

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

1. Summary information					
<b>School</b>	Rise Park Primary and Nursery School				
<b>Academic Year</b>	20/21	<b>Total PP budget – including EYPP budget</b>	£194,985 (March 2020)	<b>Date of most recent PP Review</b>	September 2020
<b>Total number of pupils</b>	458	<b>Percentage of pupils eligible for PP</b>	32% Mar 20	<b>Date for next internal review of this strategy</b>	-

2. Current attainment 2018-2019. There is no data for 2020 due to COVID.		
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	<b>EXS: 77% (51%) GDS: 8% (5%)</b>	71% 13%
% of pupils attaining expected standard in Reading	<b>EXS: 81% (62%) GDS: 31% (17%)</b>	78% 31%
% of pupils attaining expected standard in Writing	<b>EXS: 81% (68%) GDS: 15% (11%)</b>	83% 24%
% of pupils attaining expected standard in Maths	<b>EXS: 92% (67%) GDS: 15% (16%)</b>	84% 31%
% of pupils attaining expected standard in Grammar, Punctuation and Spelling	<b>EXS: 85% (67%) GDS: 50% (24%)</b>	83% 41%
Progress Measures		
<b>Reading</b>	<b>+2.31 (-0.6)</b>	+0.2
<b>Writing</b>	<b>+1.42 (-0.4)</b>	+0.2

<b>Maths</b>		<b>+0.46 (-0.6)</b>	<b>+0.3</b>
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>			
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )			
<b>A.</b>	Poor basic skills in speaking and listening, reading, writing and maths. Reading is a particular issue for these pupils.		
<b>B.</b>	Social and emotional issues which impact on learning and progress.		
<b>C.</b>	Lack of parental support, understanding or engagement.		
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )			
<b>D.</b>	Attendance and persistence absence.		
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )			<b>Success criteria</b>
<b>A.</b>	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>B.</b>	Progress Measures from KS1 – KS2 demonstrate that disadvantaged pupils match the progress of all pupils nationally.		Performance Information July '20
<b>C.</b>	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.
<b>D.</b>	PP children's attendance improved as evidenced by attendance data.		All focused families have improved attendance and reduction in late attendees.

<b>5. Planned expenditure</b>	
<b>Academic year</b>	<b>2019-2020</b>

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**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
% 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.
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**Total budgeted cost** £82539

## 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?
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.
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** £41,153

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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.
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
<b>Total budgeted cost</b>					<b>£48428</b>
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.					<b>£22865</b>

Review of expenditure				
Previous academic year (up to March 2020)				
Desired outcome	Chosen approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you would continue this approach)	Cost
				£68379
% 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.	Internal data up to March 2020 showed that pupil premium pupils made accelerated progress from Y5-6 in reading and writing and good progress in maths.  Attainment data for EXS+: 78% in reading and writing, 75% in maths. This continues to be above national pupil premium attainment for 2019-2020 (reading 62%, writing 68% and maths 67%).  Attainment data for GDS: 19% in reading, 13% in writing and 6% in maths.	This approach will continue next year as it is proven highly successful, year after year, at helping pupil premium children achieving EXS and GDS.	
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.	Internal data in year 2 up to March 2020 showed that pupil premium pupils made good progress in reading, writing and maths. The attainment gap was lowest in reading where there was a 11% gap EXS with 67% on PP on track compared to 78% NPP.  Internal data in Y5 up to March 2020 showed that pupil premium pupils made good progress in writing and maths. The attainment gap is larger in this cohort however progress is better than good over time.	An additional teaching assistant will continue to be deployed to year 2 to support with closing the gap.  Additional teacher will not be deployed in year 5 next year as data indicates this is not necessary and the new cohort of year 6 will receive additional teacher support using the above strategy. Based on the data, redeployment of adults will move to year 1 to support the new cohort on catching up on lost learning and transition into a new key stage.	
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 year groups.	All pupils are now accessing weekly, high-quality PSHE lessons that focus on social and emotional wellbeing. Evidence is being recorded in class scrapbooks and there are some highly effective examples of capturing the pupil voice.  PSHE continued throughout lockdown with the Inclusion Lead and nurture TAs posting weekly activities linked to social and emotional wellbeing. RSE Day was also celebrated in school and via remote learning.	Jigsaw scheme to continue next year as the coverage is appropriate and more relevant to our current needs in school. The use of the scrapbook to record sessions and post it notes to capture discussions will continue and there will be greater emphasis placed on displays to make PSHE more embedded within the classroom rather than a stand-alone lesson.	
Targeted support				

