



Pupil premium strategy statement 2017-2018

1. Summary information					
School	Rhodes Avenue Primary School				
Academic Year	2017/18	Total PP budget	£64780		
Total number of pupils	692	Number of pupils eligible for PP	46	Date for next internal review of this strategy	June 2018

2. Current attainment for KS2					
	<i>Pupils eligible for PP – School (6 in cohort)</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	83.3%		95.1%	62.9% (+20.4%)	61.1% (+22.2%)
% achieving Expected or above in Reading	100%	96.7%	96.7%	70.2% (+29.8%)	71.5% (+28.5%)
% achieving Expected or above in Writing	83.3%	98%	96.7%	78.7% (+4.6)	76.4% (+6.9%)
% achieving Expected or above in Maths	100%	100%	100%	77.1% (+22.9)	74.9% (+25.1%)
% achieving Expected or above in GPS	100%	98%	98.4%	78.9%	76.9%
Average Scaled Score - Reading	107.7*	112.1*	111.9	104.4	104
Average Scaled Score - GPS	112.0*	112.3*	112.3	107.0	106
Average Scaled Score - Mathematics	108.0*	111.7*	111.5	104.9	104
Progress - Reading	2.0	4.8	4.5	0.1	-0.8
Progress - Writing	3.2	3.3	3.3	1.9	-0.4
Progress - Mathematics	1.6	4.8	4.5	0.8	-0.8

* Based on FSM only data. Whole PP group data to be added when final Analyse School Performance is published.

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.	The impact of EAL, in particular children at the early stages of English, on PPG pupils.
B.	The impact of SEN on PPG pupils, in particular children with complex needs and those who have EHCPs.
C.	Attendance of Disadvantaged group was below Non-Disadvantaged group and the whole school attendance (96.59% compared to 97.14% and 97.04%).
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Poor home learning environments 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.	PPG EAL learners have improved access to learning.	Progress accelerated. Gap to close between our PPG and whole school groups.
B.	PPG SEN learners have improved access to learning.	Progress accelerated. Gap to close between our PPG and whole school groups.
C.	Improved attendance of Disadvantaged group.	Attendance improved in line with Non-disadvantaged + whole school.
D.	School Offer to support the development of a positive home learning environment. This links in with Priority 3 of the school's SDP.	Positive home learning environments.

5. Planned expenditure					
Academic year	2017/18				
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. The impact of EAL, in particular children at the early stages of English, on PPG pupils.	INSET on early language development.	INSET for teachers on how to support the development of language from EYFS → KS1 and how to support the more able EAL learner.	Lesson observations and book looks focussing on differentiation for EAL PPG learners.	MP + SLT	£1000
	TalkBoost	A targeted and evidence-based intervention programme, which supports language delayed	Pre and post intervention data to be monitored. INCO to observe session.	EYFS practitioners	£469.40

		children in Reception and Key Stage One (KS1) to make progress with their language and communication skills.			
	Inference Training	A group intervention for pupils who decode adequately but fail to get full meaning and enjoyment from their reading.	Pre and post intervention data to be monitored. INCO to observe session.	EG	£469.40
	Time to Talk	A fun and accessible way of helping younger children improve their receptive and expressive language, listening skills, self-esteem and awareness of their own and others' feelings.	Pre and post intervention data to be monitored. INCO to observe session.	EG	£469.40
	Pre-teaching groups	One class teacher per year group leads a pre-teaching group to targeted groups (including PPG pupils) for English and Maths learning.	Year Leaders to use data to decide focus of pre-teaching sessions.	SLT	£7061.02
	Additional teacher in Years 5 + 6 for English and Maths.	Smaller class sizes. Targeted intervention using setting.	Target Tracker data.	SLT	£14082.90 £13189.80
	EYFS Playworker	1 hour per week targeted play time.		EY Leader	£680.16
	Language rich classrooms	Chosen as approach is through QFT			
B. The impact of SEN on PPG pupils, in particular children with complex needs and those who have EHCPs.	INSET on supporting complex SEND within the classroom.	INSET for teachers/support staff on how to support complex SEND within the classroom. Access Naldic.	Lesson observations and book looks focussing on differentiation for SEN PPG learners. Staff CPD questionnaire results.	MP + EG	£1000
	Educational Psychologist surgeries.	Surgeries for teachers to obtain advice/strategies for supporting SEN PPG pupils in their classes.	Actions from surgeries monitored by INCO.	EG	£500
	WriteDance	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	£174.40
	TRUGs	Teaching reading through games.	Pre and post intervention data to be monitored. INCO to observe session.	EG	£142.80
	Number Club	EYFS SENDCO supports accurate assessments. Intervention focusses on closing the gaps, using children's baseline assessments as a basis.	Pre and post intervention data to be monitored. INCO to observe session.	EG	£469.40

