



## PUPIL PREMIUM FUNDING REVIEW

2016 -17

OCTOBER 2017

### Pupil Premium for the academic year 2016-17

The school received a total pupil premium budget of £14520 for the academic year 2016-17.

1. Summary information					
School	Riston C of E Primary School				
Academic Year	2016/17	Total PP budget	£14520	Date of most recent PP Review	July 16
Total number of pupils	73 (FT)	Number of pupils eligible for PP	11 (15/16) 7 (16/17)	Date for next internal review of this strategy	Jan 2017

2. Current attainment 2016 KS2		
	<i>2017 Pupils eligible for PP (4 pupils Y6/1 SEN)</i> <i>2016 Pupils eligible for PP (3 pupils Y6)</i>	<i>2017 Pupils no eligible for PP (5 pupils only 4 pupils took tests)</i> <i>2016 Pupils not eligible for PP (12 pupils Y6)</i>
% ARE in reading (Overall Progress Score)	50% 67% (-7.39)	75% 62% (-0.61)
% ARE in writing (Overall Progress Score)	75% 67% (5.45)	100% 85% (3.84)
% ARE in maths (Overall Progress Score)	50% 67% (-5.52)	100% 46% (-2.99)
Reading and math progress score	+1.1 (SEN figure included at -6.3)	+3.2

3. School Priorities for Pupil Premium Children		July 2017
Priorities	Desired Outcomes	Impact
A: Pupil Premium children without specific SEN barriers make progress in line with their peers/national expectations.	Teaching is effectively planned to target pupils' identified needs and were necessary intervention is used to target pupil progress and narrow the gaps. Closing the gap plans are effectively used to record and track the impact of teaching and intervention on pupil progress.	Closing the gap plans have been effective in tackling attendance and identifying additional needs for those who are disadvantaged. These needs have been met resulting in excellent outcomes for the individuals were bespoke support has been received. Targeted one to one work focusing on academics and in some cases emotional needs has proved to be highly effective.
B: To raise attainment in English to ensure pupils make at least expected progress.	Formative and summative assessment is used effectively to identify and target the needs of children. SEN needs are planned for	The progress of pupils with SEN evidenced progress through EHC evaluations and their in school

	effectively and provision maps are used effectively to determine the next step for pupils ensuring a coordinated response to pupils' identified needs. Pupil progress is continuously monitored to ensure each pupil is on track.	assessment, although this is not reflected in data from KS1 to KS2 as their specific needs have changed considerably over the four years. Pupil progress meetings evidence timely intervention through one to one and small group focused work to ensure the progress of disadvantaged pupils. Response is evidenced through PP trackers. Progress from start points is good for all pupils.
C: To raise attainment in Mathematics to ensure pupils make at least expected progress.	Formative and summative assessment is used effectively to identify and target the needs of children. SEN needs are planned for effectively and provision maps are used effectively to determine the next step for pupils ensuring a coordinated response to pupils' identified needs. Pupil progress is continuously monitored to ensure each pupil is on track.	The percentage progress of disadvantaged pupils remains behind those are not disadvantaged. However this figure includes a child with identified SEN needs and when removed the progress of FSM children is better than those without. All made good progress from given start points from internal data.
D: To provide extra-curricular activities to ensure pupils are given the opportunity to attend breakfast club and additional curriculum clubs resulting in good attendance.	Children are given opportunities to explore their talents and skills and engage in the wider life of the school raising aspirations and enjoyment. Pupils are targeted to attend school ensuring attendance is good and in line with peers. 100% of pupil premium pupils attend an extra-curricular activity.	All pupil premium children attend clubs within school. This has had a significant impact on their self-esteem, social skills and for some behaviour. Due to the improvements made with children funding next year will be used to pay for the participation in a wider variety of clubs and educational visits. Those with poor attendance have been

		successfully worked with and a positive outcome has been achieved. Evidenced in individual attendance records and pupil outcomes.
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