



**PUPIL PREMIUM FUNDING**

**2017 -18**

**OCTOBER 2018**

**Pupil Premium for the academic year 2017-18**

The school received a total pupil premium budget of £14080 for the academic year 2017-18.

1. Summary information					
<b>School</b>	Riston C of E Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£14080	<b>Date of most recent PP Review</b>	Sep 17
<b>Total number of pupils</b>	80 NOR	<b>Number of pupils eligible for PP</b>	7 (17/18) (18/19)	<b>Date for next internal review of this strategy</b>	July 18

1. Current attainment 2018 KS2		
	<i>2018 Pupils eligible for PP (2 pupils Y6/2 SEN)</i>	<i>2018 Pupils not eligible for PP (12 pupils)</i>

	<i>2017 Pupils eligible for PP (4 pupils Y6/1 SEN)</i>	<i>2017 Pupils not eligible for PP (5 pupils Y6 only 4 took the tests)</i>
<b>% ARE in reading (Overall Progress Score)</b>	0% <b>50%</b>	83% <b>75%</b>
<b>% ARE in writing (Overall Progress Score)</b>	0% <b>75%</b>	83% <b>100%</b>
<b>% ARE in maths (Overall Progress Score)</b>	0% <b>50%</b>	75% <b>100%</b>

<b>2. School Priorities for Pupil Premium Children</b>		
<b>Priorities</b>	<b>Desired Outcomes</b>	<b>Impact</b>
A: Pupil Premium children without specific SEN barriers make progress in line with their peers/national expectations.	Teaching is effectively planned to target pupils' identified needs and where necessary intervention is used to target pupil progress and narrow the gaps. Closing the gap plans are effectively used to record and track the impact of teaching and intervention on pupil progress.	Closing the gap plans have been used effectively to tackle and address specific needs. As such the gap in school data is closing and pupil trackers are used effectively to identify any dips in attainment and learning behaviours. Gaps are closing and for those without SEN progress has been in line.
B: To raise attainment in reading to ensure pupils make at least expected progress.	Formative and summative assessment is used effectively to identify and target the needs of children. SEN needs are planned for effectively and provision maps are used effectively to determine the next step for pupils ensuring a coordinated response to pupils' identified needs. Pupil progress is continuously monitored to ensure each pupil is on track. Daily reading time is allocated to those who are pupil premium. Additional	In house data and evidence shows progress. Summative assessment has been much more effective at capturing progress as testing has proved difficult for our pupils with specific needs to engage with. Lexia evidence limited progress as it's usage was not thoroughly embedded in the daily routines for some pupils. This has been

	ICT support programmes are used. Smaller groups are formed for guided reading enabling a greater focus on pupil premium pupils and small focused planning to ensure progress.	reviewed by the school and is being tracked by the SENCO.
D: 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.	100% of pupils attended an extra-curricular activity. Pupil feedback was excellent and they would like to continue to participate at these clubs. Attendance improved for those pupils with low attendance. This will remain a focus for this year.

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.