



Lemington Riverside Pupil Premium Strategy Statement

1. Summary information					
School	Lemington Riverside Primary School				
Academic Year	2018/19	Total PP budget	£78,180	Date of most recent PP Review	Sept 18
Total number of pupils	143	Number of pupils eligible for PP	59 +1service child	Date for next internal review of this strategy	Sept 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
81% achieving expected level in reading, writing and maths – KS2 (All children)	Reading – 100% Writing - 71% Maths - 100%	Reading – 89% Writing - 100% Maths - 100%
83% achieving expected level in reading, writing and maths – KS1 (All children)	Reading – 100% Writing - 89% Maths - 100%	Reading - 78% Writing - 78% Maths - 78%
68% achieving expected level at end of Yr 1 Phonics Screen	57%	75%
72% achieving a Good level of Development at the end of Reception	50%	75%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
	Basic skills for children entering Foundation Stage are generally lower for pupils eligible for PP than other pupils which can impact on attainment throughout the school. Increasing numbers of children with low communication skills.
	To ensure that PP pupils achieve expected attainment and progress at the end of KS2 we need to constantly ensure that their progress is being tracked and appropriate intervention is applied as necessary – as we do with all of our pupils. To enrich and broaden the experiences that children have throughout their primary school education
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
	Attendance rates for pupils eligible for PP was 91.9% and non PP children's attendance was 94.1% at the end of 2018 - This reduces their school hours and creates a risk of them falling behind in all areas of the curriculum. Increasing numbers of children starting nursery with Early Help Plans Lack of parental engagement for many of our children

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve basic skills for pupils eligible for PP in Foundation stage.	Pupils eligible for PP in Foundation Stage make rapid progress by the end of the Reception year so that all pupils eligible for PP meet at least age related expectations.
B.	Higher rates of progress across KS1 for pupils eligible for PP. – phonics Screen in year 1	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils across Key Stage 1 in maths, reading and writing and EGPS. Measured in Y1 and 2 by teacher assessments and successful moderation practices established across the OWLT
C.	Higher rates of progress across KS2 for pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils across Key Stage 2 in maths, reading and writing and EGPS. Measured by teacher assessments and successful moderation practices established across the OWLT
D.	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves across the school – aim for at least 95% across the school at the end of 2018 -19

5. 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.					
Quality of teaching for all and 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 continue to improve oral language, reading and writing across the Foundation Stage	<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 Numicon resources in place to support number development Writing opportunities in continuous provision areas Use of Talk Boost</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 Use of formal teaching in Reception class Use of Talk Boost</p>	<p>Children enter nursery with a range of abilities - main challenges are basic skills</p> <p>We need to target pupils to enable them to catch up in time</p>	<p>Programmes selected to suit needs of pupils and have evidence of their effectiveness</p> <p>Timetable is organised to ensure groups receive intervention</p> <p>Intervention plan / register is in place and progress is tracked termly and intervention adapted if necessary</p> <p>Progress meetings held termly and attended by all staff involved</p> <p>Progress monitored on a termly basis by SMT</p> <p>Scrutiny of work / lesson observations</p>	Foundation Stage Leader / HT	Dec 2018

<p>To continue to improve attainment in reading, writing, EGPS and maths across KS1 and KS2 and achieve high levels of attainment close to NA</p>	<p>Termly progress meetings 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>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>To provide extra support to accelerate learning and maximise achievement in basic skills by the end of KS2</p>	<p>Programmes selected to suit needs of pupils and have evidence of their effectiveness</p> <p>Timetable is organised to ensure groups receive intervention</p> <p>Intervention plan / register is in place and progress is tracked termly and intervention adapted if necessary</p> <p>Progress meetings held termly and attended by all staff involved</p> <p>Progress monitored on a termly basis by SMT</p> <p>Scrutiny of work / lesson observations</p>	<p>SMT / HT</p>	<p>Dec 18</p>
<p>Total budgeted cost</p>					<p>£55,266</p>

i. 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?
D. Increased attendance rates	<p>Family Support Officer employed two days per week to monitor pupils and follow up quickly on absences. First day response provision.</p> <p>Group sessions with children around the importance of attendance</p> <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 monitoring leading to fines</p> <p>New attendance initiatives in place</p>	<p>Children’s attendance needs to be at least 97% for them to achieve the maximum benefit from school – prevents them from missing out and having to catch up important learning steps</p> <p>Good attendance prepares them for adult life</p>	<p>Daily attendance and absence monitoring</p> <p>Early intervention by FSO</p> <p>Parents aware of the importance of good attendance – contacting school on first day of absence – database in place to record this</p> <p>Greater number of children achieving 100% attendance on a weekly basis</p> <p>Parents fully aware of consequences of inadequate attendance</p>	HT/ DHT/ FSO	Jan 2019
Total budgeted cost					£17,854

Whole School Initiatives

Initiative	Impact	Cost
Additional Educational Psychologist	Extra capacity to have children assessed and needs addressed – early intervention	£2295
Literature Works	To support the development of literacy across the school	£765
Buy into SENTASS Speech and Language Service	To support children with speech and language difficulties and enable them to make at least expected progress in all curriculum areas	£2000