



Pupil premium strategy statement 2016-2017

1. Summary information					
School	Rhodes Avenue Primary School				
Academic Year	2016/17	Total PP budget	£61,700		
Total number of pupils	661	Number of pupils eligible for PP	44	Date for next internal review of this strategy	June 2017

2. Current attainment for KS2					
	<i>Pupils eligible for PP - School</i>	<i>Pupils not eligible for PP - School</i>	<i>School</i>	<i>Local - Haringey</i>	<i>National</i>
% achieving Expected or above in Reading, Writing and Mathematics	100%		85%	54.1%	52.0%
% achieving Expected or above in Reading	100%		86.7%	62.4%	66%
% achieving Expected or above in Writing	100%		96.7%	82.2%	73%
% achieving Expected or above in Maths	100%		95%	72.2%	70%
% achieving Expected or above in GPS	100%		91.7%	73.9%	72%
Average Scaled Score - Reading	111.0	108.7	109	102.5	103
Average Scaled Score - GPS	107.0	109.9	110	104.8	104
Average Scaled Score - Mathematics	105.7	109.4	109	103.8	103
Progress - Reading	12.0	3.8	4.2	0.8	
Progress - Writing	8.6	4.2	4.4	2.9	
Progress - Mathematics	5.9	4.4	4.5	1.6	

3. Barriers to future attainment (for pupils eligible for PP including high ability)
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)

A.	Attainment for pupils in receipt of the PPG was not as strong in Reading and Writing at KS1 compared to attainment at KS2 in 2015-2016.
B.	Attainment for pupils in receipt of the PPG was not as strong in Mathematics at KS1 compared to attainment at KS2 in 2015-2016.
C.	Social, emotional and mental health issues are affecting the progress of a group of pupils in receipt of PPG in EYFS and KS1.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	The % of pupils in receipt of the PPG (predominantly the FSM group) is greatest in EYFS + KS1 in comparison to KS2's FSM PPG group. Housing conditions, poor home learning environments and social, emotional and mental health issues are affecting the progress of this group of pupils.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved outcomes / attainment in Reading and Writing for pupils in receipt of PPG in KS1.	Attainment in Reading in KS1 increased. Attainment in Writing in KS1 increased.
B.	Improved outcomes / attainment in Mathematics for pupils in receipt of PPG in KS1.	Attainment in Mathematics in KS1 increased.
C.	Improved social, emotional and mental health. Receive appropriate support and advice from services by families.	Prompt identification, referral and access to relevant services. Improved social, emotional and mental health.
D.	Improved social, emotional and mental health. Receive appropriate support and advice from services by families. School Offer to support the development of a positive home learning environment.	Prompt identification, referral and access to relevant services. Positive home learning environments.

5. Planned expenditure					
Academic year		2016/17			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
A. Improved outcomes / attainment in Reading and Writing for pupils in receipt of PPG in KS1.	'Write Dance' programme in EYFS (whole class + group intervention).	The music + dance programme supports learning specific movements to develop physical skills. Guides and aids imagination + language development. Whole body dance moves progress to fine-motor movements with fluency + speed (EEF evidence +5).	Weekly Write Dance sessions on EYFS timetables. Lesson observations to monitor the quality of teaching and learning within the Write Dance programme.	EYFS practitioners	
	'Motor Skills United' intervention groups.	An Occupational Therapy programme which integrates + develops motor + perceptual skills which impacts on learning + handwriting (EEF evidence +3).	Pre and post intervention data to be monitored.	Intervention leader+INCO	