Desired outcome	Chosen approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you would continue this approach)	Cost £56321
Improved attendance of key disadvantaged pupils.	Attendance officer to monitor and track attendance of key PA disadvantaged pupils to raise attendance.	Overall PP attendance up to 20.03.20: 94.86% This is in-line with last year's attendance.  PP PA has reduced slightly from 3.86% to 3.26%.  One family was referred to EWO with a fixed penalty notice issued.	Attendance officer role has been strategically changed and is now split between the family support worker and the office manager. This has allowed a tighter, daily focus on attendance of all pp pupils but particularly PA where there has been an increase in home visits from the FSW. This approach will continue next year with an increased focus on including EWO for children whose attendance falls below 90%.	
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.	This has been successful this year with a noticeable reduction in incidents of inappropriate behaviour from targeted pupils as a direct result of accessing the groups. This has enabled pupils to develop and use strategies to deal with situations independently and positively when engaging in unstructured environments.	This is a strategy that we want to continue next year however the support may look different dependent upon COVID restrictions.	
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)	Registers show that the attendance to TA morning groups has been consistent and crucially punctual with all, bar a few children, attending the free breakfast prior to the sessions.	This has been proven to be successful in the past however dependent upon COVID and restrictions, this may not be possible next year due to children staying in 'bubbles.'	
Identified pupils with dyslexia receive targeted support.	Dyslexia teacher 1 day a week	Due to long-term illness of the dyslexia teacher, additional, targeted support did not occur this year. The Inclusion Lead completed pupil voice and observations of children identified with dyslexic tendencies to ensure that they had all the necessary tools to support their learning within the classroom. This included positioning within the class, the use of cream paper, coloured reading rulers, electronic spell checkers etc. Under Lockdown, the dyslexia teacher delivered CPD to the teaching assistants, via Zoom, as a reminder of the effective strategies to use to support dyslexic learners within the classroom.	Dependent upon restrictions with COVID and the current health of the dyslexia teacher, this may continue next year. If not, continuation of staff CPD and strategies to support dyslexic learners in the classroom will continue.	



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.	New NFER pre and post assessments introduced to monitor the impact of nurture groups are largely positive. Both teachers and children feel that they have improved in specific emotional and social areas identified as needing further support. In a new addition to this year, communication with parents has increased and they have completed pre and post assessments too and results shared with them, including strategies to support their child at home.  Nurture TAs continued to offer social and emotional support to the children they support in school during Lockdown by calling for regular check-ins, sending specific activities home if anything was identified as needing support and supporting the wellbeing of specific pupils that continued to attend school.	This will continue next year as positive results occur and impact can be seen. Dependent upon COVID restrictions, this may be delivered differently with year group TAs potentially offering nurture support as to not break any 'bubbles' and CPD will be given to them by the current nurture TAs..	
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.	Most pupils that attended intervention made expected progress throughout the year when comparing yearly data.  The tighter focus on TAs completing their own pre and post assessment linked to their intervention groups enabled specific progress to be obtained.	This approach will continue next year with a specific focus for each group and children targeted. There will continue to be clear pre and post assessments to analyse the impact in greater detail and to target any lost learning and gaps that need addressing.	

### Other approaches

Desired outcome	Chosen approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you would continue this approach)	Cost £38025
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.	Greater emphasis was placed on working with external agencies this year with parents and carers. Sessions with the school nurse, autism team, CAHMS and finance were held for all parents. Key PP parents and carers were targeted and they did attend the sessions.  During Lockdown, key pp families were visited regularly by the HT or FSW to check on their wellbeing and offer support via remote learning, food back provision and mental wellbeing.	This approach will continue next year with a focus on providing emotional and mental health support for parents and how to support to their children, money management and ways to engage children with learning at home in response to COVID and lockdown.	
Increased focus and impact on pupils' fitness and social interaction.	Sports Specialist x 2 days a week	Appointment of a full-time Sports Specialist enabled a greater number of after school clubs for PP pupils to attend. All year groups were taught by Sports Specialist and Fun Fit initiative with select pupils improved their gross and fine motor skills. Pre and post assessments show specific gross motor skills have improved.	This will continue next year to ensure that PP pupils have access to after-school provision. A greater focus will be improving sedentary lifestyles and improving fitness and healthy food choices in response to COVID. This will include regular completion of the daily mile in each class and a	

		During Lockdown, the sport's specialist continued to offer physical activity once a week to all year groups through our online learning platform plus he planned and delivered a virtual sport's week based around a typical sport's day.	healthy living week to further educate parents and carers as well as children.	
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.	Links continue to be developed with the University of Nottingham and Select G&T PP children in KS2 were chosen and participated in a Languages project learning French. More school visits and visitors were completed than in previous years ensuring pp pupils were beginning to experience a greater enrichment to compliment the curriculum.	Due to COVID restrictions, trips may not be possible at the beginning of the year. Staff will look at other ways of providing enrichment for pp pupils through virtual visits and adaptation of their curriculum.	
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.	This project continues to have a huge benefit to the pupils in year 5 proving them with the opportunity to understand what constitutes a "healthy relationship" which in turn impacts on their well- being.	Due to the success and impact of this initiative on children's emotional well- being and mental health this initiative will continue into 2020-2021.	
To promote healthy lifestyle in Reception through encouraging children to look after their teeth.	Nottingham City Teeth Team to work with Reception children.	Children have continued to brush their teeth daily which has led to an increased awareness of oral hygiene.	This may continue dependent upon COVID restrictions.	