

Risley Avenue Primary School

Pupil Premium Report 2018

What is the Pupil Premium?

The Pupil Premium (PP) was introduced in April 2011 to support children from low-income families who were eligible for free school meals (FSM), looked after children and those from families with parents in the Armed Forces. In 2012-13 the Government extended the eligibility for the Pupil Premium to include pupils who had been receiving free school meals since January 2011 (Ever6 rule). This was extended again in 2015 to include children who are recently adopted and those who are cared for under a Special Guardianship Order.

Nationally, the statistics show that pupils in the above groups often do less well than their peers at school. In England, a disadvantaged child is still more than twice as likely as their classmates from more advantaged homes to leave primary school without reaching expected levels of reading and writing. The aim of this money is to try to close the attainment gap between pupils and to try and remove any barriers to learning that pupils may face.

At Risley Avenue Primary School the Pupil Premium has been making a significant difference to our disadvantaged pupils. We ensure that the additional funding reaches the children who need it most and that it makes a significant impact on their education and lives. The pupil premium budget has been reducing over past 3 years as take up of Free School Meals has been less. This is partly related to free dinner being offered to all EYFS and KS1 pupils. These parents are still encouraged to apply for free school meals.

How many pupils are eligible at Risley School?

Amount of Pupil Premium Funding at Risley School			
Financial Year	Number of pupils eligible for Pupil Premium	Pupil Premium grant per pupil	Total
2012 - 13	387	@ £623	£241,101
2013 - 14	390	@ £900	£351,000
2014-15	359	@1300	£466,700
2015-16	346	@1320	£456,720
2016-17	312 3 Looked After Children	@£1320	£411,840 £ 5,700
2017 -18 Grant	267 7 enhanced PP children	@£1320 @£1900	£ 364,20
2018-19 Grant	261 3 LAC pupils 4 SG pupils (currently included in PP funding not enhanced PP)	@£1320 @£2300	£344,520 £6900 Not yet verified

Who decides how the money is spent?

The Government have allowed schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their school. Linda Sarr (Head teacher) through delegation to the Deputy Head teacher, proposed how the money should be spent and this was reviewed and ratified at the Full Governing Body Meeting on the 11th December 2018.

What are the main barriers to achievement faced by disadvantaged pupils?

The barriers and challenges faced by our disadvantaged pupils are complex and varied – there is no single difficulty faced by all. Risley Avenue Primary School is a larger than average 3 form entry primary school in an historic area of Tottenham in the London Borough of Haringey. In comparison to the national average of 24%, Risley Avenue School has 46% of pupils eligible for pupil premium funding.

Research has shown that children who are faced with poverty often have other barriers to face. These include weak language and communication skills. Some children do not have enough exposure to good quality models of language and miss out on hearing rich vocabulary. This puts them at a disadvantage when they start school as they are not as able to express and explain themselves well. This in turn can affect the ideas they have to write. One of the ways we have tackled this is to invest in a programme called Language Link, which enables gaps in children's language to be very quickly identified and strategies put in place.

Some disadvantaged pupils are more likely to be late or not attend school than peers. Sometimes housing conditions are very poor, leading to more illness. We have a dedicated welfare and pastoral team who help families to improve on lateness and operate a first day absence call. Support is offered to parents to help them improve their child's attendance. We have recently introduced a new initiative call the 'Attendance Support Programme' for persistent absentees.

There may also be complex family issues and additional pressures relating to poverty that restrict children from flourishing. Many of our disadvantaged families experience high mobility, often being forced to move at short notice, which affects the continuity of education for their children. We therefore put in place admission procedures that help inform teachers of the student's background and have catch-up programmes such as RWI phonics that children can access straight away.

Finally, sometimes disadvantaged pupils experience a lack of confidence and are less likely to see themselves as successful. This can create an attitude of negativity towards school that we work hard to overcome. Through our pastoral care team and parent liaison officer we help to prevent families feeling alienated and seek to instil positive 'can do' attitudes towards learning. This is reflected through the Risley School values of respect, aspiration, perseverance and success.