	<p>'Time to Talk' intervention groups.</p> <p>Full-time EYFS play worker.</p> <p>1 day per week teaching assistant in Nursery</p> <p>CLPE (Centre for Literacy in Primary Education) CPD opportunities + use of core texts.</p> <p>1:1 Reading in EYFS + ability grouping for phonics.</p> <p>English Leader teaches within KS1.</p> <p>Leadership of PPG in school shared.</p> <p>The teaching of reading is an objective in the SDP for</p>	<p>Develops oral and communication skills (EEF evidence +5).</p> <p>Preparing exciting play opportunities that meets children's developmental needs (EEF evidence +5). Observe, assess and provide additional support for focus children with their personalised CLL, R + W 'next steps' identified from observations + their EYFSP data.</p> <p>Provide additional 1:1 support for focus children with their personalised CLL, R + W 'next steps' identified from observations + their EYFSP data (EEF evidence +5).</p> <p>Promotes high standards in the teaching of literacy based on quality research into teaching and literacy. Emphasises the importance of books and literature in enabling children to become confident, happy + enthusiastic readers + writers. CLPE raises achievements by helping schools teach literacy more effectively, placing literature at the heart of all learning (CLPE Impact Report evidence).</p> <p>More able phonics group in Reception. Ability grouping in Y1. Booster phonics group in Y2. Small groups are chosen as they enable focussing on a small number of learners ensuring effective progress (EEF evidence +4).</p> <p>English Leader teaches within KS1 so they can model and support teachers in the teaching of reading and writing at KS1. Effective practice may be modelled and shared whilst maintaining effective oversight of progress and attainment.</p> <p>DHT and AHT (Inclusion) have joint leadership of PPG in school and work closely with the English Leader. This ensures that PPG data and interventions are looked at rigorously and actions specific to PPG pupils can be actioned promptly and impact monitored.</p> <p>The whole school is looking at how we currently teach reading and is looking at new/alternative approaches to the teaching of reading based on</p>	<p>Pre and post intervention data to be monitored.</p> <p>Monitor playworker's Look@Me assessment contributions. Monitor EYFS planning for the deployment of the play worker.</p> <p>Monitor EYFS planning for the deployment of the teaching assistant.</p> <p>CLPE 'Inspiring Writing in EYFS + KS1' INSET day for all EYFS + KS1 staff (Sept 2016). CLPE day courses for targeted KS1 staff. Attendees to disseminate information from courses to phases in twilight meetings. Monitor English planning.</p> <p>Lesson observations of Phonics sessions. Monitor progress within Phonics tracking assessments.</p> <p>DHT + AHT (Inclusion) to join HT and AHT (Assessment) with class teachers for all termly pupil progress meetings. DHT + AHT (Inclusion) to coordinate interventions/support needed for pupils is actioned.</p> <p>INSET day on 'Teaching Reading' (Oct 2016).</p>	<p>Intervention leader+INCO</p> <p>EYFS Leader</p> <p>INCO</p> <p>English Subject Leaders</p> <p>English Subject Leaders</p> <p>English Subject Leaders</p> <p>DHT + AHT</p> <p>English Subject Leaders</p>	
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	English.	research in order to accelerate progress made by pupils in reading.			
B. Improved outcomes / attainment in Mathematics for pupils in receipt of PPG in KS1.	KS1 Mathematics Leader teaches within KS1. Separate EYFS Mathematics Leader appointed.	Mathematics Leader teaches within KS1 so they can model and support teachers in the teaching of Mathematics at KS1. Effective practice may be modelled and shared whilst maintaining effective oversight of progress and attainment. Appointing a separate EYFS Mathematics Leader strengthens the leadership of the subject and raises the profile of Mathematics and its pedagogy within the EYFS.		Maths Subject Leaders	
	Leadership of PPG in school shared.	DHT and AHT (Inclusion) have joint leadership of PPG in school and work closely with the English Leader. This ensures that PPG data and interventions are looked at rigorously and actions specific to PPG pupils can be actioned promptly and impact monitored.	DHT + AHT (Inclusion) to join HT and AHT (Assessment) with class teachers for all termly pupil progress meetings. DHT + AHT (Inclusion) to coordinate interventions/support needed for pupils is actioned.	DHT + AHT	
	EYFS SENDCO leads on and teaches a Mathematics group within Reception one morning per week.	The EYFS SENDCO was previously the school's Numbers Count teacher. Using a Mathematics Specialist with a strong understanding of early mathematics skills development to provide quality first teaching and to support EYFS practitioners with their planning will accelerate progress made by pupils. Acting as the EYFS SENDCO also means that she will also be able to identify whether there are any specific needs warranting further support and accessing the relevant support promptly (EEF evidence +5).	Forms part of the EYFS SENDCO's weekly timetable. EYFSP data will be monitored before and after the support is put in place.	EYFS SENDCO	
Pre-teaching groups	Two teachers have been deployed to use pre-teaching for a total amount of 2 hours per week targeting PPG pupils.	Pre-teaching to link with weekly planning.	Teachers		
Total budgeted cost					£44805.48

ii. Targeted support					
Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review

