFS & KS1 pupils receive more personalised phonics support to enable them to make better progress.</p> <p>1-1/small group Phonics tuition to ensure that PP pupils meet the Y1 Phonics Screening expectations.</p> <p>SEN & language interventions to improve S&L development for pupils in KS1 & EYFS.</p> <p>Specialist teacher once a week to support with reading development.</p> <p>Purchase LCC adapted units to ensure a focus on reading at the beginning of every unit.</p> <p>Provide training on the reading to writing process for all staff.</p> <p>Y1/2, Y3/4 and Y5/6 teacher to attend year-long Talk 5 training.</p> <p>HLTA placed into 5/6 for two mornings a week.</p>	<p>Enrichment for PP more able pupils will help to positively impact on their attainment. Funded librarians and enriched reading resources help to build culture of reading.</p> <p>PP pupils will show greater engagement with learning if they are reading fluently by the end of Y1.</p> <p>Phonics screening pass rate 2016-17: Disadvantaged: N/A Non-disadvantaged 86%</p> <p>Children with SLCN in the early years can have difficulty learning and accessing the curriculum. Language difficulties can impact on emotional development, with resultant behavioural difficulties and problems forming friendships.</p> <p>Quality first teaching of reading with a defined space within units of work will enable the raising of outcomes for all pupils.</p> <p>Quality first teaching of reading with a defined space within units of work will enable the raising of outcomes for all pupils.</p> <p>Experienced Y5/6 HLTA will raise skills in reading through focused booster. Additional teacher with a focus on Y2 will raise the reading</p>	<p>Application and monitoring by HT. Reading Champion to have oversight of programs.</p> <p>Monitoring of high quality phonics sessions. Impact on pupil achievement analysed including the impact of intervention.</p> <p>Impact on pupil achievement analysed including the impact of intervention. SEN</p>		<p>January 2019</p> <p>January 2019</p> <p>January 2019</p>
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	<p>Additional teacher placed into Y1/2.</p> <p>Keep up and Catch up sessions to be run daily by teachers/TA to support gaps or barriers to understanding.</p>	<p>outcomes for the higher number of PP children in that year group.</p>			
<p>B) Disadvantaged pupils accelerate their progress in mathematics and the attainment gap with other pupils diminishes.</p>	<p>Train teachers in planning for high quality reasoning and problem solving activities to deepen and accelerate learning,</p> <p>Appointment of new maths-coordinator who is a Maths Hub advisor.</p> <p>Maths Hub support with a moving to Mastery process.</p> <p>Trailing the use of White Rose to ensure move to mastery approach to teaching.</p> <p>HLTA placed into 5/6 for two mornings a week.</p> <p>Additional teacher placed into Y1/2.</p> <p>Keep up and Catch up sessions to be run daily by teachers/TA to support gaps or barriers to understanding.</p>	<p>Children will become more confident in using and applying their mathematical skills in investigative work.</p> <p>Quality first teaching of reading with a defined space within units of work will enable the raising of outcomes for all pupils.</p> <p>Quality first teaching of writing with a defined space within units of work will enable the raising of outcomes for all pupils.</p> <p>Experienced Y5/6 HLTA will raise skills in maths through focused booster.</p> <p>Additional teacher with a focus on Y2 will raise the maths outcomes for the higher number of PP children in that year group.</p>	<p>Ongoing monitoring of the teaching of mathematics and differentiation for disadvantaged pupils. Pupil achievement analysed and impact evaluated. Pupils interviews.</p>	<p>SA/AD Maths Coordinator.</p>	<p>January 2019</p>
<p>C) Disadvantaged pupils accelerate their progress in writing and the attainment gap with other pupils diminishes.</p>	<p>Provide training for teachers and TAs on developing children's writing skills through well focused interventions. Training on effective interactive phonics teaching.</p> <p>Training on the scaffolded process and quality grammar starters so that children have a</p>	<p>Well-chosen intervention is needed to diminish gaps in writing skills.</p> <p>Quality first teaching of writing with a defined space within units of work will enable the raising of outcomes for all pupils.</p> <p>Quality first teaching of writing</p>	<p>Learning walks will show use of resources and quality of intervention groups. Lesson observations and planning scrutinies will assess the impact on teaching methods</p>	<p>SA/RC English Coordinator.</p>	<p>January 2019</p>

