

### Use of Pupil Premium 2018/19

#### **Background**

The Pupil premium is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM), Service children and children who have been 'Looked After' continuously for more than 6 months. It also includes pupils eligible for FSM at any point in the last 6 years (known as the Ever 6 FSM measure).

Schools are free to spend the Pupil Premium as they see fit. However, we will be held accountable for how we have used the additional funding to support pupils from low-income families. From September 2012, we were required to publish online information about how we have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the premium and the extra support that they receive. Although the funding is allocated per financial year, the following information is about our planned spending for the school year 2017-18.

#### **Our School**

In 2018-19 Riders Junior School are due to receive approximately £248,862 for Pupil Premium. Other funding was added to this from the school budget to ensure that we could support as many pupils as possible; giving a range of experiences and opportunities as well as raising attainment and accelerating progress, based on areas identified as the main barriers to educational achievement for eligible pupils.

#### **Main barriers to educational achievement**

Many of the children at Riders, including but not exclusively those that are entitled to Pupil Premium funding, have limited opportunities. We therefore aim to enrich the children's school experience and ensure that our pupils have access to as many educational and social opportunities as possible; not restricting their opportunities due to lack of funds in the home.

Many of our learners and families are 'Hard to Reach'. We aim to create a community-led environment whereby parents feel comfortable to come in to school; ask for support and help if needed; support their children in their learning and recognise the importance of education.

Targeted support through teaching and learning strategies as well as interventions are necessary to remove barriers for our vulnerable and disadvantaged learners. Some of these interventions are not directly linked to learning but are through support with attendance, social and emotional needs or other environmental factors.

<b>End of Key Stage 2 2018</b>		
	<i>Whole cohort</i>	<i>Pupils eligible for PP</i>
% achieving Expected Standard in Reading	54%	50%
% achieving Greater Depth in Reading	7%	6%
% achieving Expected Standard in Writing	71%	63%
% achieving Greater Depth in Writing	9%	16%
% achieving Expected Standard in Maths	50%	41%
% achieving Greater Depth in Maths	5%	6%
% achieving Expected Standard in Reading, Writing and Maths	38%	38%
% achieving Greater Depth in Reading, Writing and Maths	3%	3%
% achieving Expected Standard in Grammar, Spelling and punctuation	54%	41%
% achieving greater Depth in Grammar, Spelling and punctuation	11%	3%

<b>Contextual information September 2018</b>	
Number of pupils on Roll	308
% of Pupils Eligible for Pupil Premium	63.3%
Number of pupils with EHCPs	3
Number of Children Looked After	2

<b>Attendance (September 2017-July 2018)</b>				
	<i>Whole School</i>	<i>Pupils eligible for PP</i>	<i>Non PP</i>	<i>National average</i>
JUNIORS	93.5%	91.8%	95.1%	

### Key Objective for 2018/19

***A high level of whole federation engagement in the values of 'opportunity, achievement and community' will improve outcomes for all groups of children so that they are at least in line with national averages.***

#### **Teaching and Learning – raising attainment**

Ensuring that the quality of teaching and learning is consistently good or better; appropriate for our pupil groups and achieves positive pupil outcomes through a relevant and engaging curriculum

Planned spend	Purpose	Targeted Pupils
Curriculum related trips and residential visits.	The school covers the cost of travel to curriculum related trips, reducing cost for parents and therefore ensuring that these visits can take place and no one is disadvantaged. We also subsidise the residential visit to Stubbington for Year 4 pupils.	Whole School
Continued Professional Development for Middle Leaders	Improve the quality of teaching and learning and therefore pupil outcomes by ensuring that middle leaders have the necessary and most up to date skills, knowledge and understanding: <ul style="list-style-type: none"> <li>• Joint cluster middle leadership project focused on attainment of disadvantaged pupils.</li> <li>• Access to termly individual leadership coaching in order for leaders to reflect and evaluate their own impact on pupil outcomes and their leadership of others in raising standards for groups of pupils.</li> </ul>	All year groups- targeted actions/responsibilities for disadvantaged pupils.
Employment of Speech and Language therapist	We employ a Speech and Language therapist 2 days per week (one day in each school). She supports individual pupils, families and provides CPD to staff and oversees speech and language groups run by support staff.	Targeted pupils
Use of HLTA to carry out targeted Speech and Language interventions	Based on previous assessments carried out by the Speech and Language Therapist, an HLTA has been trained in delivering Speech and Language intervention groups for targeted children.	Targeted pupils with speech and language needs identified by SALT
Continued Professional Development for staff	Improve the quality of teaching and learning and therefore pupil outcomes by ensuring that staff have the necessary and most up to date skills, knowledge and understanding: <ul style="list-style-type: none"> <li>• 'Include Me' project- Inclusion co-ordinator and HT. Series of sessions.</li> <li>• 'Tackling Disadvantage' course- series of sessions and follow up work o-ordinated and led by middle leader</li> </ul>	Disadvantaged pupils across the school
		<b>Cost: £52,000</b>

**Teaching and Learning- meeting the needs of all learners**

Removing barriers and supporting all pupils in order to achieve positive pupil outcomes; assessing pupils accurately and using assessment information appropriately.