	Times Tables group	Focuses on how to learn times tables so children's repertoire develops and recall speeds up.	Pre and post intervention data to be monitored. INCO to observe session.	EG	£142.80
	Top up funding towards EHCP where additional support is required in addition to current EHCP funding.	Personalised needs explored. Additional support for children identified by the school.	SDQ questionnaire and Target Tracker data to be used.	MP + AR + EG	£4540
Total budgeted cost					£44391.48

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
C. Attendance of Disadvantaged group is below Non-Disadvantaged group and whole school attendance.	Nature Nurture group – focuses on developing teamwork through sport, barrier games and language.	Using sport as a medium to develop other areas.	Sports Coach and HLTA to lead on this.	AA + KB-L	£408
	Attendance Policy and procedures.	Research on the impact of good attendance and punctuality	Review monthly.	MP + JT	
	Good attendance rewards targeted at PPG pupils.	Link to self-esteem - rewarding efforts for progress made regardless of the amount.	Review monthly.	MP + JT	
	Good punctuality rewards targeted at PPG pupils.	Link to self-esteem - rewarding efforts for progress made regardless of the amount.	Review monthly.	MP + JT	
	Education Welfare Service involvement where necessary.	External agency involvement may show the importance of parental engagement where necessary.	Access only if necessary.	MP + JT	£500
Total budgeted cost					£908
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. School Offer to support the development of a positive home learning environment. This links in with Priority 3 of the school's SDP.	Subsidised costs of educational visits	To ensure that all pupils can access the full programme of educational visits and activities.	Letters to explain process for subsidies.	SLT	£4000
	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 Purchasing the school PE kit for each PPG FSM child per school year / every two years ensures the children have the correct mini-library at home. EYFS + KS1 only.	Target EYFS + KS1 PPG pupils. Class teachers to support children in choosing texts.	MP + EY/KS1 teachers	£150
	PE kit	Kit is required for PE sessions and parents are supported in the financial cost of purchasing one.	Admin team to lead on this aspect within school.	JS	£200
	Instrumental Music Tuition	(EEF evidence +2).		MP	£1000
	Extra curricular Sports Provision	Lunch time and after school club Gymnastics and Athletics clubs. Motivator to attend school.		AA	£2386.80
	1:1 art therapy with the school's counsellor who is a Child Integrative Psychotherapist.	(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.	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.	EA + KL	£10000
	Parent consultation time				£1950
Art therapy sessions with in-house Art teacher.				£5312.97	
Total budgeted cost					£24999.77

6. Review of expenditure in relation to the key desired outcomes – please refer to the separate 2016/2017 analysis on the school's website

Previous Academic Year	2016/2017	£61700		
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

