



**PUPIL PREMIUM FUNDING**  
**2019-20**  
**SEPTEMBER 2019**

**Pupil Premium for the academic year 2019-20**

The school received a total pupil premium budget of £12140 for the academic year 2018-19.

<b>1. Summary information</b>					
<b>School</b>	Riston Church of England Primary Academy				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£9,240	<b>Date of most recent PP Review</b>	May 19
<b>Total number of pupils</b>	79	<b>Number of pupils eligible for PP</b>	7 (2 x forces)	<b>Dates for next internal review of this strategy</b>	Cycle 1 Cycle 2 Cycle 3

<b>1. Current attainment 2019 KS2</b>		
	<b>2018/19 Pupils eligible for PP 9% (1)</b>	<b>2018/19 Pupils not eligible for PP (10)</b>
<b>% ARE in reading</b>	9%	82%
<b>% ARE in writing</b>	9%	91%
<b>% ARE in maths</b>	9%	82%

Reading and math progress score		+3.1
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2. School Priorities for Pupil Premium Children	
Priorities	Desired Outcomes
A: To raise attainment in all subjects to ensure pupils make at least expected progress from their start points.	Formative and summative assessment is used effectively to identify and target the needs of children. Targeted intervention groups that are planned from the pupils needs are effective in determining the next steps for pupils. Gaps in attainment within all subjects start to narrow and progress is in line with peers. ICT usage is planned and provided daily to tackle progress in mathematics. Small group focus is targeted for PP children through the use of additional adults and teacher time.
B: To provide dedicated targeted TA hours of support for PP children for academic and emotional learning/resilience work.	PP trackers are effective in identifying areas of emotional and academic need for pupils. Training and support from the Ebor hub provides the TA with the required training to lead on emotional well-being across the school. At least one afternoon per week is dedicated to ELSA time to support PP and other children. TA targeted intervention is highly effective and evidenced in pupil progress data and well-being records (trackers). Same-day intervention allows PP children to receive relevant, targeted support to allow them to close the gap and achieve in line with their peers. Daily reading time is given to PP children. Reading is recognised as the key to success across the curriculum.
C: To continue 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.
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3. Planned expenditure						
Academic year		2019/20				
i.		Quality of teaching for all				
Priority	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost/Time	Review
A	TA and teacher time is planned effectively to meet the specific needs of PP children.	PP money invested in a whole school approach to ensure good or better provision for PP pupils. Strategies that are being successfully implemented are shared between the classrooms. Opportunities to coordinate support is provided between the classes. All teachers are using the 'Teaching for Mastery' approach in Maths and are exploring the use of continuous provision throughout the school to allow for an immersive approach to learning and the opportunity for targeted intervention throughout the day.	PP trackers will be monitored and evaluated through peer coaching reviews and lessons. Books are monitored for PP children. Pupil progress meetings. Learning walks.	Head	£3000	

B	Classroom support and teachers to work directly with pupils who are identified as having gaps in their learning.	We want to provide extra support to for PP pupils to ensure progress remains in line with that of their peers. Additional time is directed by teaching assistants to target all PP children to ensure the best possible outcomes and progress.	Monitoring of TA and teacher provision through learning walks and work scrutiny. Measuring the impact of class based and additional TA intervention. All TAs completing intervention sheets to monitor the impact of their	Head/ Class teacher s	£2000	Cycle 1 Cycle 2 Cycle 3
<b>Total budgeted cost</b>						
ii.	<b>Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>		<b>Review</b>
A and B	1:1 support provided weekly to enable access to the curriculum and small focused work.	Some of the PP students with additional SEN needs or those identified as falling behind in progress meetings, need targeted 1:1 support to make progress and access the curriculum. Same day intervention has proven to be beneficial.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Liaison with SENCO to discuss interventions and approaches. Materials for intervention have been provided. Regular reviews will take place.	SENCO. Y1/2 interventi on and support staff	£2000	Cycle 1 Cycle 2 Cycle 3

B	Weekly emotional literacy session with well-being leader as required. Check ins with the teacher to build self-esteem and raise aspirations.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective. EEF Toolkit.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.  Impact overseen by SENCO and Head.  HLTA time funded and training through EBOR hub.	Head/ HLTA	£3000	Cycle 1 Cycle 2 Cycle 3
A and B	TTR and SUMDOG for Mathematics and Lexia and Spelling Shed to target English and Maths progress.	Sumdog and Lexia have a proven record in improving pupil progress. Teachers are provided with data and reports from both programmes. Additional learning time in school is provided through clubs and computer access in the classroom. Pupils are encouraged to use TTR at home.	Classroom daily rota to ensure pupils have daily access in school. Home access provided and tracked by teachers' reports to ensure pupils are given opportunities to engage at home.	Class teachers	£1300	Cycle 1 Cycle 2 Cycle 3
<b>Total budgeted cost</b>						
iii.	<b>Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>	<b>Review</b>

C. Engagement in the wider life of the school ensuring good attendance and participation.	<p>Breakfast club provision for PP pupils.</p> <p>PP pupils targeted attendance at clubs.</p> <p>Educational visits funded.</p>	We can't improve attainment for children if they aren't actually attending school. Enabling children to engage in the wider life of the school they can gain opportunities to explore talents and skills for their future achievement or enjoyment. Supporting parents through the breakfast club ensures children start the day well and arrive ready to start learning.	<p>Half termly attendance monitoring with Head, SBM.</p> <p>Engaging with EWO for attendance support.</p> <p>Tracking club attendance and provision.</p>	Head/SB M	£200	<p>Cycle 1</p> <p>Cycle 2</p> <p>Cycle 3</p>
	Visits for PP children to be funded to encourage the attendance of all pupils on engaging and enhancing activities.	School visits are valuable in supporting the classroom learning and applying their knowledge into real life context. Raising aspirations through experiences in the real world.	Monitor attendance of PP children on educational visits.	SBM/HE AD	£800	<p>Cycle 1</p> <p>Cycle 2</p> <p>Cycle 3</p>
<b>Total budgeted cost</b>					£12300	

Pupils will be defined as disadvantaged in RAISE online if they are recorded as:

- \* eligible for Free School Meals (FSM) in the last six years or
- \* looked after continuously for one day or more or
- \* adopted from care.