<p>C. Improved social, emotional and mental health. Receive appropriate support and advice from services by families.</p>	<p>'Time to Talk' intervention groups.</p>	<p>Develops oral and communication skills (EEF evidence +5). This enables children's social skills to improve.</p>	<p>Pre and post intervention data to be monitored.</p>	<p>EYFS SENDCO</p>	
	<p>'The Friendship Terrace' groups and whole class programme.</p>	<p>A series of sessions to reflect on and teach friendship skills. This enables children's social skills to improve (EEF evidence +4).</p>	<p>Pre and post intervention data to be monitored.</p>	<p>EYFS SENDCO + INCO</p>	
	<p>1:1 art therapy with the school's counsellor who is a Child Integrative Psychotherapist.</p>	<p>(EEF evidence +4). Art therapy uses the act of creating art as a therapeutic process. Art is a form of non-verbal communication, it facilitates unconscious and conscious thoughts and feelings. The therapist can use the product as a stimulus in efforts to address personal factors that may be impeding a pupil's learning and emotional and mental health.</p>	<p>SDQ questionnaire to act as the pre and post intervention data. Psychotherapist and PPG Leader to meet monthly. Parents of children to meet with psychotherapist half termly.</p>	<p>School counsellor</p>	
	<p>Sessions for parents with the school counsellor.</p>	<p>1:1 sessions enable parents to receive support specific to their circumstances. The school counsellor can identify the support required and work with the PPG Leader in making prompt referrals so that parents can access prompt support.</p>	<p>DHT to refer parents to psychotherapist outlining the reasons for the request for a consultation.</p>	<p>School counsellor + DHT</p>	
	<p>ParentGym parenting programme accessed by the school to be run in school on a termly basis.</p>	<p>An evidence based parenting programme which supports parents in raising confident children. A series of workshops have proven to increase parents' skills and confidence and so improve the behaviour and wellbeing of their children. Since 2010, Parent Gym has been evaluated by four Universities, including Canterbury Christ Church, Warwick, Hertfordshire and UEL. Most recently, this research showed that parents who took part in Parent Gym showed a statistically significant change in self-efficacy which research shows that this is a key predictor of parents' ability to provide the warm, nurturing environment associated with positive child outcomes.</p>	<p>All parents/carers to be offered the opportunity to attend the ParentGym sessions. DHT to contact target parents directly to discuss the benefits of the programme. Attendance raffle to be put in place in order to motivate parents to attend all sessions.</p>	<p>School counsellor + DHT</p>	
<p>Forest School approach</p>	<p>Research shows that children and young people are stimulated by the outdoors and typically experience, over time, an increase in their self belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being (EEF evidence +3).</p>	<p>Forest School within weekly timetable for EYFS and KS1. Forest School trainer to lead INSET for EYFS staff. Forest School Leader to lead on sessions for KS1 classes.</p>	<p>Forest School Leader</p>		
Total budgeted cost					£14197.56

iii. Other approaches					
Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
D. Improved social, emotional and mental health. Receive appropriate support and advice from services by families. School Offer to support the development of a positive home learning environment.	Subsidised costs of educational visits	To ensure that all pupils can access the full programme of educational visits and activities.		Class teachers	
	Book Fair	Purchase one reading book per term, of the child's choice (3 books per school year) in order to build up their own mini-library at home.	Target EYFS + KS1 PPG pupils. Class teachers to support children in choosing texts.	Class teachers	
	PE kit	Purchasing the school PE kit for each child per school year / every two years ensures the children have the correct kit required and parents are supported in the financial cost of purchasing one.	Admin team to lead on this aspect within school.	Office	
	Instrumental Music Tuition	(EEF evidence +2).			
Total budgeted cost					£4000

