



Riverside School Pupil Premium Funding Report 2017/18

At Riverside School we have the very highest expectations of, and aspirations for, all our pupils. Our Governing Board share our belief that every pupil should have equal opportunities to achieve the best possible life chances, and where no child gets left behind. We share the drive to ensure that every pupil is given every opportunity to [Be All That They Can Be](#).

We make every effort to ensure that disadvantaged pupils receive outstanding support and believe that our core business is to ensure our pupils make outstanding progress as a result of outstanding teaching. The Department for Education (DfE) provides additional Pupil Premium Funding (PPF) to all schools based on the number of pupils eligible for Free School Meals (FSM) and the number of children who are looked-after (CLA) and the aim of PPF is to support schools in raising the achievement of the most disadvantaged pupils.

As a school, we recognise that it is not the funding itself that will improve achievement and attainment, but how it is used. The Department for Education (DfE) expects us to use PPF appropriately and to be accountable for the decisions we make. We also know that Ofsted consider the active involvement of governors as one of the characteristics of schools that are successfully using their PPF to improve achievement and that successful schools *"thoroughly involve governors in the decision-making and evaluation process"*. At Riverside School, through effective and rigorous planning and controls, governors ensure the efficient management of PPF and this leads to the effective deployment of staff and resources to the benefit of all groups of pupils.

We have been asked whether PPF should be used exclusively for pupils on FSM and we believe that it is difficult to spend PPF on the improvement of teaching and learning without the benefits impacting on other pupils. Equally, it is morally difficult to exclude a child who is not on FSM from accessing any initiatives if they could clearly benefit from them. However, we are also clear in the way that interventions are targeted to ensure FSM pupils benefit from PPF. Research published by the DfE suggests that nationally, 14% of families entitled to FSM are not claiming them and this figure rises to 25% in the South East. Recent correspondence to schools from Her Majesty's Inspectorate (HMI) advises that as long as schools can show they have narrowed the gap between eligible pupils and others and the PPF has contributed to this, then the PPF may also have an impact on non-eligible pupils.

Please see below for an overview of our PPF allocation:

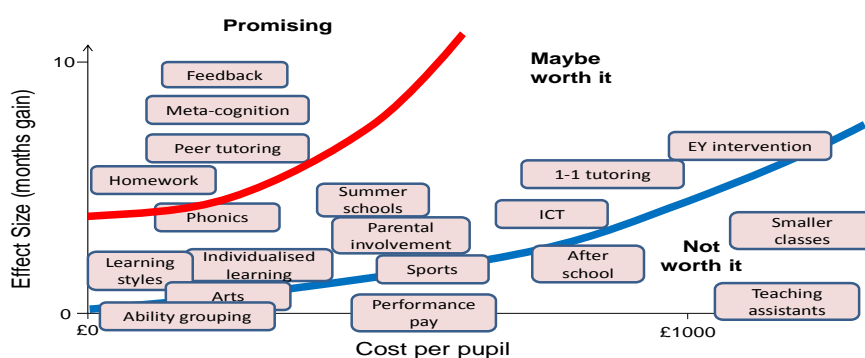
Academic Year	2014/15	2015/16	2016/17	2017/18
Total number of pupils on roll	207	218	227	237
Total number of FSM pupils	60	60	74	76
Amount of PPF received per FSM pupil	£1300 (Pri) £935 (Sec)	£1300 (Pri) £935 (Sec)	£1300 (Pri) £935 (Sec)	£1320 (Pri) £935 (Sec)
Total funding received	£75,500	£71,430	£94,121	£91,080

At Riverside School, our aims and rationale for PPF expenditure are based on a number of factors. Using a range of data sources, we critically analyse aspects of day-to-day teaching in order to identify achievement and underachievement and from this, we are able to implement interventions to improve outcomes for individuals and groups. We believe that educational research from both mainstream and specialist settings is invaluable in informing practice, both in terms of deciding upon the efficacy of specific interventions and in implementing strategies as effectively as possible. In addition to widely-researched interventions linked to the education of pupils with severe and profound learning difficulties, we have used the Sutton Trust-EEF Teaching and Learning Toolkit to support our decision-making in identifying high impact strategies (+4 months and above). Please see overview below and refer to <http://educationendowmentfoundation.org.uk/toolkit>.