How we spent the 2017/18 pupil premium grant and the impact it had.

We looked carefully at which interventions and strategies have the greatest impact supporting our disadvantaged children. Priorities for our pupil premium strategy in 17/18 were to:

- Improve reading across all groups, including disadvantaged pupils.
- Continue to improve attendance and punctuality.
- Provide early intervention, particularly identifying children who may have delays and gaps in their language skills.
- Extend learning out of school hours.
- Provide free and subsidised breakfast and after school clubs.
- Help families in difficulty through our pastoral care team, parent liaison officer and Early Help services.
- Continue our whole school approach, focussing on the progress and attainment of our disadvantaged pupils in pupil progress meetings.
- Provide stimulating and exciting opportunities for our pupils through school visits, special assemblies and an irresistible curriculum.
- Help all our pupils develop a sense of control and autonomy when in school and become independent learners.

This year, we introduced our new phonics programme Read Write Inc. into the Early Years and Year 1. We also introduced a new reading curriculum in KS2 called Destination Reader. This programme was designed by LB Hackney and has been proved to have a very positive impact on children's reading, including disadvantaged pupils.

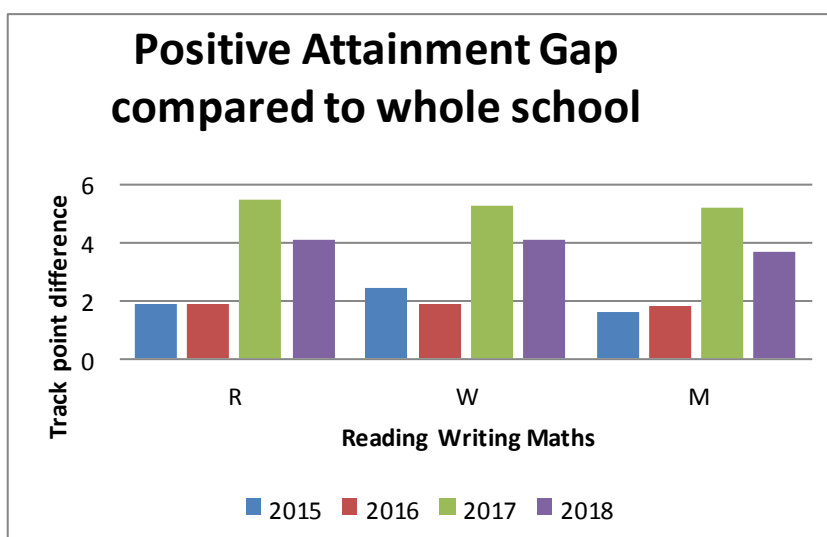
Record of Pupil Premium spending in 2017-18				
<i>(Costs have been adjusted to reflect % of disadvantaged pupils taking part in intervention/provision).</i>				
Item or Project	Cost	Why have we chosen this resource?	Intended outcomes	Impact
Reading Comprehension Strategies – Destination Reader	£1,200 x 12 classes £14,400	Improvement of reading is part of overall school improvement plan. Destination Reader uses many of the best strategies recommended in the EEF Toolkit.	For reading to reach a similar level to writing and maths for our disadvantaged pupils.	Full impact should be seen once programme has been established for a full year.
RWI Phonics Introduction	£20,000	New synthetic phonic programme introduced into school – 2 days training for all staff and resources –	For children to reach the expected standards in phonics	69% of our disadvantaged pupils passed the phonics test – which was 2% below the national for that group and 6% below our own non-disadvantaged group. The phonics programme however started half way through the year so we expect to see better results next year.
Small Group Tuition – English and Maths with TA's in KS1	£78 x 81 pupils £6,318	Children who are at risk of not making progress and/or not reaching end of year expectations are targeted in small groups for additional maths and English.	Greater number of disadvantaged pupils reach the expected standard in reading, writing and maths or greater depth. Progress for disadvantaged pupils is always at least expected.	0.5 points above average progress for reading for disadvantaged pupils in whole school group.
Small Group Tuition – English and Maths in KS2 excluding Y6	£78 x 136 pupils £10,608			5% above non disadvantaged group in Reading, 10% above in writing and 11% above in maths at end of KS1.
Small Group Tuition – English and Maths Y6 (includes teacher support of 0.5 FTE and more able maths tutoring) Y6 54% of pupils disadvantaged.	£78 x 47 pupils £3,666 £49,222	Disadvantaged pupils are identified and tracked – they receive a variety of interventions depending on their KS 1 results to ensure they make at least expected progress.	For all children to make at least expected progress.	79% of disadvantaged pupils made positive progress i.e. better than expected in writing and 57% in maths, 26% made positive progress in reading. More able disadvantaged children who were part of this tuition did much better this year than last.
Same day additional teaching - All year groups – TA per class (46% of pupils disadvantaged of cost)	£112,306	Children who are behind in reading, writing or maths sometimes need a bit of extra help. They are offered same day additional teaching by teacher or TA	% of pupils not achieving Age Related Expectations is reduced. Number of pupils making at least expected progress is 100%	See Table below. Disadvantaged pupils had higher attainment across the school than non-Disadvantaged pupils. However, progress was not as high for the group as peers.
Reading Teacher (0.3) Y1 & 2		This teacher supports our children in Years 1 and 2 to develop a love of reading and	To support our children to move from low starting	Our disadvantaged children at the end of Y2 did better than the national in terms of progress and attainment. 83% of our disadvantaged pupils

