

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Rivington Foundation Primary School
Pupils in school	125
Proportion of disadvantaged pupils	13%
Pupil premium allocation this academic year	£27,000
Academic year or years covered by statement	2018-18 and 2019-20
Publish date	December 2019
Review date	December 2020
Statement authorised by	Sarah Annette/Andrea Glynn
Pupil premium lead	Sarah Annette
Governor lead	Andrea Glynn

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	7.39
Writing	11.21
Maths	0.06

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	0%- combined. 100% Reading, 100% Writing, 0% Maths.
Achieving high standard at KS2	0%
Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training in order to improve outcomes at Y2. and Y1 phonics.
Priority 2	Work with the maths hub and purchase textbooks to embed Teaching for Mastery across all year groups in order to improve outcomes at Y2 and Y6.
Priority 3	Ensure all relevant staff (including new staff) have received paid-for training in order to improve

	outcomes in phonics ay Y1.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£7,250

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS1 Reading.	Sept. 21.
Progress in Writing	Achieve national average progress scores in KS1 Writing.	Sept. 21.
Progress in Mathematics	Achieve average KS2 and KS1 Mathematics progress score.	Sept. 21.
Phonics	Achieve national average expected standards in PSC.	Sept. 21.
Other	Levels of attainment for disadvantaged at KS1 are in-line with non-disadvantaged.	Sept. 21.
Other	Most able children eligible for the pupil premium are challenged in school and reach the high standards of which they are capable	Sept. 21
Other	Improve attendance of disadvantaged pupils to LA average of 96%	Sept. 21

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training in order to improve outcomes at Y2. and Y1 phonics.
Priority 2	Work with the maths hub and purchase textbooks to embed Teaching for Mastery across all year groups in order to improve outcomes at Y2 and Y6.
Priority 3	To access training for NQT to secure good outcomes for pupils.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	Click or tap here to enter text.
Measure	Activity
Priority 1	Use TA2 in Y1 and Y2, TA2 in Y3 and Y4 and TA3 in Y5 and 6 to target disadvantaged pupils who are

	underperforming in reading.
Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations.
Priority 3	Establish small group reading, writing and spelling interventions for disadvantaged pupils falling behind age-related expectations.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£13,000

### Wider strategies for current academic year

Measure	Activity
Priority 1	Creating and embedding a Magic Club – before and after-school.
Priority 2	Releasing School SENCO to support children requiring external intervention and to support families with attendance and acute need.
Priority 3	Learning Mentor - ELSA training, DSL training and nurture link with wider cluster of schools for Learning Mentor.
Barriers to learning these priorities address	Improving attendance and readiness to learn for disadvantaged pupils.
Projected spending	£6750

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to staff professional development.	Use of INSET days and additional cover being provided by senior leaders.
Targeted support	Ensuring enough time for school maths-lead to support small group intervention.	Maths lead released to work with staff on interventions.
Targeted support	Ensuring enough time for school English-lead to support small group intervention.	English lead released to work with staff on interventions.
Wider strategies	Engaging the families facing most challenged	Working closely with LA and external agencies – CISS/GHIST/Early Help/EP on programmes of work.

