

Risley Avenue Primary School

Pupil Premium Report 2019/20

What is the Pupil Premium?

The Pupil Premium is the funding allocated by government to children who are entitled to Free School Meals or who have claimed Free School Meals in the past 6 years. It is also allocated to Looked After Pupils and children of Service Personnel. The funding was given to schools in an attempt to close the gap in attainment between disadvantaged and non-disadvantaged children. Closing this gap has been challenging for schools and the reasons for the gap are numerous and complex. Nationally, 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 in 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. Parents who receive benefits 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 |
| 2016-17 | 312 | @£1320 | £411,840 |
| 2017 -18 | 267 | @£1320 | £364,200 |
| 2018-19 | 261 | @£1320 | £344,520 |
| 2019-20 | 221 | @1320 | £291,720 |

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 in December 2019.

What are the main barriers to achievement faced by disadvantaged pupils at Risley Avenue School?

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 36% of pupils eligible for pupil premium funding.

Research has shown that children who are faced with poverty often have many 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. Research shows that by the age of 4 years, children from less privileged backgrounds hear about 30 million fewer words than children from higher income families. 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 and their ability to fully understand the texts they read. One of the ways we are tackling this is to revise our curriculum to ensure children have access to a rich curriculum that is carefully sequenced and broad in scope that inspires children's natural curiosity and thought. We have also invested 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 developed an '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 2018/19 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 18/19 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.

We have drawn on advice from the Education Endowment Foundation and use evidenced based approaches as our starting point.

The majority of the pupil premium funding is spent on improving teaching. This includes professional development for teachers and the training and support of newly qualified teachers. High quality teaching has been shown to give the most positive outcomes for all groups of pupils, and has particularly good impact on improving outcomes for pupils from disadvantaged backgrounds.

We also use academic support which includes interventions such as Language for Thinking, 1:1 RWI phonics and booster groups and Saturday School.

Wider strategies relating to attendance, behaviour and social and emotional support also have a positive impact.

| Record of Pupil Premium spending in 2018-19 | | | |
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| (Costs have been adjusted to reflect % of disadvantaged pupils taking part in each intervention/provision). | | | |
| Item or Project | Cost | Why we chose this resource? | Evaluation |
| 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. Research shows that having a good teacher in front of the class, is likely to improve progress by 1 ½ years | Whole school, in-year data shows that progress of disadvantaged pupils is above non-disadvantaged. |
| 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. | At the end of KS2 there was still a gap in the attainment of all pupils, including Pupil Premium pupils between reading and the other subjects tested. However, in reading across all year groups, our Pupil Premium pupils achieved an average tracking score of 20.9 which is 4.2 points above the level of other pupils (16.7) |
| 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. | The in-school gap for children who reached the expected standard in Reading Writing and Maths (RWM) between advantaged and disadvantaged pupils was - 2% at KS2, at KS1 it was +8%. Compared to the gap nationally this is very good. Progress of our disadvantaged pupils in 2019 by the end of Year 6 was -2.7 which is a 3.0-point gap when compared with the national figure for non-disadvantaged children. This gap has however closed by 0.2 this year. |
| 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. | |
| 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 disadvantaged pupils achieving Age Related Expectations across the school in 2018/19 was 72% in Writing and 79% in Reading and Mathematics. |
| Oral Language Interventions Language Link and Language for thinking. | £6,000 | This programme helps pupil's oracy skills. | Disadvantaged pupils making expected progress last year across the school were 75% Writing and 79% in Reading. |
| Reading Teacher (0.3) Y1 & 2 | £5,796 | This teacher supports our children in Years 1 and 2 to develop a love of reading and understanding of texts. | 100% of pupils in this intervention group (22 pupils) reached ARE. 12 of them were disadvantaged pupils. |

