

Pupil Premium Grant (PPG) Strategy and Expenditure Report 2019/20

Overview

At Kew Riverside we follow the guidance of the Education Endowment Fund (EEF) in adopting a tiered approach to pupil premium spending and aiming to balance approaches to improving teaching as a whole, targeted academic support and the implementation of wider strategies that support non-academic outcomes such as pupils' emotional well-being, attendance and access to school trips and extra-curricular activities.

Our PPG numbers and funding allocation for 2019/20:

Number of Ever 6 FSM	37	Number of LAC or Post-LAC	1
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Total number on PPG register	38	Total income:	£50,160.00
			Carry forward: £2688.68
		Total for 2019-20	£52,848.68

What are our main approaches to supporting disadvantaged children?

- *Develop children's oral language skills and vocabulary so that they can access a broad and creative curriculum and attain the highest standards.*
- *Provide enriching and cultural experiences beyond the school gates.*
- *Help children to attend school consistently and arrive on time.*
- *Support children with self-esteem and attachment difficulties in order to improve behaviour, social interactions and readiness for learning.*
- *Encourage parents and carers to engage in school life and home learning (particularly reading).*
- *Support children and families with complex home lives (poverty; parental break-up; lack of space; adverse childhood experiences).*

Kew Riverside Primary School Pupil Premium Grant Allocation 2019/20: £52,848.68
 (rounded to £52,500 for the purpose of planning)

Teaching

Rationale:

High quality classroom teaching is obviously essential for all children to achieve their full potential. The Education Endowment Fund (EEF) attests that good teaching is the most important lever schools have to improve outcomes for disadvantaged children. For this reason, teaching staff need to continually develop their practice so that they can create a teaching and learning environment that meets the needs of all the children in their class. At Kew Riverside, we want our teaching staff to keep improving and to do that we make sure that they receive regular guidance both from external professionals and from one another.

Approx. contribution from Pupil Premium Grant: £1620

(with further contribution from wider school budget)

Desired outcome	Actions (Who, When, How)	Approximate PPG contribution	Measuring the Impact	Impact and Evaluation
PROFESSIONAL DEVELOPMENT				
Individual children with complex needs, including those with attachment difficulties, are effectively supported in class, resulting in improved attainment and progress All classrooms are 'attachment-friendly'.	<p>Receive and implement advice from Educational Psychologist (EP) service:</p> Teachers, Inclusion lead and LSPs to attend termly EP consultations, review and feedback meetings for individual children EP to deliver whole class training on how to be attachment-aware – Summer 1 staff meeting School ELSA attends termly supervision sessions with EP service EISS advisory teachers work with LSPs and Inclusion lead and share advice for specific children with all staff (teacher and support staff weekly meetings) Mental health lead appointed and trained Inclusion Lead attends termly AfC network meetings (PPG, LAC, EAL, SEND) and conferences (Virtual School, SEND, DHT) and disseminates strategies at staff meetings (teachers and support staff weekly meetings)	<p>£1,620.00 additional EP time</p>	Leadership and subject leaders' monitoring has PPG focus (book looks, learning walks, pupil interviews and surveys, pupil progress meetings, behaviour analysis) Staff appraisals include PPG outcomes PPG review and recommendations from AfC (Spring 1) Parent surveys Pupil questionnaires Quality of Education report	

<p>Teachers have clear understanding of quality first teaching strategies around language and vocabulary development and implement them consistently so that PPG pupils achieve across the curriculum</p> <p>Classrooms are well-resourced, language-rich learning environments that are accessible to PPG pupils</p>	<p>2 x teachers involved in the Language Champions Project; disseminate guidance to all staff</p> <p>Key vocabulary planned in each unit of work with pre-teaching opportunities and displays</p> <p>Teachers assess children with EAL termly in their language and identify strengths and barriers</p> <p>High quality books support all areas of curriculum</p> <p>Subject leaders attend subject network meetings and feedback in Key Stage meetings</p> <p>NQT attends AfC weekly training sessions</p> <p>Sharing of practice at weekly Key stage meetings for teachers and weekly support staff meetings</p> <p>Weekly staff insets (extended hours for support staff)</p>			
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<u>Targeted Academic Support</u>				Approx. contribution from Pupil Premium Grant: £44,568 (with further contribution from wider school budget)
Rationale: We recognise that despite high quality classroom teaching it is still possible for gaps to develop in children’s learning. We also understand that it is not only low-attaining pupils that require intervention and that disadvantaged pupils with high attainment are also at risk of under-achievement. Our aim is to intervene early with targeted support and intervention for individual children both in and out of the classroom. We make sure that the 1:1 or small group intervention programmes that are delivered outside of class are carefully timetabled, evidence-based and impactful.				
Desired outcome	Actions (Who, When, How)	Approximate PPG contribution	Measuring the Impact	Impact and Evaluation
<p>PPG pupils who are not making adequate progress or under-achieving are quickly identified.</p> <p>Timed, evidence-based interventions are implemented swiftly in and out of class so that gaps are plugged.</p>	<p>Provision for individual children discussed at termly pupil progress meetings and parent-teacher consultation meetings</p> <p>Inclusion lead maps provision across school</p> <p>Careful timetabling of withdrawal interventions so children are not missing key learning in class</p> <p>Interventions are evidence-based (Precision-</p>	<p>Additional LSA and ELSA hours - £39,000 (see also Wider Strategies below)</p>	<p>Intervention evaluation sheets (including planning and assessment)</p> <p>Pupil progress meetings</p> <p>Quality of Education report</p> <p>SEN support plans</p> <p>Target sheets/Markbooks</p>	

