

Rise Park Primary and Nursery Pupil Premium Strategy Statement 2019-2020

| 1. Summary information | | | | | |
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| School | Rise Park Primary and Nursery School | | | | |
| Academic Year | 19/20 | Total PP budget – including EYPP budget | £192881 | Date of most recent PP Review | |
| Total number of pupils | 448 | Percentage of pupils eligible for PP | 32% Nov 19 | Date for next internal review of this strategy | |

| 2. Current attainment 2018-2019 | | |
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| KS2 | <i>Pupils at Rise Park eligible for PP (National PP)</i> | <i>Pupils not eligible for PP (National)</i> |
| % of pupils attaining expected standard in Reading/Writing/Maths combined | EXS: 77% (51%) GDS: 8% (5%) | 71% 13% |
| % of pupils attaining expected standard in Reading | EXS: 81% (62%) GDS: 31% (17%) | 78% 31% |
| % of pupils attaining expected standard in Writing | EXS: 81% (68%) GDS: 15% (11%) | 83% 24% |
| % of pupils attaining expected standard in Maths | EXS: 92% (67%) GDS: 15% (16%) | 84% 31% |
| % of pupils attaining expected standard in Grammar, Punctuation and Spelling | EXS: 85% (67%) GDS: 50% (24%) | 83% 41% |
| Progress Measures | | |
| Reading | +2.31 (-0.6) | +0.2 |
| Writing | +1.42 (-0.4) | +0.2 |
| Maths | +0.46 (-0.6) | +0.3 |

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| 3. Barriers to future attainment (for pupils eligible for PP) | | |
| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | | |
| A. | Poor basic skills in speaking and listening, reading, writing and maths. Reading is a particular issue for these pupils. | |
| B. | Social and emotional issues which impact on learning and progress. | |
| C. | Lack of parental support, understanding or engagement. | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| D. | Attendance and persistence absence. | |
| 4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>) | | Success criteria |
| A. | An increase in the proportion of PP children whose attainment reaches national standards and greater depth as evidenced by attainment data. | Performance Information July '20 |
| B. | Progress Measures from KS1 – KS2 demonstrate that disadvantaged pupils match the progress of all pupils nationally. | Performance Information July '20 |
| C. | PP children's social and emotional needs are evidenced through the impact of specific targeted groups and through the key drivers that run throughout the curriculum. | Observations clearly indicate that children are increasingly confident with improved concentration and focus in the face of difficulties. Data analysis shows improved progress for PP children. |
| D. | PP children's attendance improved as evidenced by attendance data. | All focused families have improved attendance and reduction in lates. |

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| 5. Planned expenditure | |
| Academic year | 2019-2020 |
| 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? |
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| % of disadvantaged pupils in-line with or exceeds national all at expected standard and greater depth. at the end of Key Stage 2. | Additional Year 6 teacher x 5 mornings a week. | Reduced numbers in class enables quality first teaching for all pupils. Focus on disadvantaged pupils including the more able disadvantaged pupils. | Monitoring schedule will enable staff and SLT to analyse progress and attainment of pupils. To include regular book scrutiny, observations and pupil conferencing. Progress over time will be rigorously monitored to ensure that at least expected progress is achieved. | Natasha Kelly Lisa Griffiths | Pupil progress meetings each term September/December/March/July. Feedback to SLT from subject Leads. |
| The gap between disadvantaged and non-disadvantaged pupils continues to diminish. | Additional TA in Year 2 x 5 mornings a week. Additional teacher in year 5 x 4 days a week. | Evidence and data from previous years has indicated that additional support with the classroom has enabled smaller sizes, focused teaching and increased progress and attainment for disadvantaged pupils. | Monitoring schedule will enable staff and SLT to analyse progress and attainment of pupils. To include regular book scrutiny, observations and pupil conferencing. Progress over time will be rigorously monitored to ensure that at least expected progress is achieved. | Kerri Bee Ruth Farnsworth | Pupil progress meetings each term September/December/March/July. Feedback to SLT from subject Leads. |
| Improve children's social and emotional well-being through the introduction of the Jigsaw PSHE curriculum. | Purchase of Jigsaw PSHE scheme to be taught in all years groups. | Consistency in a current PSHE framework in the classrooms needs to be embedded so that all pupils receive the same opportunities. | PSHE lead to create a timeline and action plan to integrate new scheme throughout the year with specific resources to support CPD for teachers and delivery in the classroom. PSHE Lead will monitor impact through pupil conferencing and through the wider aspects of school life, i.e. assemblies. | Gemma Rose | This will be reviewed in April 2020 and July 2020. |
| Improve outcomes for PP children through CPD for staff. | Combination of bespoke CPD linked to foundation subjects and/or areas for development for individual teachers. | Triangulation of observations, book looks and data has highlighted relevant CPD for specific teachers to improve classroom practice which impacts on outcomes for PP pupils. Upskill teachers when teaching the wider curriculum resulting in impact of all. | CPD Review and action plan completed termly. Opportunities for staff to feedback regarding CPD courses. Effective classroom practice observed from CPD sessions. | Natasha Kelly Lisa Griffiths | This will be reviewed termly. |
| Total budgeted cost | | | | | £81039 |