Planned spend	Purpose	Targeted pupils
Employment of an additional TA for interventions and additional provision	An additional TA is allocated to year 3 in order to provide targeted interventions and additional provision for children not on track to achieve Age related expectations.	Various intervention groups in Year 3
Nurture provision for targeted pupils	Approximately 20 pupils have been identified in the Year 6 cohort who would benefit from small group nurture work on self-esteem, anger management and social skills. The sessions will run in the afternoons, led by the Inclusion co-ordinator and a TA. The work is planned with advice and guidance from PBS.	Year 6 Autumn term and then children from across the school as appropriate.
Training for HSLWs in 'Family Links Nurture'	The HSLWs will be trained as parent group leaders in 'Family Links Nurture' in order to carry out this targeted training on site with Riders parents.	Targeted parents
Therapeutic Story Writing	An ELSA is trained in therapeutic story writing- this provides one to one targeted time for pupils who benefit from expressing their thoughts, anxieties and needs through story writing.	Individuals identified through referral system.
Story Links training	2 TAs will receive training in and then run sessions of therapeutic story writing with children and their parents. Aimed at children at risk of exclusion.	Individuals identified through referral system where parents will support and engage.
1:1 tuition	A qualified teacher will run sessions on a weekly basis in the Spring Term onwards for pupils not on track to <u>achieve Age Related Expectations. Autumn 2 onwards.</u>	Targeted disadvantaged pupils in Year 6
Targeted time for member of the admin team to work on attendance	In order to improve attendance, a member of the admin team has responsibility for monitoring absence. This role includes informing relevant staff if vulnerable pupils are absent; making phone calls to parents; writing letters; monitoring absence; managing holiday and absence requests; organising attendance rewards and incentives and liaising with the LA Court officer regarding Attendance Legal panel referrals and Fixed Penalty notices.	Children across the school.
Sport sessions to encourage teamwork and co-operation.	A group of pupils has been identified by the teaching staff to take part in additional Sport sessions once a week during the school day. These sessions will be run by a sport coach who will support development of team skills, problem solving and co-operation.	Group identified by teachers

Planned spend	Purpose	Targeted pupils
Employment of a Home School Link Worker	The HSLW works closely with vulnerable children and families; supporting attendance, safeguarding concerns and challenging family circumstances.	Whole school
Employment of 2 ELSAs (Emotional Literacy Support Assistants)	The ELSAs support individuals finding it challenging to access the curriculum. This work takes place in class and as individual/small group work outside of the classroom; building children's social skills and self-regulation.	Targeted children in all year groups.
Employment of counsellor	A counsellor is employed to work one to one with some of our pupils with specific emotional needs.	Pupils from across the school
School uniform support for vulnerable families	Working closely with families, we recognise that many children are disadvantaged and vulnerable. We often buy items of uniform for families of children who are on child protection plans and/or are experiencing high levels of need. We also provide a free school jumper for every new child.	Children from across the whole school
Breakfast Club	The breakfast club runs every morning. It provides before school child care for working parents, as well as supporting many of our pupils with attendance, social or emotional needs.	Children from across the school
Funded places at Breakfast Club	The school has a breakfast club. Based on need on a case by case basis, funded places are offered to vulnerable families. For example pupils on child protection plans; families with external agencies involved or pupils experiencing high levels of anxiety in the mornings.	Whole school
Books for children	Children will be encouraged to read for pleasure at home. Books will be purchased to be used as rewards and incentives for pupils- linked to learning behaviour work and as half termly prizes related to curriculum achievement.	Whole school.
Attendance rewards and incentives	Pupils with attendance below national average will be targeted and receive rewards linked to improved attendance; based on individual action plans.	Targeted pupils with attendance below national average.
		<b>Cost: £180,000</b>

Additional spending tbc

Replacement of counsellor

**Total planned spend: £232,000**

DRAFT