6. Review of expenditure in relation to the key desired outcomes – please refer to the separate 2015/2016 analysis on the school's website				
Previous Academic Year	2015/2016		£	
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Targeted intervention through QFT	Full-time EYFS play worker.	The EYFS play worker was able to prepare exciting play opportunities that met children's developmental needs and to provide additional support for focus children with their personalised 'next steps' + their EYFSP data in collaboration with class teachers. 100% of PPG pupils were WA or AE in all ELGs with the exception of U, S, W + N (1 child).	PPG pupils settled well in their transition to school. Play worker aided the designated key persons for PPG pupils in terms of getting to know the individual pupils, their strengths and areas needing support in development. Additional focus support given supported PPG children in meeting their personalised next steps. Planning to be adapted to ensure PPG support is evidenced and clear. Approach to continue.	£7230
QFT 1:1 / in a small group	1:1 Reading in EYFS + ability grouping for phonics.	50% of PPG pupils were WA or AE in R + W (2 children in cohort). 92% of non-PPG pupils were WA or AE in R + 91% in W.	1:1 approach ensured reading was personalised and focussed. Ability grouping from the outset meant that children were working at the correct level from the beginning. Ability groups in phonics and 1:1 reading worked in tandem. Approach to continue.	£919.38 £985.05

QFT in a small group	1:1 teaching assistant support	Targeted PPG pupil support impacted on 100% of PPG pupils making 5+ steps progress in CLL, PD, UW + A and 100% of pupils making 4+ steps progress in PSED, L + M.	1:1 support impacted on accelerated progress for the PPG pupils. This ensured that the daily interventions recommended by external agencies for additional needs that were identified were carried out on a daily basis. Approach to continue.	£5850.60
QFT in a small group	Y5 Booster Literacy group	100% of PPG pupils in group were WA or AE in R. 83% of PPG pupils were WA or AE in W (1 child working BE).	Due to the school's expansion, availability of space now means that this group cannot be in place in the next academic year. Setting within Year 5 will be reorganised so that a booster group may work within a whole class, supported by additional support staff. Approach to continue, with adaptations.	£1320
QFT in a small group	Y6 Booster Literacy group	100% of PPG pupils in group were WA or AE in R + W.	Due to the school's expansion, availability of space now means that this group cannot be in place in the next academic year. Specialist English teacher will work with the identified booster group within a whole class using team-teaching. Approach to continue, with adaptations.	£2640 £2499
QFT in a small group	Y6 Grammar group	100% of PPG pupils in group were WA or AE in GPS.	PPG pupils benefit from the slower pace and alternative teaching approaches used by the Specialist English teacher within this smaller group. Approach to continue.	£2499
QFT in a small group	Y5 Booster Maths group	100% of PPG pupils in group were WA or AE in Maths.	Approach to continue.	£1320
QFT in a small group	Y6 Booster Maths group	100% of PPG pupils in group were WA or AE in Maths.	Approach to continue.	£2640 £933 £286.20
External agency advice to support targeted interventions	EP consultation time	Surgeries between the EP, school staff and parents has supported teachers in the teaching and learning of PPG pupils.	Approach to continue.	£500

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Targeted interventions	'Write Dance' programme in EYFS (whole class + group intervention).	100% of PPG in Nursery were WA or AE in MH and W. 100% of non-PPG pupils in Nursery were WA or AE in MH + 87% were WA or AE in W. 100% of PPG pupils in Reception were WA or AE in MH + 50% (2 children in cohort) were WA or AE in W. 100% of non-PPG pupils were WA or AE in MH + 84% were WA or AE in W.	Write Dance within Nursery to continue like it has been carried out this year. Write Dance within Reception to begin from the Autumn term in order to allow opportunities for consolidation to be available for those pupils who require a repeat of the programme or opportunities to continue the programme beyond the teaching sequences covered. Approach to continue, with adaptations for Reception.	£321