Overview

Approach	Potential gain	Cost	Applicability	Evidence estimate	Overall cost benefit
Feedback	+ 9 months	££	Pri, Sec, Eng, Maths, Sci	★★★	Very high impact for low cost
Meta-cognition	+ 8 months	££	Pri, Sec, Eng, Maths, Sci	★★★★	High impact for low cost
Peer tutoring	+ 6 months	££	Pri, Sec, Eng, Maths	★★★★	High impact for low cost
Early years intervention	+ 6 months	£££££	Pri, Eng, Maths	★★★★	High impact for very high cost
One-to-one	+ 5 months	£££££	Pri, Sec, Eng, Maths	★★★★	Moderate impact for very high cost
Homework	+ 5 months	£	Pri, Sec, Eng, Maths, Sci	★★★	Moderate impact for very low cost
ICT	+ 4 months	££££	Pri, Sec, All subjects	★★★★	Moderate impact for high cost

Using Sutton Trust data, Durham University represented value for money interventions in the following way:



How does Riverside School monitor the impact of PPF?

- The school has robust measures in place to track the progress of FSM pupils and CLA and compares this to the rest of the cohort. Evidence of underachievement is rigorously challenged and interventions put in place to accelerate progress.
- The school monitors absence closely and has a robust and systematic approach to contacting families where there are concerns about attendance.
- The school monitors attendance of families of FSM pupils and CLA at annual reviews, pupil progress meetings and structured conversations.
- The Assistant Headteacher has overall responsibility for monitoring impact of PPF and meets with the named governor on a termly basis to report back on outcomes.
- Two named governors (KO'L & GC) challenge the Leadership Team on PPF decisions and provide regular feedback to the Resources Committee and the PACT Committee, as well as the Full Governing Board.

% of Pupil Premium pupils (PP) who met or exceeded their Spring Term predictions compared to Non Pupil Premium pupils (Non PP) in 2016/2017:

Pupil Premium - Early Cognitive Levels			
Pupil Premium	No of pupils	Met	Exceeded
FSM	8	100	63
CLA	6	83	60
NON PP	42	90	74

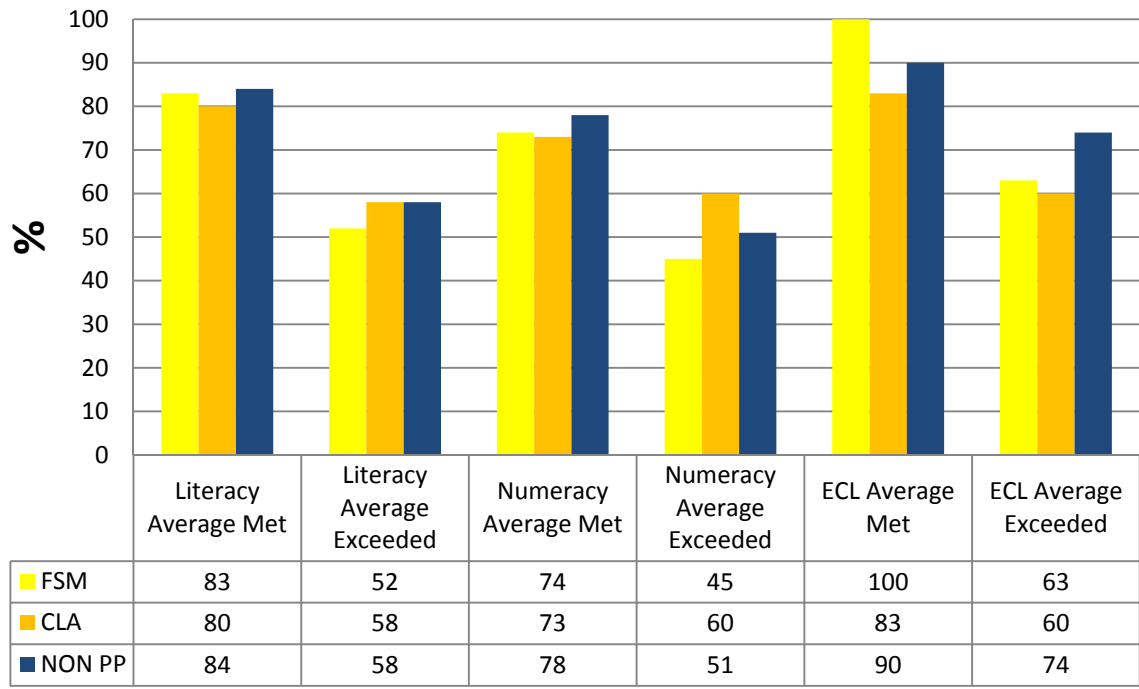
Pupil Premium - Literacy Progress (R4 and above)

R Levels (R4 & above)		Listening		Reading		Writing		Speaking		Average Met	Average Exceeded
Pupil Premium	No of pupils	Met	Exceeded	Met	Exceeded	Met	Exceeded	Met	Exceeded		
FSM	57	81	56	82	47	82	49	86	56	83	52
CLA	5	80	50	80	40	80	60	80	80	80	58
NON PP	102	89	63	78	57	79	53	89	57	84	58

Pupil Premium - Numeracy Progress (R4 and above)