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| 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. Music Mentor – 7 pupils passed the Royal School of Music exams from between Grades 1 to Grade 7. |
| 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 your 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. In terms of improvement in the academic outcomes, the most successful group this year were disadvantaged children from Turkish backgrounds. How to Help Your Child Meetings – have been very popular with more disadvantage families making use of this than any other group. |
| 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. | Take up of a free / subsidised breakfast has been very popular; on average 40% of pupils attending are from a disadvantaged background. On an average day that is 36 pupils from a total of 89. We also ran a SATs Breakfast Club, offering free breakfast to all 87 pupils, 45 of whom were entitled to pupil premium. |
| Counselling Programme from HOPE in Tottenham 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. The impact of this is hard to measure but it has certainly helped many children in school to feel happier and more ready to learn. |
| School enrichment activities Year 4 & 5 | £7,200 | Free Music lessons for all pupils in Year 4 (and continuers in Y5 and 6) through Haringey music service. | Pupils are given access to enrichment activities that they may not otherwise have. This has improved their self-esteem and confidence in learning 30% of pupils in year 4 were from a disadvantaged background. |
| <i>Subsidising residential trips to Wales and Cornwall Year 5 & 6</i> | £2000 | Pupils in receipt of PPG are offered these trips first and they are subsidised or free | Half of pupils who went to Cornwall were from a disadvantaged background, 3 went free and 8 paid the reduced price of £100. Half of the pupils attending the trip to Wales were also in receipt of the Pupil Premium, 1 went free and the rest paid a reduced cost. |
| Subsidising school trips All year groups. | £2000 | Free (or subsidised) visits for pupils in receipt of PPG. | All pupils had access to school trips, no pupil being denied because they could not afford it. |
| After school clubs All year groups | £2000 | Free (or subsidised) after school clubs for pupils in receipt of enhanced PPG – all years. | Pupils had access to enrichment activities after school. 20% of these places are taken up by pupils who are disadvantaged. This area will be looked at this year. |
| 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 improves their self-esteem and increases their aspirations. We are trying to find out which of our pupils go on to attend university. |
| Daily calls made for 1 st day attendance All year groups | £800 | Absences are quickly chased up and letter sent for persistent absence. Meetings | Attendance was 96.2% for disadvantaged pupils last year which was 0.5 below non-disadvantaged group. |

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| | | with parents. Support offered where needed. | |
| 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 improves their self-esteem and confidence in learning. 100% of pupils attending are classified as pupil premium. |
| Revision materials Year 6 | £560 | Purchase of revision books for English and maths for Year 6 pupils. | % of PP children achieving ARE in English and maths is still low in reading but good in writing and maths. |
| 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 enjoyed the creative curriculum on offer at Risley Avenue. |

The progress and attainment of our disadvantaged pupils in 2018/2019

End of Key Stage 1:

34% of pupils were from disadvantaged backgrounds. 80% of them reached the Expected Standard in Reading, Writing and Maths which was 5% above their peers.

End of Key Stage 2:

54% of pupils were from disadvantaged backgrounds. 53% of them reached the Expected Standard in Reading, Writing and Maths which was 2% below their peers. Progress of disadvantaged children in Reading was 3 points below the national level, writing progress was above the national by 2.5 points and maths was 0.5 points below the national level for the group.

Phonics:

In the national phonics tests, only half our 18 disadvantaged pupils reached the required standard which was well below their classmates and the national picture. This is a concern and is being investigated and addressed this year.

Attendance of disadvantaged pupils was 96.2% last year compared to 96.7% for the non-disadvantaged group.

Behaviour - pupils from a disadvantaged background were less likely to have a negative behaviour incident recorded than non- disadvantaged pupils and there was a 5% reduction in number of incidents for this group of pupils.

How will we spend the pupil premium allocation for the academic year September 2019 – July 2020?

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 and we are running several booster groups to support this area of reading.

Planned expenditure of the Pupil Premium Grant next year 2019/20 * costs are estimated

| Item or Project | Cost | Why have we chosen this resource? | Intended outcomes |
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| Teachers Professional Development - Quality Teaching | £32,660 | 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 Booster groups | £30,000 | Improvement of reading is part of overall school improvement plan. Additional teachers including the HT and DHT's take groups in order to deliver high quality reading lessons. | For reading to reach a similar level to writing and maths for our disadvantaged pupils. |
| Saturday School | £6000 | Pupils who could get Greater Depth in Reading if pushed. Reaching Champion runs this group to provide high quality tuition. | For all pupils to make expected or better than expected progress and reach Greater Depth. |
| Small Group Tuition – English and Maths with TA's in KS1 and 2 | £16,000 | 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 – Teaching Assistants (3) plus teacher time. | £32,000 £7,000 | 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 0.4 TA's per class | £72,000 | 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 pupils oracy skills. | Pupils to make expected progress in writing and reading. |
| Reading Teacher (0.3) Y1 & 2 | £6,000 | 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. |

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| Pastoral Care Team All year groups and Music mentor | £69,500 | 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. |
| Attendance Support Programme | £1,800 | Absences are quickly chased up and letter sent for persistent absence. Meetings with parents. Support offered where needed. | Attendance to be above 96% for disadvantaged pupils. |
| Counselling Programme from HOPE All year groups | £9,000 | 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. |
| 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 increase their aspirations |
| Daily calls made for 1 st day attendance All year groups | £800 | Absences are quickly chased up and letter sent for persistent absence. Meetings with parents. Support offered where needed. | Attendance was 96.2% for disadvantaged pupils last year. |
| 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 improves their self-esteem and confidence in learning. 100% of pupils attending are classified as pupil premium. |

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| Revision materials Year 6 | £560 | Purchase of revision books for English and maths for Year 6 pupils. | % of PP children achieving ARE in English and maths is still low in reading but good in writing and maths. |
| 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 enjoyed 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 2020