43% of pupils	£5,796	understanding of texts.	points to at least the nationally expected level for the country.	achieved ARE in reading compared to 61% nationally and 30% achieved greater depth compared with 14% nationally.
Oral Language Interventions Language Link and Language for thinking. 46% of pupils	£6,000	This programme helps pupil's oracy skills.	Pupils to make expected progress in writing and reading.	0.3 points over average programme for term in which it was done.
Booster Classes Y5 & 6 After school – attended by over 50% disadvantaged pupils.	£1,600	Additional Maths and English lessons after school for pupils targeted to achieve Greater Depth.	Disadvantaged pupils will achieve equally as well as peers at Greater Depth.	Average scaled score in reading and maths for our disadvantaged pupils was 102.8 which is +2.8 above expected.
Pastoral Care Team, including Music Mentor – 46% of costs.	£97,897	Often children who are experiencing difficulties in their home lives need a little bit of extra help and support. Our team of experienced staff provide a safe venue for children to talk through any problems they have. Children learn to play the piano with our music mentor and many are successful in reaching Grade 1-3 of the RSM music exams.	This programme really helps children who are lacking in confidence. Pupils who have experienced trauma and upset have a safe place to express themselves. Parents are closely involved and are in regular contact with the mentor. Families are invited in to whole school celebrations to see their children perform.	Incidents of behaviour have reduced by over half. Children are in class much more often. This includes disadvantaged and non-disadvantaged pupils. Academically, pupils working with our mentor are likely to make at least expected progress, with many achieving above this. All our Looked After and Special Guardianship children have the opportunity to attend before and after school piano lessons. This boosts self-esteem and helps children see themselves as successful learners. Academic targets are built into the programme. 20 of 24 pupils are from disadvantaged background. To date RSM Piano achievements are as follows: Grade 1 = 7 passes including 4 distinctions and 1 merit. Grade 2 = 5 passes including 2 distinctions and 2 merits Grade 3 = 2 passes with merits Grade 4 = 2 passes including 1 distinction, 1 merit.
Parental Liaison Officer All year groups	£12,370	Outreach to our local communities and parents. Providing accessible accredited courses to the local community and weekly coffee mornings for specific groups of parents. Parenting groups and financial management advice also provided. 'How to help you child meetings' targeting Maths strategies, phonics, Early Years, Maths, Reading, Writing, Speech & Language and Special Educational Needs.	Research has shown that parental interest and involvement in their child's education is a key indicator of future educational success. Parents are also able to demonstrate 'Learning is at the heart of living' (Risley mission statement) to their children.	Parents have set up a 'Friends of Risley' Group. Attendance at parent meetings is very good. Many parents have gained qualifications. Over 73% of parents who use this service are from the disadvantaged group.
Breakfast Club All year groups		To ensure that pupils start the day with a balanced meal improving their concentration and readiness to learn.	To improve the attendance of specific pupils and reduce the number of persistently late pupils. To improve learning by ensuring pupils have had a good	Teachers have reported that pupils who attend breakfast club have improved concentration. Attendance and lateness are also improved. Many disadvantaged pupils attend. 56% of pupils who attend are from a disadvantaged background.

