



Pupil Premium Report 2018/19

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	2015/16	2016/17	2017/18	2018 / 19
Total number of pupils on roll	218	227	237	256
Total number of FSM pupils	60	74	76	83
Amount of PPF received per FSM pupil	£1300 (Pri) £935 (Sec)	£1300 (Pri) £935 (Sec)	£1320 (Pri) £935 (Sec)	£1320 (Pri) £935 (Sec)
Total funding received	£71,430	£94,121	£105,175	£98,010*

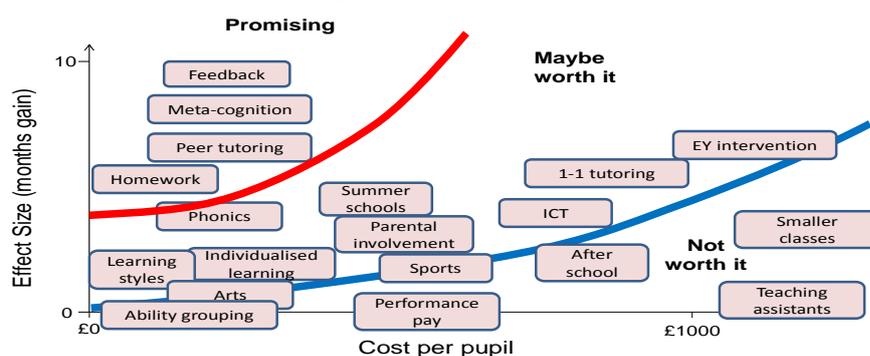
*indicative figure at time of writing

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:



In addition, the school keeps abreast of the latest research around effective Pupil Premium Practice and draws upon the very recent findings of researchers and educationalists who have published papers in recent months. Burnage identifies five general interventions, namely: know your Pupil Premium learners; consider your learning environment; plan your behaviour management strategies; target Pupil Premium learners for support; and remove barriers to learning. He also describes eight targeted interventions that can be particularly effective, including feedback; peer support; independent learning; differentiation; timely interventions; 1:1 interventions;

collaborative learning; and learning outside the classroom. Rollett describes the importance of developing a five step plan to: identify the gaps; find out what works best; create a strategy; grow the culture; and ensure oversight and evaluation. From his work as National Pupil Premium champion, Sir John Dunford emphasises 12 commonly found characteristics of effective Pupil Premium practice in successful schools and Riverside School has borne these in mind when considering its own Pupil Premium practice (as well as guiding practice for the wider pupil population). The 12 characteristics include:

- Excellent collection, analysis and use of data relating to individual pupils and groups;
- Unerring focus on the quality of teaching;
- Identification of the main barriers to learning for PP-eligible pupils;
- Frequent monitoring of the progress of every PP-eligible pupil;
- When a pupil's progress slows, interventions are put in place rapidly;
- Every effort is made to engage parents and carers in the education and progress of their child;
- If poor attendance is an issue, this is addressed as a priority;
- Evidence (especially the Education Endowment Foundation Toolkit) is used to decide on which strategies are likely to be most effective in overcoming the barriers to learning;
- Staff (teachers and support staff) are trained in depth on the chosen strategies;
- Complete buy-in from all staff to the importance of the PP agenda is essential, with all staff conveying positive and aspirational messages to PP-eligible pupils. Performance management is used to reinforce the importance of PP effectiveness;
- Effectiveness of teaching assistants is evaluated and, if necessary, increased through training and improved deployment;
- Governors are trained on PP.

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 Autumn Term 2017 predictions compared to school averages:

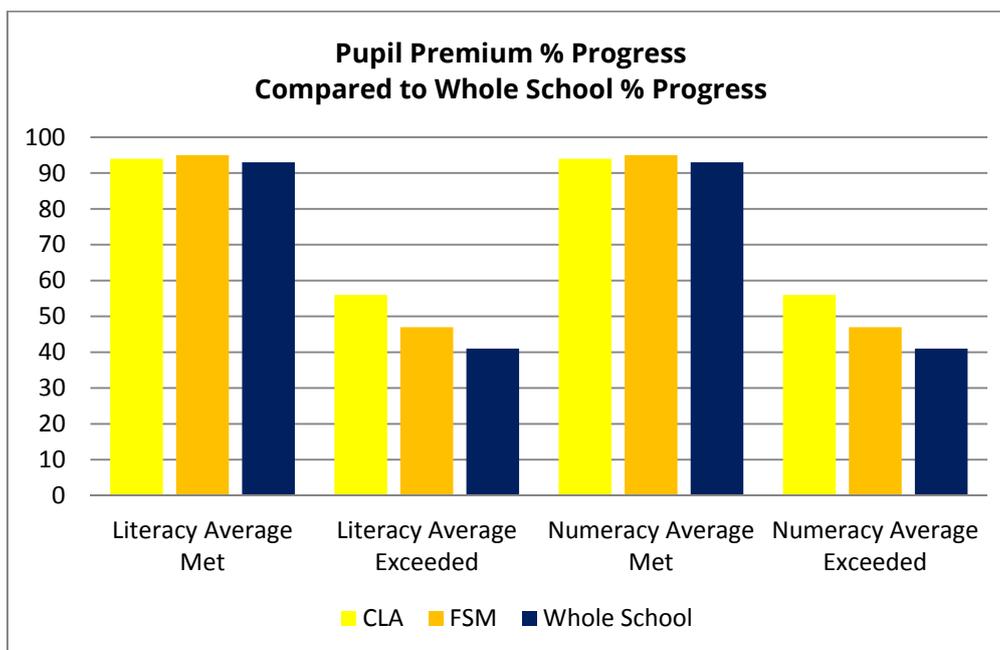
Early Cognitive Levels % Progress			
Pupil Premium	No of pupils	Met	Exceeded
FSM	10	100	60
School Average		94	55