	<p>solid bank of skills to use for independent writing.</p> <p>Purchase LCC adapted units to ensure a focus on reading to writing which supports quality outcomes.</p> <p>Provide training on the reading to writing process for all staff.</p> <p>Y1/2, Y3/4 and Y5/6 teacher to attend year-long Talk 5 training.</p> <p>HLTA placed into 5/6 for two mornings a week.</p> <p>Additional teacher placed into Y1/2.</p> <p>Keep up and Catch up sessions to be run daily by teachers/TA to support gaps or barriers to understanding.</p> <p>Specialist teacher once a week to support with writing development.</p>	<p>with a defined space within units of work will enable the raising of outcomes for all pupils.</p> <p>Experienced Y5/6 HLTA will raise skills in writing through focused booster.</p> <p>Additional teacher with a focus on Y2 will raise the reading outcomes for the higher number of PP children in that year group.</p>			
<p>D) Most able children eligible for pupil premium are challenged in school and they enjoy their learning.</p>	<p>More Able register identified and shared with staff / children identified on planning -Maths / English Led monitor more able and ensure challenge -'More Able' readers targeted for additional weekly teacher support.</p> <p>Maths Hub and Talk 5 project to support the development of Greater Depth across KS2.</p> <p>Extra teacher to be placed into KS1 in order to support challenge across all areas.</p>	<p>Resources used by staff to challenge most able children. When children are challenged then then, not only do they enjoy their learning but they look to challenge themselves and others further.</p>	<p>Pupil progress meetings will review data and interventions given as well as progress made. Learning walks will show use of resources and quality of extension exercises.</p>	<p>SA/RC</p>	<p>January 2019</p> <p>To take place in Spring term – reviewed in April 2018.</p>

	<p>HLTA in5/6 in order to support challenge across all areas.</p> <p>More able pupils to aspire to University and have a positive attitude towards FE</p>	<p>Children who have free school meals are significantly less likely to progress to university than their peers. This problem is particularly acute when looking at progression to highly-selective universities: 1in 2 privately educated children will succeed in securing a place, compared to 1 in 50 eligible for free school meals.</p>			
E) Fewer PP children achieve greater depth across both key stages.	<p>Staff training in Mastery for reading/writing and mathematics.</p> <p>Maths Hub mastery training to ensure that skills are being embedded and extended.</p> <p>Talk 5 English training to develop higher levels of reading and writing.</p>	<p>Resources used by staff to obtain mastery and to challenge children. When children are challenged then then, not only do they enjoy their learning but they look to challenge themselves and others further.</p>	<p>Pupil progress meetings will review data and interventions given as well as progress made. Learning walks will show use of resources and quality of extension exercises.</p>	SA/RC	January 2019
F) Typical lack of wider cultural experiences means that additional enrichment is required in order for pupils to access the curriculum.	<p>Provide pupils with the opportunity to attend residential trips, school visits, after school clubs and cultural opportunities.</p> <p>Enhanced reading provision with author days and additional cultural events (theatre performances, poetry week, pantomime, farm visits)</p> <p>After school clubs provided for PP</p> <p>Extra activities offered at lunchtime</p> <p>PP given access to Forest School tuition- raise the enjoyment of</p>	<p>Enriched curriculum will help to promote school attendance.</p> <p>PP Pupils struggle to have context for some aspects of curriculum if they haven't experienced it for themselves.</p> <p>Extra-curricular clubs lead to more positive attitude towards school, confidence and improved attendance.</p>	<p>Funding/partially funding trips.</p>	SA/RC	<p>January 2019</p> <p>Reviewed termly in advance</p>

	the curriculum and attendance. Forest School is an inspirational process, that offers all learners regular opportunities to achieve and develop confidence and self-esteem through hands-on-learning				Opportunities for outdoor learning placed across curriculum year planner.
G) Oracy –oral language skills for most PP children are lower as the children struggle with poor sentence structure and limited vocabulary. This limits reading comprehension, writing standards and understanding of complex maths problems.	<p>Training in the reading to writing process with a focus on Talk for Writing.</p> <p>Talk 5 year-long course for KS2 staff.</p> <p>Staff training in developing vocabulary.</p> <p>Starters/time fillers with a regular vocab development focus.</p> <p>Classroom displays supporting a development in vocabulary.</p> <p>Whole-class high quality texts to be read and discussed by all PP children.</p>	<p>Writing demonstrates age-related expectations</p> <p>Reading comprehension demonstrates age-related expectations</p> <p>Maths outcomes match age-related expectations</p> <p>PP children contribute more fully in class discussions</p> <p>When children read regularly, their reading and understanding of vocabulary improves. Exposure to high quality texts will broaden vocabulary range.</p>	<p>Pupil progress meetings will review data and interventions given as well as progress made. Learning walks will show use of resources and quality of extension exercises.</p>	SA/RC	January 2019
H) High level of welfare concerns amongst PP. High level of social needs amongst PP.	<p>Targeted PP families to have additional financial support for residential trips, school supplies and uniform – SENCO and DSL – without financial support PP pupils would not be able to access full curriculum offer. Uniform helps with child self-esteem and encourages attendance.</p> <p>Elsa training for TA to support children through a number of approaches including:</p> <ul style="list-style-type: none"> ➢ Mentoring ➢ Play therapy ➢ Working with 	<p>Early Help and support can make significant improvements to the life chances of young people.</p> <p>Support with financial issues at school will reduce the stress surrounding provision at school and enable PP children to have full access to the curriculum and a variety of educational experiences which will improve life-chances and opportunities.</p> <p>Regular, targeted nurture support with a key person allows PP children the opportunity to share any anxieties and worries</p>	<p>Nurture group records – with evaluations.</p> <p>Safeguarding files with evaluations and actions.</p> <p>Children’s progress improves.</p> <p>Children are happier in school and feel more confident in tackling their work.</p>	HT to monitor implementation and consistency of criteria for pupils selected for assistance. Early Help to also support SLT/Govs in making informed choices.	Termly