	£9,874		breakfast and are ready to learn.	
Counselling Programme from HOPE All year groups	£9,216	Sometimes our children need a bit of space and time to talk things through. Our counselling services provide a supportive therapeutic approach.	Children develop the resilience to cope with events in their lives and are more ready and able to learn.	Pupils achieve well at Risley and are able to maintain their learning in the class room. Over half the pupils who access this service are from a disadvantaged background.
School enrichment activities Year 4	£7,200	Free Music lessons for all pupils in Year 4 through Haringey music service.	Pupils are given access to enrichment activities that they may not otherwise have. This will improve their self-esteem and confidence in learning.	Pupils report that they enjoyed this experience and their confidence has increased. 47 % of pupils in year 4 are from a disadvantaged background.
Subsidising residential trips to Wales and Cornwall Year 5 & 6	£1,726	Pupils in receipt of PPG are offered these trips first and they are subsidised or free	Pupils gain rich experiences and self-esteem is built.	Pupils reported how much they enjoyed these holidays. The journals they wrote whilst there helped develop their writing potential. They are also encouraged to see themselves as successful learners.
Subsidising school trips All year groups.	£1,600	Free (or subsidised) visits for pupils in receipt of PPG.	All pupils will have access to school visits to enrich and remove the potential cost barrier.	Pupil surveys show that our pupils enjoy these visits and enable pupils, particularly those from disadvantaged backgrounds, to write about their experiences.
After school clubs All year groups	£1,600	Free (or subsidised) after school clubs for pupils in receipt of enhanced PPG – all years.	Pupils will have access to enrichment activities after school	Pupils take up of clubs is increasing. Our looked after and special guardianship pupils are allowed to attend clubs free of charge
Into University project Y6	£880	A programme aimed at disadvantaged pupils to maximise their aspirations to attend university.	Pupils are given access to enrichment activities that they may not otherwise have. This will improve their self-esteem and confidence in learning.	Pupils, including disadvantaged pupils, report that they enjoyed this experience and their confidence has increased. They are able to articulate their own success criteria and how they will achieve this.
Attendance support programme	£1100	Absences are quickly chased up and letter sent for persistent absence. Meetings with parents. Support offered where needed.	Attendance is above 95% for disadvantaged pupils.	PP pupils attendance across school is higher than non PP pupils - 96.56% compared to 96.42% 50% of persistent absentees are from the disadvantaged group.
Wigmore Hall Music Project Nursery and Reception	£800	To provide Early Years pupils with musical experiences, enriching the curriculum.	Pupils are given access to enrichment activities that they may not otherwise have. This will improve their self-esteem and confidence in learning.	Pupils, including disadvantaged pupils, report that they enjoyed this experience and their confidence has increased.
Tottenham University Project Y5 & Y6		A programme aimed at more able disadvantaged pupils to maximise their aspirations to attend university.	Pupils are given access to enrichment activities that they may not otherwise have. This will improve their self-esteem and	This programme is only open to disadvantaged pupils and they report that they enjoyed this experience and their confidence has increased. All pupils interviewed said they would be attending university in future and many had set their sights on Oxford or Cambridge.