Pupil Premium – Literacy Progress (R4 and above)

R Levels % Progress		Speaking		Listening		Reading		Writing		Average Met	Average Exceeded
R4 & above	No of pupils	Met	Exceeded	Met	Exceeded	Met	Exceeded	Met	Exceeded		
CLA	4	100	100	100	100	100	0	75	25	94	56
FSM	68	96	46	99	78	90	24	96	41	95	47
School Average		94	39	98	67	92	24	95	32	93	41

Pupil Premium – Numeracy Progress (R4 and above)

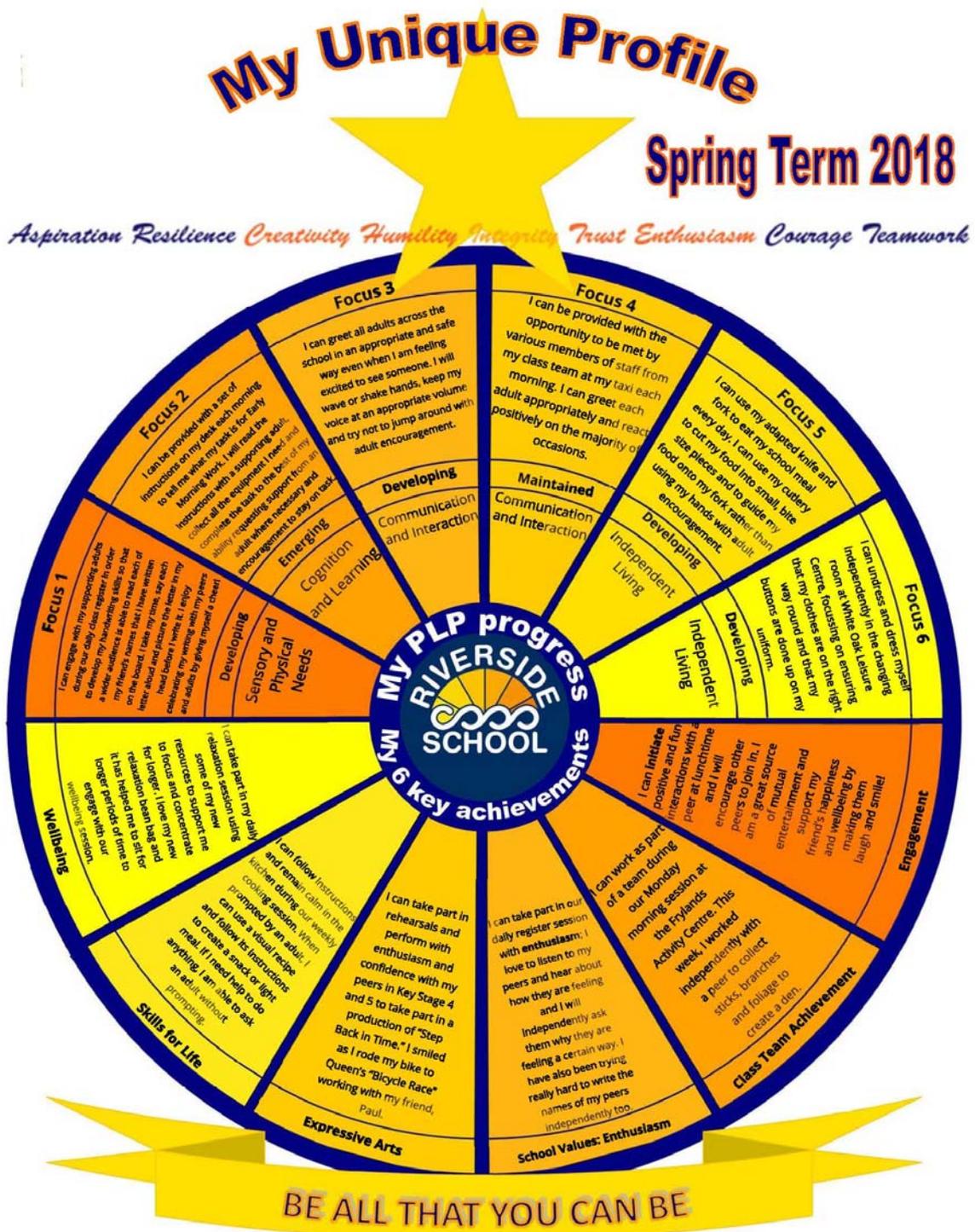
R Levels % Progress		Number		Shape		Using & Applying		Average Met	Average Exceeded
R4 & above	No of pupils	Met	Exceeded	Met	Exceeded	Met	Exceeded		
CLA	4	100	50	100	50	100	25	100	42
FSM	68	88	29	85	31	93	25	89	28
School Average		84	22	92	31	92	26	89	26