| ii. Targeted support | | | | | |
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| 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? |
| Improved attendance of key disadvantaged pupils. | Attendance officer to monitor and track attendance of key PA disadvantaged pupils to raise attendance. | Successful targeting of key families last year through rigours tracking, early help and intervention from attendance officer and FSW improved attendance for key families. | Key families attendance, lates and PA tracked monthly and compared to last year to assess impact. Attendance officer and FSW to action and show impact of work with families if attendance falls. Regular meeting with HT to monitor families and offer advice and support. | Michelle Lockwood Natasha Kelly | Monthly review meetings with the HT on attendance and impact. |
| Identified pupils are able to engage in social play more effectively when playing independently. Reduced incidents of inappropriate behaviour at lunchtime/breaks. Pupils have strategies/skills to engage in social play and deal with situations. | 2 Play Leaders to support emotional well-being at lunchtimes. TA Support at Breakfast Club and lunchtimes. Sports Specialist half an hour a day at lunchtime. | Play Leaders and the Level 3 TA have proved effective in past years in supporting pupils in social play. Due to increase in social and emotional needs during unstructured times, 2 Level TAs will be deployed at lunchtimes and the Sports Specialist will train Sports Ambassadors to provide structured games to increase physical activity and to prevent behavioural incidents from occurring through promoting cooperation and fair play. | Play Leader logs will be analysed by HT on regular basis. Play Leaders and Level 3 TAs will liaise on regular basis will class teachers to decide which pupils will join/exit the groups. Behaviour and social play will be monitored and parents/carers kept updated. | Natasha Kelly | Logs will be reviewed each half term. Groups will be reviewed each half term. |
| Pupils arrive on time in school and prepared to engage in intervention groups. | Breakfast Club for all pupils targeted for TA intervention groups (6 weeks x 42 pupils) | To ensure that pupils gain the maximum benefit from the intervention groups and are ready to learn. Pupils have the opportunity to have breakfast free of charge before the start of their day. Free breakfast is offered to the first sibling as well help support parents in bringing children to intervention. | Register of pupils attending Breakfast Club Intervention groups made available to office and staff. Close liaison between all to engage maximum engagement. Close communication with parents/carers. | Lisa Griffiths Janet Molyneux | Each half term |
| Identified pupils with dyslexia receive targeted support. | Dyslexia teacher 1 day a week | To ensure that pupils with dyslexic tendencies receive targeted support to ensure good progress is achieved. Also, to screen pupils that demonstrate specific learning difficulties. | Monitoring schedule will enable staff and SLT to analyse progress and attainment of pupils. To include regular book scrutiny, observations and pupil conferencing. | Rachel Mee | Pupil progress meetings each term September/December/March/July |
| To improve pupils social and emotional needs to impact on progress and learning in the classroom. | Nurture groups led by two Level 3 TAs 5 x afternoons a week. | Research shows that poor mental health and emotion needs are a barrier to learning so this needs to be addressed in order for specific PP pupils to make progress in the academic areas. | Pre and post assessments for each intervention will be analysed alongside data. | Kerri Bee Rachel Mee Susan Watts Julia Lamb | Half-termly. |

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| Targeted PP pupils make accelerated progress in writing, maths, reading and/or phonics. | 4 days a week x 25 minutes x 5 weeks with 7 TAs. | Identified pupils are not making sufficient progress and need quality intervention to support accelerated progress. Interventions will be supported by research and evidence from EEF Toolkit or CPD. | Clear pre and post assessments in place to measure progress of disadvantaged pupils. Progress meetings to held with TAs at the end of each half term to discuss/ analyse progress from starting points. Pupils who require additional support to be identified by class teachers. | Lisa Griffiths | Progress meetings held with TAs each 6 weeks. |
| Total budgeted cost | | | | | £41,957 |
| 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? |
| Parents/carers undertake a range of learning opportunities and engage more fully in the life of the school through various activities undertaken by the Family Support Worker. | Family Support Worker 5 x days a week. | Family Support worker has been a proven source of communication between school and some parents/carers with successful outcomes. Supports fund raising events, family learning and targeted activities will continue this year to engage reluctant parents/carers. | Regular liaison with Line Manager regarding impact. | Ruth Farnsworth | Each term |
| Increased focus and impact on pupils' fitness and social interaction. | Sports Specialist x 2 days a week | A full-time sports specialist will provide quality-first PE sessions and after school clubs to tackle rising obesity within schools. A questionnaire will be completed by the pupils to include clubs that share the children's interests to increase participation. Also, a range of events will be arranged targeting pupils to improve self-esteem and confidence through the Fun Fit initiative. | Regular liaison between Sports Specialist, P.E. co-ordinator and Head Teacher. Increase in numbers of PP pupils accessing after school clubs. | Danny Jones | Each term. |



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| All pupils are able to take part in enrichment activities including residential activities. | Subsidy for enrichment activities to include support for school visits for disadvantaged pupils. | No pupil is disadvantaged due to financial circumstances providing equality of opportunity for all pupils to access the extended curriculum including trips, after school clubs and wider opportunities. | School Business Manager will manage visits out of school. | Janet Molyneux | Each visit will be monitored . |
| Pupils have a greater understanding of what constitutes a "healthy relationship" and ways to stay safe. | GREAT Project in Year 5 Knife Crime Project in Year 6. | The school has engaged with social care to deliver the Great Project for some years providing pupils with an understanding of how they can be supported if there is domestic violence in the home. Also, due to increase in knife crime in the community, the external provider for the Knife Crime Project will be delivered in year 6 to improve | 5 sessions per class will be identified with the year group and there will be communication between the team and the class teachers. Parents/carers will be informed of the content of the program. | Lana Cubbon Chris Husbands | Summer Term 2020 |
| To promote healthy lifestyle in Reception through encouraging children to look after their teeth. | Nottingham City Teeth Team to work with Reception children. | This initiative began last year and was funded externally. Through parental feedback, and observation through staff, this programme was extremely successful. | Gemma Rose to liaise with staff, parents and Teeth Team to ensure approach is successful. | Gemma Rose | July 2020 |
| Total budgeted cost | | | | | £37188 |
| Remaining funding still to be allocated, costings fluctuating throughout the year, PP income revised on a termly statement from the LA, this could be a reduction or an increase. | | | | | £32697 |