



Risley Avenue Primary School

Pupil Premium Report 2016/2017

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. Nationally, the statistics show that pupils in the above groups often do less well than their peers at school. 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.

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
Grant for 2016/17	312 3 Looked After Children	@£1320 £1900	£411,840 £ 5,700

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 (Headteacher) proposed how the money should be spent and this was agreed by the Finance Committee on behalf of the Governing Body.

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 (25%), the school has a high percentage of pupils that are currently eligible for Free School Meals (51%). 48% of our pupils receive pupil premium funding. This is significantly above the national average.

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.

Sometimes 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.

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 2015/16 pupil premium money and the impact it had.

Record of Pupil Premium spending in 2015-16				
Item or Project	Cost	Why have we chosen this resource?	Intended outcomes	Impact
Intervention groups led by HLTA’s and TA’s All year groups	£191,310	Children referred by class teachers for small group support in maths and literacy, focused intervention programmes.	% of pupils not achieving Age Related Expectations is reduced. Number of pupils making at least expected progress is 100%	The in school gap has closed in writing and maths this year. It is much smaller than the national gap. EYFS: 9% more pupils attained GLD than non-group. Phonics: Above national by 9%, above cohort by 5%. KS1 Attainment: R 9%, W 15%, M 8% – above *national (all) but slightly below Risley all group R 5%, W 5%, M 7%. KS2 Attainment: R 19%, W 2% below national (all), Maths in line with national. In school gap – no difference in R & W, -1% in maths. KS2 Progress: PP pupils made slightly less progress in R & W but greater progress in maths than rest of cohort.
Pastoral Care Team All year groups	£89,489	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	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	Incidents of behaviour have reduced by over half. Children are in class much more often. Academically, pupils working with our mentor are likely to make at least expected progress, with many achieving above this. 90% of the pupils with high end need are from a disadvantaged background.

		confidence to return to the classroom.	different cultures and groups.	
Music Mentor All year groups	£24,444	Children learn to play the piano with our music mentor and many are successful in reaching Grade one and two 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 children have the opportunity to attend before and after school piano lessons.
Additional teacher Y5 & 6	£16,318	This teacher targeted specific pupils in year 6 at the lower end of attainment at KS1	As above	This group of children, which included disadvantaged children, made an APS gain of 4.2 which is above expected progress.
Parental Liaison Officer All year groups	£15,463	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 have set up a 'Friends of Risley' Group. Attendance at parent meetings is very good. Many parents have gained qualifications. Over half of parents who use this service are from the disadvantaged group.
Intensive support Programme Y5 & 6	13,282	To support Year 6 pupils to achieve the best possible readiness for secondary school.	More children achieving above age related expectations in English and Maths.	In Maths 70% of disadvantaged pupils achieved ARE which was just below their peers and matched the national average for all pupils nationally. Progress was good, +1.61 points above expected. There was no in-school difference for disadvantaged children in reading, both achieved 49%. Progress in reading was slightly lower for the disadvantaged. In writing 74% of disadvantaged pupils achieved ARE which, like reading, the same as the rest of the cohort was. Progress in writing was very good +3.05 above expected.
Breakfast Club All year groups	£12,343	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.	Teachers have reported that pupils who attend breakfast club have improved concentration. Attendance and lateness are also improved. Many disadvantaged pupils attend.
Counselling Programme from HOPE All year groups	£11,520	Sometimes our children need a bit of space and time to talk things through. Our counselling services provide a	Children develop the resilience to cope with events in their lives and are more	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.