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 Unique Profile (UP) exemplar and case studies below:

An example of a CLA pupil's Unique Profile



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 2017/18 (evaluated in March 2018):

Best buys (11) Medium buys (1) Least effective buys (1)

Intervention	Objective	Cost	Impact	Overall cost benefit	Next steps
Meta-Cognition	To upskill all new and	£5000	Solar data highlights a	High	Continue

and Self-Regulation: Team Teach & SCERTS	existing staff in the management of behaviour through the diffusion of potentially challenging situations and the teaching of coping skills		significant decrease in incidents requiring restraint and also disruption to the learning of other pupils has been minimized	impact for medium cost	with similar level of investment
Parental Involvement: Structured Conversations	To ensure the focus of the teacher-parent relationship remains 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 similar level of investment
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	Feedback from a number of families evidence the significant value of this forum	High impact for low cost	Continue with similar level of investment
ICT: I Pads	To accelerate progress in literacy and numeracy using a range of specially selected motivating apps	£12000	Termly data shows that a very high proportion of PP pupils make or exceed expected levels of progress in numeracy and literacy.	High impact for high cost	Continue with similar level of investment
ICT: Sensory Pod	To develop meaningful ways in which pupils with PMLD can control their environment and improve access to musical expression	£12000	Sensory Pod only recently purchased so hard to assess impact so far. New Sound and Music Specialist employed with renewed enthusiasm for rolling out more widely.	<i>Predicted to be high impact for high cost</i>	<i>Assess impact to determine future investment</i>
Arts: Specialist Art Teaching	To provide an outlet for expression for selected PP pupils in all Key Stages	£10000	The second cohort of pupils completed their AQA Unit Awards and a selected cohort have had the opportunity to develop their expressive communication through a therapeutic art approach	High impact for high cost	Continue with similar 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 many examples of progress and "breakthroughs" for particularly reticent pupils	High impact for medium cost	Continue with similar level of investment
Sports and Wellbeing: Swimming	To fund a trained instructor to support weekly after-school family swim	£1000	Pupils and their families have the opportunity for a shared experience and families report improved wellbeing as a result.	High impact for low cost	Continue with similar level of investment
Individualised Learning: Curriculum Specialists	To provide additional teaching for all pupils within the Performing Arts	£45000	Case studies and family testimonies demonstrate the significant impact that our Curriculum Specialists have had on Performing Arts achievements across the school. Arts Award has been extended to include all KS3 pupils.	High impact for high cost	Continue with similar level of investment

Individualised Learning: Work Experience	To further develop personalised Work Experience opportunities for PP pupils in KS4/5 both internally and externally	£3000	Provider's contract not being renewed this year following evaluation of last year's programme	Low impact for medium cost	Different model of work experience / community experience being considered
Learning Styles: LotC	To improve the provision of LotC opportunities for PP pupils, including camping and residential trips within and outside the UK	£5000	The third annual residential trip took place in June 2017 and 45 pupils, including a number of PP pupils have accessed residential opportunities over the past three years	High impact for medium cost	Continue with similar 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	£2000	Formal lesson observations and drop in data indicate improved pupil engagement and responses following the training	High impact for low cost	Continue with similar level of investment
Learning Styles: Maths	To improve attainment in Maths through the rollout of a structured Numicon programme for all relevant pupils	£4000	Termly data shows that a high proportion of PP pupils make or exceed expected levels of progress in numeracy, partly as a result of Numicon training	Medium impact for low cost	No further investment required
Total costs:		£105000			

Please see the table below for the proposed PPF expenditure and interventions at Riverside School for 2018/19 (to be evaluated in March 2019):

Intervention	Objective	Cost	Impact (March 2019)	Overall cost benefit	Next steps
Meta-Cognition and Self-Regulation: Team Teach & SCERTS	To continue 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	£2000			

	themselves and their children				
ICT: I Pads	To continue to accelerate progress in literacy and numeracy using a range of specially selected motivating hardware and software	£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	£45000			
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: Sensory Processing Needs	To improve the quality and quantity of resources and training opportunities so that staff are better equipped to address the sensory needs of their pupils	£12000			
Total costs:		£98000			