Targeted interventions	'Motor Skills United' intervention groups.	All PPG pupils made progress in the intervention, evidenced in the pre + post Motor Skills United assessments, particularly with the Drawing objectives of the intervention. Non-PPG pupil assessments mirror the progress made by PPG pupils.	Due to Write Dance programme in EYFS impacting on progress early the overall aims within the Motor Skills intervention do not match the need of PPG pupils necessarily when they are in KS1. Approach to continue, with a particular focus on the Handwriting element of the intervention rather than the Drawing element (this depends on pre-intervention baseline information).	£351 £175.50
Targeted interventions	'Time to Talk' intervention groups.	All PPG pupils made good or outstanding progress in the intervention evidenced in the pre + post Time to Talk assessments. Non-PPG pupil assessments mirror the progress made by PPG pupils.	EYFS SENDCO to lead on these sessions next academic year in order to make a link between existing SALT interventions for PPG pupils and in her work on possible identification of needs. Approach to continue.	£681.60
Targeted interventions	Y5 + 6 Arsenal Double Club	100% of PPG pupils in Year 5 were WA or AE in R, 83% in W + 66.7% in M. 100% of PPG pupils in Year 6 were WA or AE in R, W + M.	PPG pupils motivated by the Sports element of the programme and the visit to the Emirates Stadium reward. Approach to continue.	£1166.81
Targeted interventions	Numbers Count	50% of PPG pupils included in this intervention made 6+ steps progress in M (2 PPG pupils in intervention).	Numbers Count teacher no longer works at the school. 1:1 tuition benefited the progress made by PPG pupils from their starting points. The Numbers Count intervention recommended baseline was higher than the baseline of PPG pupils included within the intervention this academic year. PPG pupils found the transition in accessing whole class Mathematics sessions a challenge as was ensuring a link was made within Numbers Count sessions and whole class learning. Alternative interventions within the Numbers Count programme and pre-teaching will be used within the next academic year but not the 1:1 tuition approach.	£2991.60
Targeted interventions	TRUGs	100% of PPG pupils included in this intervention made 4+ steps progress in R. Reading fluency rates increased post-intervention.	During the next academic year the school will organise a TRUGs session for parents so that the programme may be used at home also in order to make a link between home and school. This session will also inform parents about the approach this intervention takes and how it impacts on reading. Approach to continue.	£766.80
Targeted interventions	Talkboost	100% of PPG pupils included in this intervention made progress in their language and communication skills. The progress range between pupils varied, depending on the needs of the children.	This intervention took pupils out of the class timetable for many sessions during the week and often the PPG pupils were also included in other interventions. There were not enough pupils at the intervention's recommended baseline level and therefore the pitch of the sessions did not necessarily match the need. The intervention structure means there needs to be a minimum number within the group within an age band in order to ensure effective impact.	£1293.14

Targeted interventions	Inference training	Y4 group - PPG pupil made 2 yrs 1mth progress in R and 2+ steps progress in R during duration of intervention. 100% of PPG pupils included in intervention were WA or AE in R. Y5 group – 100% of PPG pupils included in intervention were WA or AE in R.	Strategies from this intervention will also be utilised within whole class reading next academic year in order to support the transition from the intervention to whole class for the targeted PPG pupils. Approach to continue.	£139.30 £139.30
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iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Emotional wellbeing	School counsellor (1:1 art therapy + consultations for parents/carers) Forest School Parent workshops	SDQ pre and post intervention information demonstrates progress in emotional wellbeing. Individual pupil assessments show progress in R, W + M. Increased engagement and participation between parents/carers, pupils + school.	This approach requires time, often the whole of the academic year. This approach is 1:1 and we have identified that more children would benefit from this approach even within a shorter time frame. In light of this we will be including some group art therapy sessions in next year's academic year PP offer. We will also be adding some short term blocks into the school counsellor's timetable. Approach to continue. We will also be hosting some parenting programmes. This has been identified as being needed from discussions within parent consultations with the school counsellor.	£12000 £2000 £500
Pupil engagement and aspirations	Lunchtime gymnastics classes Yrs 3+4	Impact in PPG pupil engagement and aspirations.	The school will widen the sports opportunities available in these clubs. The school has appointed a Sports Coach for the next academic year. Approach to continue.	£1336.50
Pupil engagement and aspirations	After school sports clubs	Impact in PPG pupil engagement and aspirations.	The school will widen the sports opportunities available in these clubs. The school has appointed a Sports Coach for the next academic year. Approach to continue.	£1404
Pupil engagement and aspirations	School trips subsidisation	Impact in PPG pupil engagement and aspirations.	All PPG pupils have attended 100% of trips organised for their class/year group. Approach to continue.	£2000
Pupil engagement and aspirations	Book fair and PE kits subsidisation	Impact in PPG pupil engagement and aspirations.	The school will target PPG pupils in the EYFS and KS1 phases as priority in order to support the widening of home libraries. Approach to continue.	£1000
Pupil engagement and aspirations	Instrumental Music Tuition	Impact in PPG pupil engagement and aspirations.	Approach to continue.	£1000

7. Additional detail

September 2016 – Pupil Premium Leader (Maria Panayiotou)

- The Deputy Headteacher (Maria Panayiotou) is the Pupil Premium Leader within school. She works with the school's Assistant Headteacher for Inclusion (Emily Gazzard) in order to ensure children receive the intervention/support they require.