	£3,000		confidence in learning.	12 pupils benefit from this per year.
Revision materials Year 6	£560	Purchase of revision books for English and maths for Year 6 pupils.	% of children achieving ARE in English and maths is above the national average	This has not yet been achieved in reading but in maths and writing our children are above the national average

The progress and attainment of our disadvantaged pupils in 2017/2018



Whole school: Disadvantaged pupil's attainment remains above peers across the school. The positive gap has diminished slightly this year. This is reflected in the progress of the disadvantaged group as a whole which has been slightly less than their peers by 0.4 in reading and writing and 0.7 in maths. Progress made by the group has however been as expected in writing - 3.0 points over the year and above expected in reading and maths (3.2 & 3.1).

KS1 Attainment: Our disadvantaged pupils did very well this year. In reading and writing 83% reached the expected standards, in maths, 87% reached this level. This was way above the Haringey and National level. Our pupils also did well reaching greater depth.

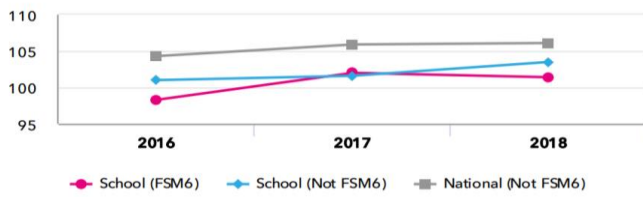
KS2 Attainment: Our disadvantaged children did not do as well this year as last. 63% (national level 63%) reached the expected level in reading, 83% (national level is 67%) in writing and 74% (national level is 63%) in maths. This was 10%, 4% and 7% below the schools non-disadvantaged group respectively. However, when compared to the national figure for disadvantaged children, Risley pupils were more likely to reach expected levels in writing and maths. Progress was less for this group – see tables below. Pupils who had the lowest attainment at KS1 did not do as well as expected. This is in contrast to last year where the more able disadvantaged did not do as well. This year the more able pupils did much better.

READING

Disadvantaged pupils

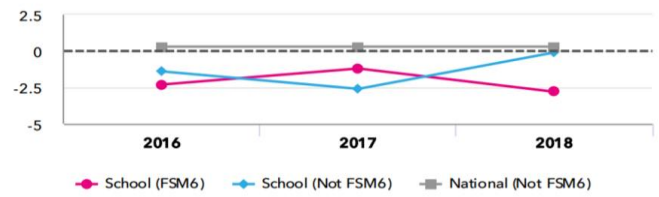
KS2 attainment for disadvantaged pupils 2018

Scaled Score Reading



KS2 progress for disadvantaged pupils 2018

Scaled Score Reading

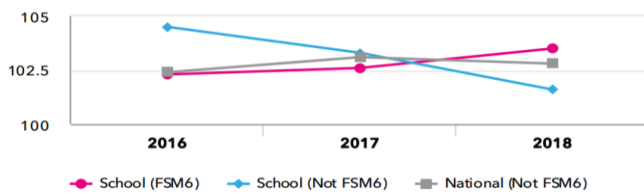


WRITING

Disadvantaged pupils

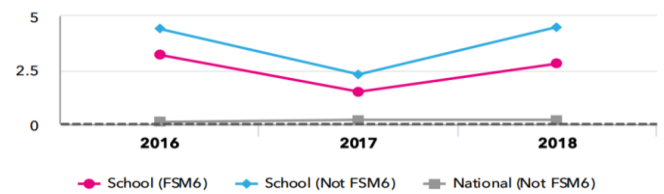
KS2 attainment for disadvantaged pupils 2018

Scaled Score Writing



KS2 progress for disadvantaged pupils 2018

Scaled Score Writing

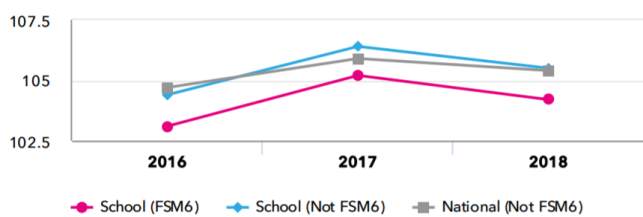


MATHEMATICS

Disadvantaged pupils

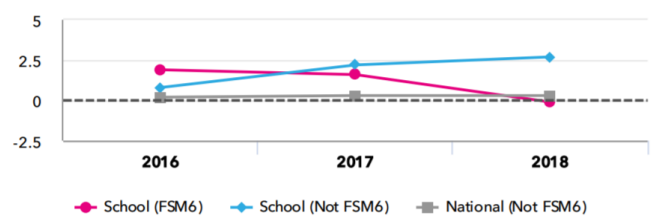
KS2 attainment for disadvantaged pupils 2018