		supportive therapeutic approach.	ready and able to learn.	
Additional Teacher Support (0.3) Y5 & 6	£ 10,197	Year 5 & 6 – experienced teacher.	To ensure all pupils make at least 3 sublevels progress from the end of Year 5	90% of pupils who took part in this programme made 3+ levels progress from the end of year 5, including the disadvantaged pupils. These pupils also made accelerated progress in 4 of the 5 groups run and all made better than expected progress i.e. above 3.0.
1:1 Tuition Y3, Y4, Y5	£10,000	PP pupils who are not on track to achieve at least 2 levels progress will be given priority across Key stage 2.	Pupils progress is accelerated in English and Maths, gaining at least 1 Tracking Point over term	Data analysis of PPR reviews shows outcomes for these pupils is improving. The gap between disadvantaged pupils and peers is diminishing across classes.
Accelerated Reader Programme Year 1 - 6	£9,130	Children are encouraged though the programme to read avidly.	Years 2 to 6 benefit from this programme. New books have been brought and a member of staff runs the programme.	Reading across the school is currently a focus for us. Our disadvantaged pupils achieve more highly than the national for this group. Children taking part in the targeted intervention group which includes the disadvantaged pupils achieved 1.8 APS points above the peers in their class.
School enrichment activities Year 4	£9,000	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.
Saturday School Y6	£8,103	Children receive a morning of tuition from specialist tutors, combined with extra-curriculum activities.	Children enjoy coming into school and build a positive attitude for learning.	We know from talking to children that they enjoy Saturday school and it helps develop a responsible, independent attitude to learning. It was difficult this year to distinguish if this intervention had specific impact as all of the pupils attending took part in other interventions. However, interviews with disadvantaged pupils who attended suggested they enjoyed the programme and got much from it.
Reading Teacher (0.3) Y1 & 2	£7,245	This teacher supports our children in Years 1 and 2 to develop a love of reading and understanding of texts.	To support our children to move from low starting points to at least the nationally expected level for the country.	Our disadvantaged children at the end of Y2 and in the phonics screening did better than the national in terms of progress and attainment. 83% of our disadvantaged pupils achieved ARE in reading compared to 78% nationally of other pupils.
Maths Year N-6	£4,537	Extending resources: Introducing multi-sensory teaching resources, helping children make connections with numbers, create good mental pictures of numbers so they can solve problems more effectively.	100% of pupils make expected progress in maths.	Across the school, attainment of our disadvantaged pupils was 1.5 above the national for the group. The in school gap has also reduced from the previous year.
5 minute number boxes Year 1 -6	£4,131	10 week programme improving pupils number skills.	Pupils leaving reception or y1 with number skills below expected for their age will catch up with peers.	Programme did not impact on children's progress as much as hoped so it will be reviewed.
Holiday School	£3,000	For Year 6 pupils	As above	4.5 APS gain for disadvantaged pupils who attended which is 1.5 points above expected progress.
The Phonics Company Year 1	£3,000	Reading intervention using highly structured phonics programme – aimed at pupils in Year R-2 who are not in line with national expectations – PP pupils will receive priority.	100% of pupils will pass the Year 1 phonics screen.	79% of our disadvantaged pupils passed this test which is 8% above the other pupils in their class and 9% above the national for the group.

Subsidising residential trips to Wales and Cornwall Year 5 & 6	£2,158	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 – none of them had been to the English countryside before. The Cornwall trip was only for disadvantaged pupils. The journals they wrote whilst there helped develop their writing potential.
Booster Classes Y5 & 6	£2,000	Additional Maths and English lessons after school for pupils targeted to achieve Greater Depth.	PP pupils will achieve equally as well as peers at Greater Depth.	In school gap for more able disadvantaged this year was: 10% in reading, 7% in writing and 8% in maths. This will be focused on next year.
Subsidising school trips All year groups.	£2,000	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	£2,000	Free (or subsidised) after school clubs for pupils in receipt of PPG – all years.	Pupils will have access to enrichment activities after school	Pupils take up of clubs is increasing. Our looked after children particularly benefit from this provision.
Creative Arts Programme Year 1 - 6	£1,750	CPD Programme from ARTIS to improve teachers' skills in using the arts to support learning. Whole school CPD and team teaching with one teacher from years 1,2,3, & 6	Our pupils have high quality art lessons – ensuring the curriculum is broad and balanced and appeals to all children's strengths and develops them.	Observations have shown that teachers are using a variety of methods and techniques to help children express themselves through Art. Around the school and around the borough, examples of Risley children's Art can be found.
Into University project Y6	£1,100	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.
Daily calls made for 1 st day attendance All year groups	£1,000	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%
Wigmore Hall Music Project Nursery and Reception	£1,000	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	£900	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.	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.
Revision materials Year 6	£300	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	National average of disadvantaged group has not been given this year so this was difficult to evaluate.

