



Pupil premium strategy statement

1. Summary information					
School	Riders Federation (Riders Infant and Junior School)				
Academic Year	2019-20	Total PP budget Infant Junior	420,540 155,680 264,860	Date of most recent PP Review	September 2019
Total number of pupils Infant Junior	531 191 340	Total number of pupils eligible for PP <u>Infant:</u> 48% FSM / Ever 6 Looked After Service Funding <u>Junior:</u> 61% FSM / Ever 6 Looked After Service Funding	297 90 4 0 204 0 2	Date for next internal review of this strategy	November 2019
Attainment: Summer Term 2019					
(Year 6) – End of KS2 attainment			PP Funded		
% securely meeting age-related expectations + in r/w/m combined			17.4%	All: 22.9% Non PP: 33.3%	
% securely meeting age-related expectations + in reading			32.6%	All: 40% Non PP: 54.2%	
% securely meeting age-related expectations + in writing			32.6%	All: 41.4% Non PP: 58.3%	
% securely meeting age-related expectations + in maths			34.8%	All: 40% Non PP: 50%	
(Year 2) –End of KS1 attainment					
% securely meeting age-related expectations + in reading			55%	All: 52.2% Non: 48%	
% securely meeting age-related expectations + in writing			33%	All: 33% Non:34%	
% securely meeting age-related expectations + in maths			51%	All: 51.1% Non: 51%	
Attainment in Phonics – Year 1					
% of children securely achieving expected standard			38.5%	All: 55%	
Attainment (Year R) –June 2019					

% achieving good level of development	63.9%	All: 69.1%
% securely meeting age-related expectations + in reading	72.2%	All: 75% Non: 78.1%
% securely meeting age-related expectations + in writing	63.9%	All: 69.1% Non: 75%
% securely meeting age-related expectations + in maths (number)	80.6%	All: 79.4% Non: 78.1%

2. 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.	Although the number of pupils eligible for PP funding and also on the SEND register varies a high proportion of pupils join the school with communication and language delay.
B.	A significant number of pupils need support to become more emotionally literate, recognising and understanding their emotions and developing the strategies to manage their emotions appropriately. This often affects their capacity to sustain learning.
C.	There is a need to ensure that all learners are consistently challenged so they have the opportunity to secure good progress from their varied starting points.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Some children join the school part-way through the school year and, in addition, some are in temporary accommodation so stay for only a brief period of time.
E.	Some children eligible for PP have low attendance or / and are persistently absent.

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	A key focus of in class provision is on the development of language and communication skills with variation and intervention tailored to pupil needs.	Tracking of progress in Communication and Language from the early years shows at least 75% of children making accelerated progress from their starting point. Throughout KS1 and KS2 there is clear evidence of identified children making accelerated progress through tracked interventions and through evidence of improved language use in their writing.
B.	In class provision, ELSA and well-being intervention work will be carefully tailored to the needs of individual pupils	Case studies show children displaying increased resilience to enable them to access their learning make progress at least in line with their non PP counterparts.
C.	The majority of PP children make at least expected progress and a high number make accelerated progress through the high expectation, increased challenge and well-resourced provision tailored to their needs,	Clear evidence of progress will be seen in the child's work books, through focused observations and through assessment evidence gathered by teachers and leaders over time
D.	Children are well supported to make rapid progress socially, emotionally and academically from whatever point they join the school.	Children are carefully assessed and tracked from their point of entry and provided personalised support to progress well.
E.	Improved attendance leading directly to improvements in progress and achievement in learning. Measured through attendance reviews and tracking and pupil progress reviews	Improved attendance at 96% or above particularly for targeted children which in turn impacts positively on increased progress (high numbers achieving ARE or GD standards)

4. 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?
To narrow the gap in language delay to enable children in early years and KS1 to make swift and significant progress with their language and communication skills and ensure the focus on developing language progresses at an age-appropriate level in KS2.	Whole class targeted interventions combining Word Aware / Word Aware 2 and Talk Boost strategies with tier 1 / 2 word acquisition foci	There is evidence of children improving their spoken language, which, in turn is having a positive impact on reading and writing outcomes.	Moderation and monitoring – regular book looks / drop ins and lesson observations Focus in planning and on class displays / working walls (including regular and timely updating of displays at point of learning)	Eng lead and speech and language team to train and lead whole staff development	At least half-termly with data evidence at pupil progress meetings
To ensure all pupils are exposed to an increasingly creative curriculum where there are meaningful purposes to writing and high aspirations and ambitious text drivers provide scope for higher standards and, where Appropriate, GD standards.	Increasing exposure to effective capture, sift and sort learning journeys across KS1 and KS2 with effective task variation	To ensure all pupils understand the purpose for their writing and are increasingly well supported through task design and scaffolding to achieve outcomes of a high standard	PD meetings and support by Headteachers and Eng Adviser for all staff and specific year teams as appropriate	HTs and literacy adviser	Focus work with Year teams for planning and assessment weekly / moderation at least half-termly