Scaled Score Maths



KS2 progress for disadvantaged pupils 2018

Scaled Score Maths



Phonics: In the national phonics tests, 69% of our disadvantaged pupils reached the required standard which was 6% below their classmates and 2% the national picture for the group.

Attendance of disadvantaged pupils is better overall than the non-disadvantaged. Absence level is 95.8% for the group and 95.1% for the non-group.

Behaviour - pupils from a disadvantaged background were more likely to have a negative behaviour incident recorded than non- disadvantaged pupils.

How will we spend the pupil premium allocation for the academic year September 2018 – July 2019?

When considering which interventions to use this coming academic year, we have used the EEF (Education Endowment Foundation) Toolkit as a basis with which to evaluate and analyse the different approaches. The EEF looks at the impact of each intervention in terms of additional month's progress children make, the research supporting the intervention and the cost. Quality First Teaching, including high quality professional development for our teaching staff is found to have the greatest impact as it is embedded in everyday practice. Quality teaching includes the use of feedback and the teaching of meta-cognitive and self-regulation strategies for children. The EEF Toolkit also rates reading comprehension strategies highly. At Risley, we have invested in the Destination Reader programme, which uses the approach recommended.

Planned expenditure of the Pupil Premium Grant next year 2018/19 * costs are estimated			
Item or Project	Cost	Why have we chosen this resource?	Intended outcomes
Teachers continued professional Development for Quality Teaching – Feedback; Metacognition and self-regulation	261 x £80= £20,880	The quality of teaching and learning in our school is paramount in improving attainment and progress of all pupils.	For our disadvantaged pupils to continue to make good progress and for the majority of them to reach Age Related Expectations at the end of each year.
Reading Comprehension Strategies – Destination Reader	£1,200 x 12 = £14,400	Improvement of reading is part of overall school improvement plan. Destination Reader uses many of the best strategies recommended in the EEF Toolkit.	For reading to reach a similar level to writing and maths for our disadvantaged pupils.
Small Group Tuition – English and Maths with TA's in KS1	£78 x 81= £6,318	Children who are at risk of not making progress and/or not reaching end of year expectations are targeted in small groups for additional maths and English.	Greater number of disadvantaged pupils reach the expected standard in reading, writing and maths or greater depth. Progress for disadvantaged pupils is always at least expected.
Small Group Tuition – English and Maths in KS2 excluding Y6	£78 x 136= £10,608		
Small Group Tuition – Teaching Assistants (3) & 0.5 teacher for English and Maths in Y6	3 teaching assistants – £26,305 Teacher: £25,000	Disadvantaged pupils are identified and tracked – they receive a variety of interventions depending on their KS 1 results to ensure they make at least expected progress.	For all children to make at least expected progress.
Same day additional teaching – Yr. R - 5– 1 TA per class	17 x 0.33 x 19,883 £111, 543	Children who are behind in reading, writing or maths sometimes need a bit of extra help. They are offered same day additional teaching by teacher or TA	% of pupils not achieving Age Related Expectations is reduced. Number of pupils making at least expected progress is 100%
Oral Language Interventions Language Link and Language for thinking.	£6,000	This programme helps pupil's oracy skills.	Pupils to make expected progress in writing and reading.
Reading Teacher (0.3)	£5,796	This teacher supports our	To support our children to move from low starting points to at