R Levels (R4 & above)		Number		Shape		Using, Applying & Statistics		Average Met	Average Exceeded
Pupil Premium	No of pupils	Met	Exceeded	Met	Exceeded	Met	Exceeded		
FSM	57	70	46	79	49	74	40	74	45
CLA	5	60	60	80	60	80	60	73	60
NON PP	102	72	47	82	58	80	47	78	51

PP Progress Compared to Non-PP Progress



My Unique Profile

Pupil X

Spring Term 2017

Aspiration Resilience Creativity Humility Integrity Trust Enthusiasm Courage Teamwork



My Personal Assessment Tool Kit

- ◆ R Levels
- ◆ Behaviour Tracker
- ◆ Sounds of Intent
- ◆

Key

- Prompted—I can do this with support; physical, visual or spoken.
- Fluent—I can do this confidently.
- Maintained—I can repeatedly do this and remember it after a break.
- Generalised—I can do this in different settings and with different people.

The aim of PPF is to support schools in raising the achievement of the most disadvantaged pupils and our comparative data analysis provides us with evidence that our disadvantaged pupils do at least as well as pupils not in receipt of PPF.

To provide further evidence of the impact of specific interventions for individual pupils in receipt of PPF, please see the case studies below:

Case Study 1: Horse riding

A is a very affectionate young man with ASD and PMLD. He can also be very unpredictable and is extremely strong. It was felt that A would enjoy and benefit from a block of horse riding (hippotherapy) sessions at a specialist RDA Centre and the PPF enabled the school to fund six sessions. From week 1, A started to demonstrate a real tenderness with his horse and with support, resisted the temptation to make any sudden movements or loud noises that would startle his horse. By week 3, A was stroking his horse independently and by week 6, seemed to have built up a genuine affection for, and relationship with his horse. Video footage shown at his annual review reduced the panel to tears.

Case Study 2: Self-regulation

B is charming and endears himself to everyone he meets. He is a CLA and finds a number of situations challenging at school, particularly when he feels the other pupils are not doing what they should. In previous years, B would display his anxiety and distress at these times in a number of ways, including physical aggression towards others as well as self-injurious behaviour. Since the increased investment in rolling out Team Teach and Positive Behaviour Support, B has been taught to recognize the times when he is starting to become anxious and before this escalates, to ask to spend a few moments by himself to manage his emotions. As a result, the number of incidents of physical aggression and self-injurious behaviour has decreased by approximately 90% over the past year.

Case Study 3: ICT

C has a great sense of humour and a passion for certain stories, songs and games. He is non-verbal, however he has a huge amount to communicate and is able to express a preference through signing, gesture, words and symbols. Following extensive assessment from multi-agency colleagues, the school purchased an I Pad for him with dedicated software. One of the school's Curriculum Specialists meets regularly with the school Speech and Language Therapist to ensure the software remains fit-for-purpose and is able to give C a "voice" to request, express, decline and comment. C is currently on course to meet his targets in literacy and numeracy and it is felt that the hardware and software provided has contributed greatly to this significant achievement.

Case Study 4: Family Involvement

D is a wonderfully endearing boy and loves spending time with his foster carer and other family members. One of his favourite and most beneficial activities is swimming and the additional funding has enabled the school to provide a trained member of staff to run an after-school swimming sessions for pupils and family members. This has enabled D to spend high quality time with his foster family and has also enabled family members to spend time with D in his school environment. One of the family members stated that this opportunity enabled him to understand what D "could do", not what he "couldn't do".

Please see the table below for the summary of PPF expenditure and interventions at Riverside School in **2016/17**:

Best Buys (7)	Good Buys (4)	Moderate Buys (2)
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Intervention	Objective	Cost	Impact	Overall cost benefit	Next steps
Meta-Cognition and Self-Regulation: Team Teach	To upskill all staff in the management of behaviour through the diffusion of potentially challenging situations and the teaching of coping skills	£7000	Solar data highlights a significant decrease in incidents requiring restraint and also disruption to the learning of other pupils has been minimized	Very high impact for moderate cost	Continue with same level of investment
Parental Involvement: Structured Conversations	To change the focus of the teacher-parent relationship to ensure a shared and collaborative approach to promoting pupils' learning	£1000	An increased attendance amongst all parents at these meetings, particularly those eligible for FSM	High impact for low cost	Continue with same level of investment
Parental Involvement: Riverside Connect	To provide support for families in a range of topics of their choice and to improve wider outcomes for themselves and their children	£2000	Riverside Connect has been revamped, is attended by up to 20% of all families and feedback from a number of families evidence the significant value of this forum	Very high impact for low cost	Continue with same level of investment
ICT: I Pads	To accelerate progress in literacy and numeracy using a range of specially selected motivating apps	£8000	End of KS figures show that a very high proportion of PP pupils made or exceeded expected levels of progress in numeracy and literacy.	High impact for high cost	Continue with same level of investment
ICT: Soundbeam	To develop meaningful ways in which pupils with PMLD can control their environment and improve access to musical expression	£5000	Investment in Soundbeam has been beneficial for a small cohort of pupils but has not been maximized to date	Moderate impact for high cost	Investigate alternative means of musical expression for pupils with PMLD
Arts: Specialist Art and Music Teaching	To provide an outlet for expression for selected PP pupils in all Key Stages	£15000	The first cohort of pupils completed their AQA Entry Level Certificates in Art and Design and a selected cohort will have had the opportunity to develop their expressive communication through a therapeutic art approach	High impact for high cost	Continue with same level of investment