<p>Ensuring teaching and learning in maths enables all learners to make good progress, and that there are increased opportunities for more children to secure the expected standard and more pupils to learn at greater depth.</p>	<p>Ensuring planning at all levels focuses strongly on the acquisition and application of key skills and big ideas in a problem-solving context</p>	<p>To ensure all pupils have opportunities to deepen learning and understanding and are well supported to secure skills confidently without gaps.</p> <p>staff are confident in how to best plan for and support this provision including appropriate use of visual, pictorial and abstract models</p>	<p>Focus in PPA sessions through shared moderation and planning.</p> <p>Additional training / support for identified staff</p>	<p>Headteacher s, Maths leaders, year leaders and maths adviser</p>	<p>PD Focus Weekly in Autumn Term and re-visit half-termly</p>
<p>To ensure that all pupils have opportunity to make at least good progress in their learning through sustained good and better teaching in all classes</p>	<p>A triangulated approach to monitoring and further development and support tailored to each individual</p>	<p>To ensure all pupils benefit from consistently good quality approach to teaching, learning and assessment</p>	<p>Strong programme of induction and development for all staff</p>	<p>HT / DHT / LA advisers / consultant HT</p>	<p>Termly focus</p>
<p>Total budgeted cost</p>					<p>£75,000</p>

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?
To narrow the gap in language delay to enable children in early years and KS1 to make swift and significant progress with their language and communication skills and ensure this progress continues throughout	Early Talk Boost and Talk Boost / Speech and Language Link identified small group additional intervention programme / individual speech and language therapy programmes	There is evidence of children improving their spoken language, which, in turn is having a positive impact on reading and writing outcomes.	Monitor progress of children on 10 week programme (9 weeks for EYFS) Children should progress by an average of 18 months on the KS1 programme)	EYFS lead / SENDCO / Speech therapists	Every three weeks
To support vulnerable children experiencing social and emotional issues and improve their readiness for learning	ELSA and well-being support daily / weekly or more ad hoc as appropriate	A significant number of identified children in school are well-supported to manage their emotions and are developing self-esteem and resilience and so are increasingly well integrated in the teaching day with their peers	Boxall profiling and robust monitoring of ELSA provision Partnership working with social workers / Early Help Hub / Children's Services as appropriate	Well-being lead / Well-being team ELSAS SENDCO HT	Provision made daily
To ensure there is strong provision across the school in phonics and spelling to enable identified children to keep up and catch up	Phonics streaming with provision of additional supported groups in all year groups when appropriate. Regular and robust assessment and re-grouping. Spelling support and provision fine-tuned to meet the needs of the learner	Identified children are targeted as soon as possible and planning is carefully tailored to their requirements	Ensure a shared approach and expectation in assessment Ensure all planning makes provision for on-going assessment throughout lessons Share best and most creative approaches widely	Phonics lead	Reviewed half-termly
To ensure identified children are provided with focused and regular specialist reading support	Accelerate progress and ensure provision is made for regular practice	Identified children are given additional support to catch up through a focused reading intervention programme such as Accelerated Reader	Regularly track progress through reading age / book band / guided reading records / teaching reading through comprehension toolkit	Reading lead /teachers / HLTAS	Daily / weekly

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?
To improve attendance, behaviour and partnership with parents Home /school link strengthened so parents are better motivated and confident to support their child at home.	Families targeted for parenting courses Family Links and specialised support	Improved attendance data Case studies and CPOMS logs show a reduction in behaviour-related incidents Increased numbers of parents engaging positively with school	Staff are appropriately trained and experienced. Run trained staff. Mentoring of staff new to role	Attendance Officer Headteachers Home School Link workers	Weekly.
To develop talents, interests and aspirations of PP children through enrichment opportunities	PP children funded (and where required equipped) to attend before / after school and lunchtime clubs sporting opportunities music lessons	PP children have equal access to enrichment opportunities and can develop interests and raised cultural, creative and sporting aspirations	Monitor attendance and participation in performances, concerts and events Track participation against academic progress	HT	At least termly
To enrich learning for PP children through first-hand experience	Payment or part payment of educational visits / sign-posting access to enrichment opportunities e.g. cinema / theatre trip / sporting event / forest school	PP children have equal opportunity to develop knowledge and interest in their cultural capital and are further motivated in their learning through the opportunities they receive	Monitor participation, response and tangible outcomes from PP children	HT	At least termly
To ensure all children are well-equipped and resourced for learning	Funding of uniform / equipment / books	PP children have an equal opportunity to the key resources and equipment to support their learning at home and at school. This, in turn, ensures they feel a sense of belonging to the school community.	Staff report on children appropriately dressed and equipped.	HT / Teachers/ Well-being team	Fortnightly
Total budgeted cost (ii and iii)					£346,000