	<p>parents. Bespoke behaviour plans to be completed/ revised termly, with input from Behaviour support.</p> <p>Buy in Behaviour support, Early Help and EP services for bespoke advice and support for children facing difficulties.</p> <p>2x weekly club to promote inclusion and development of social skills.</p> <p>Early Help support to be accessed for specific needs.</p> <p>School nurture programme to support the emotional development of identified children.</p> <p>Lunchtime and Breakfast Nurture Clubs to provide support PP pupils who struggle on the school playground.</p> <p>Financial support where applicable to maximise opportunities for these children</p>	<p>– providing a safe environment in which they feel valued and can therefore flourish.</p>			
<p>1) PP pupils late to KS2 assessed and identified early to see if intervention is required.</p>	<p>New pupils assessed quickly to understand if any intervention is required or if they are to be placed on PIVATs. Staff to have a comprehensive understanding of the records received from previous school- phone call made to previous teacher if possible. Engagement with parents as soon as possible – to form a trusting link where the best interest of the child are at the forefront. Discuss with parents any intervention/approaches that</p>	<p>Early and immediate action will ensure that gaps are identified and addressed as soon as is possible.</p> <p>Creating a sound relationship with new parents creates a supportive ethos where the child is at the centre and progress and attainment can be improved</p>	<p>Pupil progress meetings will review data and interventions given as well as progress made. Learning walks will show use of resources and quality of extension exercises.</p>	<p>SA/RC</p>	<p>January 2018</p>

	are to be made.				
J) A large majority of PP pupils are also on the SEN register.	<p>Provide additional support and resources for PP SEN pupils Learning mentor provision to support emotional wellbeing and improve attitudes to learning</p> <p>Additional 1-1 support</p> <p>Counselling support for both parents and pupils</p>	<p>Pupils with emotional behaviours need addition support to address these needs alongside learning needs. Emotional wellbeing is key to supporting pupils learning School data shows that in year groups where PP pupils are also on the SEN register they need to make accelerated progress to bring them in line with all pupils</p>	Part of SIP – SLT regularly review this.	SA/RC/AD	January 2018
K) The attendance and punctuality of PP children improves	<p>Attendance data will be analysed and celebrated weekly. . Robust systems in place for identifying children absent.</p> <p>Daily monitoring of PP children’s attendance, with phone calls home to parents of absent PP children.</p> <p>DSL and deputies to support families in ensuring PP children come to school regularly.</p> <p>Free entry to Breakfast Club every morning to encourage PP pupils to arrive in good time for start of lessons.</p> <p>Analysing data can identify any trends that occur and can be responded to appropriately. The class with the best attendance will be rewarded in celebration assembly.</p> <p>Parent contracts put in place for those who require them to ensure a positive improvement in attendance records and lateness.</p> <p>TA staff used to support those families who are finding getting</p>	<p>Early identification and involvement of parents in the importance of attending school will improve attainment for pupils.</p> <p>We cannot improve attainment if they are not attending.</p>	The school office manager will analyse attendance on a weekly basis.	SA/AR	Half-termly or more if required.

	<p>children to school difficult-nurture programmes to support with any friendship difficulties. Regular contact with home sought for those children whose families need this support.</p> <p>Access further support from Early Help for those children with persistent absence.</p>				
L) Effective learning beyond the classroom supports pupil progress	Home/school communication continually developed and kept open. Children whose parents are unable to help them at home with reading or homework, will be read with daily and be given an opportunity to complete work in school.	Children have specific time in the school day to complete tasks normally done at home. Emotional support in place for children when needed. Children have the opportunity to talk to designated TA. Social stories can be used. PSHE lessons on relevant topics. Meetings with parents to discuss support.	In collaboration with Class teacher and Head teacher the communication between home and school will be continually assessed.	SA/RC/AD	January 2018
M) Disadvantaged pupil's emotional needs are met through befriending. Families engage fully with the school.	<p>Early Help accessed where appropriate.</p> <p>Regular meetings and discussions with families to ensure that needs are being met.</p> <p>Key contact within school for each family.</p>	When barriers to learning are reduced and support provided children are able to make more significant progress.	PP review meetings. TAF meetings and the CAF process.		
				Cost:	£27,262