Y1 & 2		children in Years 1 and 2 to develop a love of reading and understanding of texts.	least the nationally expected level for the country.
Pastoral Care Team All year groups and Music mentor	£97,876	Often children who are experiencing difficulties in their home lives need a little bit of extra help and support. Our team of experienced staff provide a safe venue for children to talk through any problems they have. It gives children space to learn in a quiet environment and the confidence to return to the classroom. Children learn to play the piano with our music mentor and many are successful in reaching Grade 1-3 of the RSM music exams.	Children feel they are supported and have someone to talk and relate to. Parents have regular contact with the school and feel part of the community, sharing celebrations and events across different cultures and groups. This programme really helps children who are lacking in confidence. Pupils who have experienced trauma and upset have a safe place to express themselves. Parents are closely involved and are in regular contact with the mentor. Families are invited in to whole school celebrations to see their children perform.
Parental Liaison Officer All year groups	£12,370	Outreach to our local communities and parents. Providing accessible accredited courses to the local community and weekly coffee mornings for specific groups of parents. Parenting groups and financial management advice also provided. 'How to help you child meetings' targeting Maths strategies, phonics, Early Years, Maths, Reading, Writing, Speech & Language and Special Educational Needs.	Research has shown that parental interest and involvement in their child's education is a key indicator of future educational success.
Breakfast Club All year groups	£9,874	To ensure that pupils start the day with a balanced meal improving their concentration and readiness to learn.	To improve the attendance of specific pupils and reduce the number of persistently late pupils. To improve learning by ensuring pupils have had a good breakfast and are ready to learn.
Counselling Programme from HOPE All year groups	£9,216	Sometimes our children need a bit of space and time to talk things through. Our counselling services provide a supportive therapeutic approach.	Children develop the resilience to cope with events in their lives and are more ready and able to learn.
School enrichment activities Year 4	£7,200	Free Music lessons for all pupils in Year 4 through Haringey music service.	Pupils are given access to enrichment activities that they may not otherwise have. This will improve their self-esteem and confidence in learning.
<i>Subsidising residential trips to Wales and Cornwall</i> Year 5 & 6	£2000	Pupils in receipt of PPG are offered these trips first and they are subsidised or free	Pupils gain rich experiences and self-esteem is built.
Subsidising school trips All year groups.	£2000	Free (or subsidised) visits for pupils in receipt of PPG.	All pupils will have access to school visits to enrich and remove the potential cost barrier.
After school clubs All year groups	£2000	Free (or subsidised) after school clubs for pupils in receipt of enhanced PPG – all years.	Pupils will have access to enrichment activities after school
Into University project Y6	£880	A programme aimed at disadvantaged pupils to maximise their aspirations to attend university.	Pupils are given access to enrichment activities that they may not otherwise have. This will improve their self-esteem and confidence in learning.
Daily calls made for 1 st	£800	Absences are quickly chased	Attendance is above 95% for disadvantaged pupils.

day attendance All year groups		up and letter sent for persistent absence. Meetings with parents. Support offered where needed.	
Wigmore Hall Music Project Nursery and Reception	£800	To provide Early Years pupils with musical experiences, enriching the curriculum.	Pupils are given access to enrichment activities that they may not otherwise have. This will improve their self-esteem and confidence in learning.
Tottenham University Project Y5 & Y6	£720	A programme aimed at more able disadvantaged pupils to maximise their aspirations to attend university.	Pupils are given access to enrichment activities that they may not otherwise have. This will improve their self-esteem and confidence in learning.
Revision materials Year 6	£560	Purchase of revision books for English and maths for Year 6 pupils.	% of children achieving ARE in English and maths is above the national average
Forest School	£800	Children have the chance to be inventive and creative in an outdoor environment. Good for pupils who have strengths in areas not necessarily related to academic learning.	100 % of pupils surveyed enjoy the creative curriculum on offer at Risley Avenue.

How we will measure impact.

We will use our school tracking system to check on pupil progress. We will interview our disadvantaged children asking them about their aspirations and what helps them learn.

Pupil Progress Reviews will be key in diminishing any difference in attainment or progress, through a comprehensive programme of support. We will inspect national and local data and compare it to our own.

Date of next review: December 2019