<p>A. Improved outcomes / attainment in Reading and Writing for pupils in receipt of PPG in KS1.</p>	<p>'Write Dance' programme in EYFS (whole class + group intervention).</p> <p>'Motor Skills United' intervention groups.</p> <p>'Time to Talk' intervention groups.</p> <p>Full-time EYFS play worker.</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>100% of PPG pupils made expected progress in ELG M+H. 50% made better than expected progress in ELG M+H. 50% of PPG pupils made expected progress in ELG W. 50% of PPG pupils made better than expected progress in ELG W.</p> <p>All PPG pupils made expected or better than expected progress in both the Writing and Drawing aspects of this intervention.</p> <p>Intervention was changed to Talkboost as the target PPG pupils required language work compared to social skills input. 1 PPG pupil could not access the intervention and needed a 1:1 intervention. All other PPG participants made progress in their understanding of spoken language, using vocabulary + sentences, storytelling and social language.</p> <p>Play worker targeted PPG pupils in their play.</p> <p>This INSET was successful. Teachers were armed with strategies when planning around core texts. Last year's Target Tracker data for PPG pupils: Year 6: Reading 100% / Writing 83.3% Year 5: Reading 81.8% / Writing 90.9% Year 4: Reading 80% / Writing 80% Year 3: Reading 71.4% / Writing 71.4% Year 2: Reading 40% / Writing 40% Year 1: Reading 66.7% / Writing 66.7%</p> <p>The offer of free books at the book fair enabled PPG pupils' home libraries to increase and encouraged reading at home. Last year's Target Tracker data for PPG pupils in Reception: ELG R: 50% (2 in cohort). 100% made expected progress.</p> <p>Leader supported Years 1 and 2 in planning around core texts and modelled lessons.</p> <p>Ensures focus. Pupil Premium Leader and INCO partnership works well.</p>	<p>Approach to continue. The ELG W was used as a pre-assessment in addition to ELG M+H. The ELG W does not match the intervention's aims and therefore will not be used when the intervention is led again.</p> <p>Approach to continue. An extra focus on fine motor skill experiences has been suggested in the evaluation of this intervention.</p> <p>This intervention ran for one term. The aim of the intervention is that it runs for a longer period of time. This involves a considerable amount of time dedicated on the timetable and the needs of children and other interventions they are included in will need to be looked at.</p> <p>Fully qualified Nursery Nurse will be appointed in 2017-2018 to lead on this provision.</p> <p>All NQTs and teachers new to the school will attend CLPE INSET on the use of core texts next academic year. INSET on EAL to be organised for next academic year due to the rise in EAL impacting PPG pupils in EYFS and KS1.</p> <p>The home environment of PPG pupils is key in the development of Reading and work with parents in supporting reading at home will be a focus next academic year. INSET on EAL to be organised for next academic year due to the rise in EAL PPG pupils in the lower year groups.</p> <p>Leadership of English within KS1 to be strengthened particularly around transition from EYFS. KG to be supported by SP.</p> <p>Ensure EAL Leader forms part of PPG Leadership. CPD Leader to ensure PPG INSET needs are understood and actioned.</p>	
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	The teaching of reading is an objective in the SDP for English.		INSET analysis found that EAL INSET was the target area needed to support PPG pupils.	
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.	<p>KS1 Mathematics Leader teaches within KS1. Separate EYFS Mathematics Leader appointed.</p> <p>Leadership of PPG in school shared.</p> <p>EYFS SENDCO leads on and teaches a Mathematics group within Reception one morning per week.</p> <p>Pre-teaching groups</p> <p>Top up funding towards EHCP where additional support is required in addition to current EHCP funding.</p>	<p>Leader supported Years 1 and 2 in planning around core texts and modelled lessons. Leader has made links with the MathsHub network and Mastery Maths ideas have been disseminated to all staff.</p> <p>Ensures focus. Pupil Premium Leader and INCO partnership works well.</p> <p>Supported accurate assessments. Intervention was focussed on closing the gaps. Impacted on Maths assessments in EYFS being revised too. EYFS SENDCO took oversight of all EYFS interventions too.</p> <p>Enabled access to classroom learning for PPG pupils.</p> <p>Personalised needs explored. Additional support for children identified by the school.</p>	<p>CPD Leader to arrange for MathsHub to lead INSET for all staff on Mastery in Maths.</p> <p>Ensure EAL Leader forms part of PPG Leadership. CPD Leader to ensure PPG INSET needs are understood and actioned.</p> <p>Approach to continue.</p> <p>Approach to continue. Roll out to all year groups next academic year.</p> <p>PPG pupils with EHCP were able to receive additional support to top up the ECHP funding allocation and access additional personalised provision.</p>	A+B→ £44805.48
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

