



Lemington Riverside Primary School

Review of Pupil Premium Expenditure 2017-2018

Total grant = £97,680

Desired outcome	Action / approach	Impact	Lessons learnt	Cost
<p>To continue to improve oral language, reading and writing across the Foundation Stage</p>	<p>Nursery Identification of interventions/ programmes to be used agreed at termly progress meetings – earlier if necessary Early intervention from outside agencies where appropriate Use Speech Screen Programme in Nursery to track development of understanding, spoken language, speech and attention Daily phonics sessions in attainment groups Use of Talk for writing strategies to develop skills in speaking and listening, oral rehearsal and story sequencing Handwriting is taught Small group to develop social and language skills Using Next Steps Speech and Language Use of Talk Boost Numicon resources in place to support number development Writing opportunities in continuous provision areas</p>	<p>The GLD at the end of 2018 is slightly less than the highest it has been at 72.22%</p> <p>Nursery children have been full time from September 2017. It is evident that in September 2018 the children have begun Reception class from a solid baseline and have settled really well. We have a gap of -25 % between PP and Non-PP in the GLD in 2018. Further data to follow</p>	<p>There has been a clear focus on pupil progress and appropriate intervention strategies have continued to be effective. The continuation of formal teaching approach in the reception class has been effective – evidence in the increasing GLD.</p> <p>Data shows the majority of children have made at least expected progress across the EYFS – for children who have been with us throughout the two years.</p> <p>We will continue to use the strategies we have found successful.</p> <p>We need to further encourage parents to read and practise words with their child every night and will closely monitor this. The EYFS unit will provide reading, writing and maths opportunities in every area of learning. Reading and writing continue to be a major area for improvement. The full time nursery provision has proved to be successful.</p>	<p>£68,197</p>

	<p>Reception Focussed Vocabulary work Phonics awareness - daily 30 min. session Daily maths intervention groups Daily speech and language programme group – Language steps Reading intervention groups More formal teaching in Reception class</p>			
<p>Improve attainment in reading, writing, EGPS and maths across KS1 and KS2</p>	<p>Termly progress meeting held and intervention programmes identified for pupils – either to catch up, maintain progress or add further challenge</p> <p>Daily phonics sessions held in KS1 and year 3 (where appropriate) – organised into attainment groups – in KS2 they are spelling sessions / Spelling lists to be sent home All children throughout school to use Lexia IT programme to support development in reading , writing and EGPS</p> <p>Focus on learning times tables across KS1 and KS2 to improve calculation and support in developing number problems</p> <p>Focus on problem solving in maths across KS1 and 2</p> <p>Focus on telling the time across KS1 and KS2 Ensure challenge is evident in lessons and books Children developing higher order skills and applying them to their work Continuing to develop / encourage a love of reading in children across the school</p>	<p>Yr 1 Phonics In Year 1 phonics there has been a year on year closing of the gap from -46.2 in 2015 to -11.7 in 2016 to -4.9 in 2017. This year 68% of children have achieved the expected level at the end of yr 1– But the gap is -17.9% in 2018</p> <p>KS1 Attainment at the end of KS1 – Reading and Maths up by 5% since 2017 Writing down by 6% since 2017 2017 figures in In Reading 100%(86%) of PP children achieved the expected standard against 77% (83%) of Non-PP. In writing 88(86%) of PP achieved the expected standard against 77%(92%) of Non-PP In maths 100% (86%) of PP children achieved the expected standard against 77% (83%) of None-PP</p> <p>In Reading 11%(14%) of PP and Non-PP (8%)achieved greater depth. In writing 22% (14%) of PP and 11%(8%) of Non-PP achieved greater depth In maths 11% of PP and 22% of Non-PP achieved greater depth</p> <p>KS2 There has been a significant improvement in achievement from 2017 at the end of KS2. Combined Reading, writing and maths is</p>	<p>There has been a very clear focus on pupil progress and appropriate intervention strategies have been effective. This will continue into 2018-1. The continuous development of effective marking and feedback has had a clear, positive impact on children knowing how to improve their work and carry this out. Lexia has continued to be effective in supporting children' progress in literacy. Our phonic and spelling systems are now strongly embedded. The timetable has ensured that all children receive effective appropriate intervention across the school, which is regularly monitored. These strategies will continue through 2018 – 19. In 2018 – 19 we are continuing to focus on creating a more challenging and relevant curriculum to increase the number of children achieving a Greater Depth of Learning</p>	

