



Pupil Premium, Financial Year 2019/20

Budget: £54,810

The Pupil Premium is funding provided to schools for students from low-income families, which is additional to main school funding. It is allocated to students who are eligible for free school meals (FSM), or who have been eligible in the past 6 years and is intended to give these students some additional resources to support their learning. Historically the proportion of students at Riverside eligible is approximately 50%.

A further allocation (Pupil Premium Plus) is made for a small number of students who are, or who have been 'Looked After' (in care) for 6 months or more.

It is for schools to decide how the Pupil Premium and Pupil Premium Plus is spent, since they are best placed to assess what additional provision should be made for the individual students concerned. Schools are held accountable for how they have used the additional funding to support the students. Special schools use their own internal monitoring and evaluation methods to determine how resources are best spent to support Pupil Premium progress – *'Evaluation of Pupil Premium Research Report' July 2013*.

Team Leaders have evaluated the impact of the interventions in terms of contributing to the social, emotional and subsequently educational development of the Pupil Premium students through staff and parental surveys.

Riverside School Pupil Premium Policy

1. How we identify barriers to progress for targeted Pupil Premium funding Holistic Learning Programmes - Towards the end of the summer term annually, each student has a Holistic Programme drawn up during the annual review / EHCP meeting attended by the student, their parents, class staff and other professionals. This process includes all FSM students.
 - The HLP identifies broader learning needs related to social, personal, emotional, and behavioural and independence development. Students with challenges in these areas if unaddressed often experience difficulty in making progress.
 - For new students the holistic interventions are planned through agreed recommendations following staff visits to the predecessor schools, to meet the staff, the new student and scrutinise educational and holistic histories.
 - Decisions are made about interventions required and these can be funded through the Pupil Premium. Interventions often include participation in after school and holiday clubs and other extra-curricular interventions which can be measured for impact.
 - Students requiring engagement in these various initiatives, year on year, are targeted for discussion with the leadership team to set up and embed the activity.

2. How we use Pupil premium to inform long term organisational planning

SMT - Team Action

- Over time we have found that there are measurable positive outcomes across all aspects of the student's learning capacity including in core subjects (*see CASPA analysis graph 2018 – 2019 comparison of progress vs expectation*).
- During September Team Leaders meet with their class teachers and consider further bespoke interventions to support students' learning needs. These can include girls' groups, drama projects, 1:1 tuition, curriculum materials, equipment funding and sports groups, additional staff for specific interventions in class and additional staff for specific interventions outside of class lessons. These interventions and support are then discussed with SMT colleagues.
- Students requiring engagement in these various initiatives, year on year, are also targeted for discussion with the leadership team to set up and embed the activity.
- We use student progress data analysis to inform and direct our targeted spending of Pupil Premium, within the range of initiatives that we offer.

3. How we monitor the impact for students

3.1 Recent Pupil Premium Focus Areas

Pupil Premium Targeted Areas	Monitoring
After school clubs (Team Spirit)	Student and family questionnaire
Holiday Schemes	Student and family questionnaire
School Uniform	Team Leader & Deputy Head monitoring
Sports Equipment	Team Leader & Deputy Head monitoring
Theatre Project	Team Leader & Deputy Head monitoring
Additional Staff – specific interventions	Team Leader
Curriculum Materials	Class Teacher feedback
Residential school journeys	Student and family questionnaire
1:1 literacy and numeracy work	KS3 and KS4 Curriculum Coordinators
Friday afternoon Girls only PSHEE groups	Team Leader & Deputy Head monitoring

3.2 How we measure the impact for students

CASPA student's progress measure 'Eligible for Pupil Premium' used to assess impact over time CASPA (Pupil Premium student progress 2018 – 2019 time range) Core Subjects

Whole School Progress Analysis by FREESCHOOL MEALS
No statistically significant variation in student progress when analysed by FSM
Entitled to Free School Meals (67 students)
13% (9) of FSM students made 'Above expected progress'
81% (52) of FSM students made 'Expected progress'
6% (4) of FSM students made 'Below expected progress'
Not Entitled to Free School Meals (67 students)
24% (16) of NON-FSM students made 'Above expected progress'
73% (49) of NON-FSM students made 'Expected progress'
3% (2) of NON-FSM students made 'Below expected progress'

Planned expenditure of the Pupil Premium in 2019-20 is as follows:

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Results for these students have been tracked and the evidence over time is that progress has been accelerated (*see 3.2 above*).
Pupil Premium budget for 2019 / 2020 was £54,810.00.

No.	Target Pupil Group	Action	Intended Outcome	Cost Finance Yr 2019/20	Monitoring	Date
1.	Students / families requiring support to secure attendance, behaviour or links with families where these were barriers to a Pupil's learning.	School uniforms (including replacements) for FSM Pupils.	To promote dignity and raise self-esteem.	£2,000.00	Deputy Head (Curriculum) monitoring	March 2020
2.	All students who could benefit from access to physical exercise on scooters.	Purchase of scooters (for use by all, but necessarily including 51% FSM Pupils)	To raise levels of health and independence, Pupil engagement and Progress.	£2,000.00	Deputy Head (Curriculum) monitoring	March 2020
3.	Students requiring enhanced curriculum experiences to support Pupil progress /engagement / motivation.	Visiting one-week theatre project – fully engaging theatre and drama experience.	To raise self-esteem for classes with primarily FSM Pupils leading to a digital recording of	£3,000.00	Deputy Head (Curriculum) monitoring	March 2020

			the performances.			
4.	Students / families requiring support to secure attendance, behaviour or links with families where these were barriers to a Pupil's learning.	Residential school journey places on three separate trips for individual FSM Pupils (including Slovenia trip)	To support Pupils developing independence and recreational skills, motivation and engagement with learning.	£14,000.00	Deputy Head (Curriculum) monitoring	March 2020
5.	Drama project with Woodside School	Joint project with mainstream school	Engage and motivate students, improve communication, make new friends	£6000.00		March 2020
6.	Maths tuition	Intervention programme		£9405.00	Headteacher	2020
7.	Literacy tuition	Intervention programme		£9405.00	Headteacher	2020
8.	For FMS Pupils working slightly below expected P Steps – from Team Progress Meetings in the Autumn and Spring Terms	Additional staffing for 1:1 literacy and numeracy work.	To secure higher p step results in literacy.	£5,000.00	Deputy Head (Curriculum) monitoring	March 2020
9.	Female students (KS3/KS4)	Lunchtime club.	Secure student Progress, self esteem	£2000.00	Deputy Head	March 2020
10.	Male students (KS3/KS4)	Lunchtime club.	Secure student Progress, self esteem	£2000.00	Deputy Head	March 2020