## Review: last year's aims and outcomes

Aim	Outcome
<p>Disadvantaged pupils accelerate their progress in reading and the attainment gap with other pupils diminishes.</p>	<ul style="list-style-type: none"> <li>• The percentage of FSM students achieving the expected standard in Y1 Phonics is 16.7% less than the Non-FSM students average, and 20.6% less than the Nat. FSM average.</li> <li>• The percentage of FSM students at Rivington Foundation Primary School achieving the expected standard in Reading at KS1 is 66.7% less than the Non-FSM students average, and 62.0% lower than the Nat. FSM average.</li> <li>• The Overall Progress Score KS2: Reading amongst Disadvantaged students is 8.19 points higher than the Non-Disadvantaged students average, and 8.01 points more than the Nat. Disadvantaged average. This group is outperforming the Non-Disadvantaged students average by 6.57 points more than they were in 2016/17.</li> <li>• The percentage of Disadvantaged students at Rivington Foundation Primary School achieving the expected standard in Reading at KS2 is 25.0% higher than the Non-Disadvantaged students average, and 38.1% higher than the Nat. Disadvantaged average. This group is outperforming the Nat. Non-Disadv. average by 44.8% more than they were in 2016/17.</li> <li>• The Average Scaled Score for Reading at KS2 amongst Disadvantaged students is 1.3 points more than the Non-Disadvantaged students average, and 1.8 points more than the Nat. Disadvantaged average. The school gap has narrowed by 3.5 points since 2016/17.</li> </ul>
<p>Disadvantaged pupils accelerate their progress in mathematics and the attainment gap with other pupils diminishes.</p>	<ul style="list-style-type: none"> <li>• The Overall Progress Score KS2: Maths for Disadvantaged students at Rivington Foundation Primary School is 1.99 points lower than the Non-Disadvantaged students average, and 0.77 points higher than the Nat. Disadvantaged average. The school gap has widened by 6.79 points since 2016/17.</li> <li>• The percentage of Disadvantaged students at KS2 achieving the expected standard in Maths is 91.7% lower than the Non-Disadvantaged students average, and 67.2% lower than the Nat. Disadvantaged average. The school gap has widened by 107.8% since 2016/17.</li> <li>• The Average Scaled Score for Maths for Disadvantaged at KS2 students is 8.1 points less than the Non-Disadvantaged students average, and 4.8 points less than the Nat. Disadvantaged average. The school gap has</li> </ul>

	<p>widened by 9.7 points since 2016/17.</p> <ul style="list-style-type: none"> <li>The percentage of FSM students achieving the expected standard in Maths at KS1 is 73.3% less than the NonFSM students average, and 62.5% lower than the Nat. FSM average.</li> </ul>
<p>Disadvantaged pupils accelerate their progress in writing and the attainment gap with other pupils diminishes.</p>	<ul style="list-style-type: none"> <li>The Overall Progress Score at KS2: Writing for Disadvantaged students at Rivington Foundation Primary School is 13.57 points more than the Non-Disadvantaged students average, and 10.95 points more than the Nat. Disadvantaged average. This group is outperforming the Non-Disadvantaged students average by 8.50 points more than they were in 2016/17.</li> <li>The percentage of Disadvantaged students achieving at the expected standard in Writing at KS2 is 16.7% more than the Non-Disadvantaged students average, and 32.3% higher than the Nat. Disadvantaged average. This group is still outperforming the Nat. Non-Disadv. average but by 1.8% less than they were in 2016/17.</li> <li>The percentage of FSM students at Rivington Foundation Primary School achieving the expected standard in Writing at KS1 is 66.7% lower than the Non-FSM students average, and 55.0% lower than the Nat. FSM average.</li> </ul>
<p>Most able children eligible for pupil premium are challenged in school and they enjoy their learning.</p>	<ul style="list-style-type: none"> <li>The percentage of FSM students achieving greater depth within the expected standard in Reading in KS1 is 26.7% lower than the Non-FSM students average, and 13.8% lower than the Nat. FSM average.</li> <li>The percentage of FSM students achieving greater depth within the expected standard in Writing in KS1 is 13.3% lower than the Non-FSM students average, and 7.2% lower than the Nat. FSM average.</li> <li>The percentage of FSM students achieving greater depth within the expected standard in Maths in KS1 is 20.0% lower than the Non-FSM students average, and 11.8% less than the Nat. FSM average.</li> <li>The percentage of Disadvantaged students achieving the higher standard in Reading, Writing &amp; Maths at KS2 is 8.3% less than the Non-Disadvantaged students average, and 4.7% less than the Nat. Disadvantaged average. The school gap has widened by 53.2% since 2016/17.</li> </ul>
<p>High level of welfare concerns amongst PP. High level of social needs amongst PP.</p>	<ul style="list-style-type: none"> <li>School safeguarding files and SEND demonstrate an increase in support needed for the most disadvantaged. This is being continually monitored and is producing positive results in terms of attendance, well-being and progress.</li> <li>School continues to commit both finance, resources and time to the development of</li> </ul>

	these services through DSL training, SENCO release and Learning Mentor training in the next financial year.
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