		<p>81% (NA – 64%) Reading – 94% achieving Standard and 38% achieving higher standard Writing – 88% achieving Standard and 13% achieving Higher Standard Maths – 100% achieving Standard and 38% achieving higher standard EGPS – 100% achieving Standard and 56% achieving higher standard In Reading 100% of PP achieved the expected level against 89% of Non PP, and 57% of PP achieved the GDS against 22% Non PP. In writing 71% of PP children achieved the expected level against 100% Non PP and 0% of PP achieved the GDS against 22% Non PP. In maths 100% of PP children achieved the expected level against 100% Non PP and 28% of PP achieved the GDS against 44% Non PP. In EGPS 100% of PP children achieved the expected level against 100% Non PP and 57% of PP achieved the GDS against 55% Non PP. There is a positive gap in reading, in both achieving Standard and achieving higher standard. It is around the same in EGPS at both achieving standard and higher standard. There is no gap at achieving standard and there is a negative gap of 16% at higher standard in maths. There is a negative gap in both achieving standard and higher standard in writing.</p>		
Increased attendance rates	Part time Family Support Officer employed to monitor pupils and follow up quickly on absences. First day response provision. Group sessions with children around the importance of attendance	From September 2017 to July 2018 our Family Support Officer has had some level of involvement with every child in school around attendance (including both poor and excellent attendance) e.g. <ul style="list-style-type: none"> • whole school assemblies, 	Attendance continues to be a constant, major focus for our school. Daily, detailed monitoring has taken place, along with all of the other strategies in place. The LA have tightened up their legal procedures and the thresholds for beginning	

	<p>Incentives in place for good attendance across the school</p> <p>Daily monitoring of attendance and analysis of absence and causes – identifying trends across all groups of children</p> <p>Weekly attendance data presented to children in chart – class data</p> <p>Parenting contracts for children causing concern</p> <p>Legal referrals to be carried out</p>	<ul style="list-style-type: none"> • one to ones or group work regarding attendance • Letters sent home <p>See end of year report -</p> <p>Absence has gone from 6.8 in 2016 to 7.3 in 2017 and is 6.9 in 2018.</p> <p>PA is down from 30.8 in 2017 to 24.8 in 2018</p> <p>Awaiting further data.</p> <p>All of the strategies have been carried out and robust monitoring has taken place.</p> <p>Absences have been followed up with immediacy and persistence.</p> <p>There have been 4 legal referrals. 16 parents contracts have been offered but only 1 accepted.</p>	<p>legal proceeding have been lowered so this will support us when informing parents that their children's attendance is causing concern.</p> <p>We need to continue with all of the strategies we currently have in place. In 2017 – 18 we have introduced new incentives to support the improvement in attendance.</p>	<p>£17,114</p>
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Whole School Initiatives

Initiative	Impact	Cost
Additional Educational Psychologist	Educational Psychologist has been Fiona Boyd and she has worked with several children undertaking assessments and giving advice.	£2193
Attendance initiative	Each week every child who has 100% attendance for that week has juice and biscuits and has been given a raffle ticket. At the end of each half term all of the raffle tickets have been put into a draw and a winner pulled out. Autumn term 1 prize was a Smiggles Voucher. Autumn Term 2 was a cinema voucher, Spring 1 was a voucher for the Metro Centre / Eldon Square and Spring 2 was a voucher for the trampoline Park. Summer 1 was a Trampoline Park voucher and Summer 2 was a bowling voucher. All of the vouchers have been for the £20. The number of children achieving 100% has been encouraging each week.	£240

<p>Enhancement Activities</p>	<p>We have used some of this money to subsidise class visits to support and enhance the curriculum. We have purchased Talk Boost for Reception and KS1 – this is a speech and language resource which has been very valuable to us as we have several children with speech and language difficulties. Eva Hall and Susan Hinshaw attended training and cascaded this to other appropriate members of staff. We have paid for the Abacus license to support the teaching of maths across the school.</p>	<p>£4936</p>
<p>CPD</p>	<p>Staff across the school have accessed appropriate and up to date training to deliver a challenging curriculum and achieve higher order learning</p>	<p>£3000</p>
<p>Buy into SENTASS Speech and Language Service</p>	<p>We bought into the SENTASS Speech and Language Service and several children have been assessed and received support around speech, language and communication and dyslexic difficulties.</p>	<p>£2000</p>