Sports and Wellbeing: Hippotherapy	To subsidise hippotherapy so that PP pupils can access this highly-regarded therapy	£3000	Pupils now selected more carefully and some examples of progress and “breakthroughs” for particularly reticent pupils	High impact for medium cost	Continue with same level of investment
Individualised Learning: Enrichment TAs	To provide additional tuition for pupils who demonstrate a particular aptitude or interest in certain curriculum areas	£35000	Case studies demonstrate the significant impact that our Enrichment TAs in terms of personalizing learning pathways. A range of accredited courses are now embedded for SLD cohort	High impact for high cost	Continue with increased level of investment (Performing Arts focus)
Individualised Learning: Work Experience	To further develop personalised Work Experience opportunities for PP pupils in KS4/5 both internally and externally	£2200	Some examples of successful placements although w/exp requires further consideration to ensure it is highly appropriate and links to our “Think 25” initiative	Moderate impact for moderate cost	Increase level of investment using different model
Learning Styles: LotC	To improve the provision of LotC opportunities for PP pupils, including camping and residential trips within and outside the UK	£8000	The second annual residential trip took place in June 2016 and 30 pupils, including a number of PP pupils have accessed residential opportunities over the past two years.	High impact for high cost	Continue with reduced level of investment
Learning Styles: Makaton Training	To ensure staff are upskilled in Makaton signing so that pupils receive better quality instruction using a “Total Communication” approach	£3000	Formal lesson observations indicate improved pupil engagement and responses following the training	Very high impact for low cost	Continue with same level of investment
Learning Styles: Sounds of Intent	To train all relevant staff in the Sounds of Intent Framework to evidence achievement made by pupils with PMLD	£2000	Formal lesson observations indicate improved pupil engagement and responses following the training	Moderate impact for low cost	Continue with no further investment required
Learning Styles: Maths	To improve attainment in Maths through the rollout of a structured Numicon programme for all relevant pupils	£3000	End of KS figures show a high proportion of PP pupils made or exceeded expected levels of progress in numeracy, although Numicon needs embedding within pupils working at NC levels.	Moderate impact for low cost	Continue with increased investment and shift in focus.
Total costs:		£94,200			

Please see the table below for the proposed PPF expenditure and interventions at Riverside School for **2017/18 (to be evaluated in February 2018)**:

Intervention	Objective	Cost
Meta-Cognition and Self-Regulation: Team Teach & SCERTS	To upskill all new and existing staff in the management of behaviour through the diffusion of potentially challenging situations and the teaching of coping skills	£5000
Parental Involvement: Structured Conversations	To ensure the focus of the teacher-parent relationship remains a shared and collaborative approach to promoting pupils' learning	£1000
Parental Involvement: Riverside Connect	To provide continued support for families in a range of topics of their choice and to improve wider outcomes for themselves and their children	£2000
ICT: I Pads	To accelerate progress in literacy and numeracy using a range of specially selected motivating apps	£8000
ICT: Sensory Pod	To develop meaningful ways in which pupils with PMLD can control their environment and improve access to musical expression	£12000
Arts: Specialist Art Teaching	To provide an outlet for expression for selected PP pupils in all Key Stages	£10000
Sports and Wellbeing: Hippotherapy	To subsidise hippotherapy so that PP pupils can access this highly-regarded therapy	£3000
Sports and Wellbeing: Swimming	To fund a trained instructor to support weekly after-school family swim	£1000
Individualised Learning: Curriculum Specialists	To provide additional teaching for all pupils within the Performing Arts	£35000
Individualised Learning: Work Experience	To further develop personalised Work Experience opportunities for PP pupils in KS4/5 both internally and externally	£3000
Learning Styles: LotC	To improve the provision of LotC opportunities for PP pupils, including camping and residential trips within and outside the UK	£5000
Learning Styles: Makaton Training	To ensure staff are upskilled in Makaton signing so that pupils receive better quality instruction using a "Total Communication" approach	£2000
Learning Styles: Maths	To improve attainment in Maths through the rollout of a structured Numicon programme for all relevant pupils	£4000
Total costs:		£91,000