<p>C. Improved social, emotional and mental health. Receive appropriate support and advice from services by family.</p>	<p>'Time to Talk' intervention groups.</p> <p>'The Friendship Terrace' groups and whole class programme.</p> <p>1:1 art therapy with the school's counsellor who is a Child Integrative Psychotherapist.</p> <p>Sessions for parents with the school counsellor.</p> <p>ParentGym parenting programme accessed by the school to be run in school on a termly basis.</p> <p>Forest School approach</p>	<p>Intervention was changed to Talkboost as the target PPG pupils required language work compared to social skills input. 1 PPG pupil could not access the intervention and needed a 1:1 intervention. All other PPG participants made progress in their understanding of spoken language, using vocabulary + sentences, storytelling and social language.</p> <p>A whole class programme was not thought appropriate. Intervention was changed to Talkboost as the target PPG pupils required language work compared to social skills input. 1 PPG pupil could not access the intervention and needed a 1:1 intervention. All other PPG participants made progress in their understanding of spoken language, using vocabulary + sentences, storytelling and social language.</p> <p>SDQ questionnaires show the impact of this intervention. Due to the long term nature of this intervention we were finding some PPG pupils could not access it.</p> <p>SDQ questionnaires show the positive impact of this intervention. There were not enough slots to meet demand. Parents were referred to the ParentGym parenting programme.</p> <p>100% of participants responded positively about this programme. PPG pupil parents were targeted. 100% of PPG pupil parents responded positively about this programme.</p> <p>INSET for Forest School Leader and EYFS teacher took place. All year groups access Forest School. Our part-time nursery provision now has a weekly Forest School session as part of its provision.</p>	<p>This intervention ran for one term. The aim of the intervention is that it runs for a longer period of time. This involves a considerable amount of time dedicated on the timetable and the needs of children and other interventions they are included in will need to be looked at.</p> <p>This intervention ran for one term. The aim of the intervention is that it runs for a longer period of time. This involves a considerable amount of time dedicated on the timetable and the needs of children and other interventions they are included in will need to be looked at.</p> <p>School counsellor's timetable to be altered to enable more short term slots to be available. Emotional Wellbeing Leader to action external referrals. School's art teacher RS to lead art therapy sessions for groups of children.</p> <p>Approach to continue.</p> <p>Approach to continue. Ensure programme is available termly and try to rotate the days it is run in school in order to support working PPG parents.</p> <p>Approach to continue.</p>	<p>£14197.56</p>
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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
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	All PPG pupils accessed the full programme of educational visits and activities.	Approach to continue.	£4000
	Book Fair	All EYFS + KS1 PPG pupils increased their home libraries by 3 books. This also meant that several PPG families' home libraries increased significantly.	Approach to continue.	
	PE kit	All PPG pupils had a full correct PE kit ready for all PE sessions. We found that PPG pupils currently on FSM took this offer up rather than PPG Ever6 pupils.	Approach to continue with a focus on PPG FSM pupils.	
	Instrumental Music Tuition	Improved PPG pupils' access to extra-curricular provision they may not have had the opportunity to partake without this provision in place.	Approach to continue with a particular focus on PPG pupils who are making expected progress in English and Maths. Widen approach to include extra curricular sports provision provided by the school's Sport Coach.	

7. Additional detail
<ul style="list-style-type: none"> 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.