5 minute reading box Year 1-6	Included in the above figure	Programme to improved basic reading skills.	Pupils can consolidate maths skills – can be accessed from home or school.	4.5 APS gain shown last year in Year 2 where programme targeted and in school gap closed in this year group by 1.1 points.
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The progress and attainment of our disadvantaged pupils in 2015/2016

Pupil Premium (Disadvantaged) Pupils													
Attainment using Average Tracking Points (gap closing?)													
Expected TP for Spring	YEAR	READING				WRITING				MATHS			
		Non Group	Group	Difference 2015 2016		Non Group	Group	Difference 2015 2016		Non Group	Group	Difference June Mar	
9	R(0)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
12	1(0)	n/a	n/a	n/a	n/a	n/a	v	n/a	n/a	n/a	n/a	n/a	n/a
15	2 (42)	16	15.7	-1.4	-0.3	16.0	15.7	-0.8	-0.3	16.0	15.3	-0.9	-0.7
18	3 (29)	17.9	17.6	-1.2	-0.3	17.3	17.3	-1.0	0	18.1	17.4	-1.5	-0.7
21	4 (36)	20.8	20.9	+0.6	+0.1	20.7	20.7	+0.2	0	21.0	20.7	0	-0.3
24	5 (38)	22.4	22.9	+0.8	+0.5	n/a	n/a	n/a	-	23.3	22.8	-0.6	-0.5
27	6 (42)	27.0	26.5	-0.2	-0.5	n/a	n/a	n/a	-	28.1	27.6	-0.4	-0.5
Average school gap				-0.4	-0.5			-0.4	--0.1			-0.7	-0.5
National for group 2015 National gap for group 2016 national not given this year.		KS1 = 15.2 - 1.9		KS2=27.6 - 2.0		14.0 - 1.8		26.5 - 2.3		15.1 - 1.8		27.3 - 2.5	
Expected progress		% of pupils at ARE+											
	1	n/a	n/a	n/a		n/a	n/a	n/a		n/a	n/a	n/a	
	2	87	85	-2%		83	76	-7%		89	68	-21%	
	3	73	59	-14%		61	55	-6%		63	52	-11%	
	4	60	72	12%		65	72	7%		67	72	5%	
	5	48	53	5%		50	37	-13%		56	50	-6%	
	6	49	49	0%		74	74	0%		71	70	-1%	
Expected progress 3.0		Progress over year											
	1												
	2	4.2	4.4	0.2		4.4	4.3	-0.1		4.2	4.0	-0.2	
	3	3.2	2.9	-0.3		3.1	3.0	-0.1		3.4	2.9	-0.5	
	4	4.0	3.7	-0.3		3.8	3.7	-0.1		3.7	3.7	0	
	5	3.2	2.9	-0.3		3.0	2.3	-0.7		3.1	2.5	-0.6	
	6	3.6	3.3	-0.3		3.56	3.17	-0.3		4.6	4.6	0	
Summary:													
Our disadvantaged pupils are out-performing their peers in Years 4 & 5 in reading and the gap between them and non-pupil premium pupils is 0.5 or below. This is much less than the national gap. The in-school gap in writing and maths has closed since 2015. Progress of PP children is still slightly less than non PP although this gap is also closing.													
KS1 Results: Phonics, 79% of PP passed compared to 70% non PP nationally and 71% in school others. However year 2 phonics was lower than national 71% compared to 86%. Reading: Age Related Expectation (ARE) school result 5% above national and 7% above Greater Depth national. In school difference however of -5% and -6% respectively. Writing: 11% above national at ARE, 3% above at Greater Depth. In school gap with others was - 5% ARE and -8% GD. Maths: 4% above national at ARE and 14% above at GD; In school gap -7% at ARE and -2% at GD.													
KS2 Results: Reading: % at ARE equal to non-group (49%) but some way below the national. % at Greater Depth 7% giving in school gap of 4%. Progress of disadvantaged was below that of others at -2.3 (others-1.46)													
Writing: 74% at ARE equal to non-group - 5% below national others. % at Greater Depth 27% which is 7% below school others but 9% above national others.													
Maths: 70% at ARE which is 4% above in school non group - 5% below national others. % at Greater Depth 13% which is 8% below school others and 7% below national others.													

How will we spend the pupil premium allocation for the academic year September 2016 – July 2017?

We will continue to look carefully at which interventions and strategies have the greatest impact supporting our disadvantaged children. We will:

- 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.
- Providing 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.

New this year, we have appointed an additional, very experienced teacher to work with our more able, disadvantaged children. We have also begun working with a new project called EVOLVE who provide Health Mentors who will work in specific year groups, targeting many of our disadvantaged pupils, especially those who have experienced trauma. We have also introduced the Language Link Programme in Year 1.

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.

Date of next review: November 2017