I. 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's attainment and progress in reading increases at least in line with non-pupil premium children. This will be measured using KLIPS.	PP children receive daily reading and quality 1:1 discussion about the book that is being read.	When children read daily they gain in confidence. Those 10-15 minutes of chatting about the book and linking the story to something they have experienced helps them to remember in long term memory what they have learned.	Learning walks monitor the learning environment.	SA/RC English Co-ordinator	January 2018
Children's attainment in maths	Children will receive extra maths	When children receive targeted support, with	Pupil progress meetings, which will	SA/AD	January 2018

increases in line with non-pupil premium children. This will be measured using Lancs KLIPS.	support with a TA. Accurate assessment using FSP, PIVATS and KLIPS Assessment (Lancs), will inform next steps	specific aims over a specific time period it has been shown to impact attainment favourably.	include the Inclusion Manager, will review data and interventions given (daily readers) as well as progress made.	Maths Co-ordinator	
Children's attainment in writing increases in line with non-pupil premium children. This will be measured using KLIPS assessment.	Children will receive extra writing support with a TA. Accurate assessment using PIVATS and KLIPS, will inform next steps. SENDco to attend PIVATS training (Lancs CC) TAs to attend PIVATS training. Differentiated task in lessons are designed to start at the pupil's level and move them towards expected standard. IT and other practical resources updated so that children can use programs in the classroom setting as well as the ICT suite	When children receive targeted support, with specific aims over a specific time period it has been shown to impact attainment favourably. Assessment outcomes will be accurate and findings will be swiftly addressed with booster activities delivered by a teacher or a TA. Quickly reacting to children's needs has shown to be fundamental in accelerating progress. Use of IT and other resources to help develop children's understanding caters for different learning styles and helps to engage children with the subject.	Pupil progress meetings will review data and interventions given as well as progress made. Learning walks will show use of resources and quality of intervention groups. Book trawls will show relevant differentiation and level of challenge in raising pupil attainment.	SA/ RC English Co-ordinator	January 2018
Most able children eligible for pupil premium are challenged in school and they enjoy their learning.	Challenges and activities for more able children are identified in planning. Open ended tasks are used routinely to stretch children's thinking. Experiences are planned for that directly have most able children in mind. STEM group. Staff are aware of relevant resources to stretch and challenge most able children.	Differentiation is clear in books. This means children will be engaged and challenged. Marking and feedback shows stretch and challenge activities for most able children not used with other children in the class. This means children are enthusiastic in lessons knowing they are going to be challenged. Resources used by staff to challenge most able children. When children are challenged then then, not only do they enjoy their learning but they look to challenge themselves and others further. Most able children will be working at greater depth by the end of the year.	Pupil progress meetings will review data and interventions given as well as progress made. Learning walks will show use of resources and quality of extension exercises. Book trawls will show relevant differentiation and level of challenge in raising pupil attainment	SA/RC/AD	January 2018
The attendance of PP children improves	Topics will interest all children and especially PP children. They will include WOW days. Forest school, Art/dt work and exciting activities will be planned throughout the term. Attendance data will be analysed and celebrated weekly. TAF meetings will organised as needed in order to support families as needed. Robust systems in place for identifying children absent. CAF Training to	When a child cares about the topics learned and their purpose this can be a hook to want them to come to school. WOW days and exciting activities throughout the term will be fun and the children will want to be part of them. Our PP children enjoy hands on activities and outdoor learning. Analysing data can identify any trends that occur and can be responded to appropriately. The class with the best attendance will be rewarded in celebration assembly.	Topic planning will be shared with parents. Wow days will be shared with the children and parents as something to look forward to. They will be in the diary on the website. Forest school, DT and outdoor learning will be regular. The school office manager will analyse attendance on a weekly basis.	SA/RC/AR	January 2018

<p>The impact that challenges parents have at home regarding their health on their child's learning is minimised as much as possible.</p>	<p>be provided for staff. Home/school communication continually developed and kept open. Children whose parents are unable to help them at home with reading or homework, will be read with daily and be given an opportunity to complete work in school.</p>	<p>Children have specific time in the school day to complete tasks normally done at home. Emotional support in place for children when needed. Children have the opportunity to talk to designated TA. Social stories can be used. PSHE lessons on relevant topics. Meetings with parents to discuss support.</p>	<p>In collaboration with Class teacher and Head teacher the communication between home and school will be continually assessed.</p>	<p>SD/AD</p>	<p>January 2018</p>
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