	<p>teaching; pre-teaching; Attention Bucket; lego therapy; phonics programmes; Colourful Semantics; sensory walks etc)</p> <p>Resources, equipment and strategies are individualised as necessary</p> <p>Support staff delivering withdrawal interventions have PPA time to prepare individualised resources</p> <p>Volunteer adult readers target children who are making slow progress.</p> <p>Careful matching of children in peer-to-peer reading interventions across classes to encourage effective collaborative learning</p>		<p>Parent-teacher consultations</p> <p>Pupil interviews and surveys</p> <p>Staff appraisal</p>	
<p>Teachers deliver Home Learning club (priority for PPG children) so that children can receive extra and individualised support in key skills</p>	<p>Weekly half hourly home learning club after school for Y1-Y6 (max 6 children)</p> <p>Focus areas – key skills that require ‘home practice’ – times tables, spelling, pre-learning vocab, reading</p> <p>Teachers communicate strategies to families</p>	<p>6 teachers: £5568</p>	<p>Home learning register</p> <p>Home learning club parent feedback</p> <p>Pupil voice</p> <p>Teacher feedback</p>	

<u>Wider Strategies</u>				<p>Approx. contribution from Pupil Premium Grant: £5860</p> <p>(with further contribution from wider school budget including sports premium funding)</p>
<p>Rationale: Non-academic barriers to success in school include a lack of access to life-enriching experiences outside of the classroom; social, emotional and behavioural difficulties; and poor attendance. We aim to support both children and their families so that improvements can be made in attitudes to learning, engagement in the wider life of the school, emotional literacy and general well-being. We want children to feel empowered to know and celebrate their strengths and talents, both in and out of the classroom so that they are emotionally ready for and confident about the next stage of their education and life beyond Kew Riverside.</p>				
Desired outcome	Actions (Who, When, How)	Approximate PPG contribution	Measuring the Impact	Impact and Evaluation
ENRICHMENT				

<p>Children access a wide range of extra-curricular activities and life-enriching experiences to improve engagement in school, oral language skills, 'cultural capital' and emotional and physical well-being. To include:</p> <ul style="list-style-type: none"> - Trips, including residential - After-School Clubs and Extended before/after school provision (Fit for Sport) - Themed days (Kewzania, Outdoors at Kew – OAK) - Head's Award - Borough events/competitions 	<p>All staff, including office manager, know PPG children and aim to form effective relationships with their families so that strategies can best meet individual needs</p> <p>Staff liaise with families to offer free or subsidised places on trips, clubs and Fit for Sport (before and after school provision)</p> <p>Funded places for PPG children selected for Battle of Books competition</p> <p>Head's Award – focus on PPG children to gather and present evidence folders (Y6 teacher and Inclusion lead to liaise with parents/carers)</p> <p>Regular class trips to central London (museums, galleries etc)</p> <p>Whole school focus on experiential and outdoor learning (OAK); use of 'Wild cabin' and 'Calm den'; planting vegetables in allotment beds; outdoor learning opportunities planned in each unit of work</p>	<p>Funded residential trips: £1590</p> <p>Funded clubs and before/after school provision: £1200</p>	<p>Clubs attendance registers</p> <p>Pupil surveys</p> <p>Parent questionnaires</p> <p>Residential trip participation</p> <p>Head's award folders and parent/carer attendance at achievement evenings</p>	
<p>Children who have aptitude for singing or music are identified and offered lessons in school by Richmond Music Trust to improve self-discipline and perseverance and instil a sense of achievement outside of academic attainment</p> <p>Children can confidently perform in whole school events in front of children, parents and wider community</p>	<p>Music teacher identifies children with aptitude for singing or music and liaises with Inclusion manager and parents/carers to offer lessons</p> <p>Music teacher and staff encourage children with aptitude to join choir and orchestra</p> <p>Music teacher and staff encourage children to perform in singing and music events (assemblies, curriculum evenings, Kew Sparkle, Q Factor, school production, Barn Church etc)</p>	<p>£570</p>	<p>Orchestra and choir participation</p> <p>Participation in school musical and singing events and attendance of their parents/carers.</p> <p>Feedback from music and singing teachers (Richmond Music Trust)</p> <p>Parent and pupil surveys</p>	
<p>SOCIAL AND EMOTIONAL SUPPORT</p>				
<p>Identified children are given targeted social, emotional and behavioural support from:</p> <ul style="list-style-type: none"> - School Emotional Literacy Support Assistant (ELSA) - Play therapist 	<p>All staff trained in PATHS (yearly)</p> <p>PATHS (Promoting Alternative Thinking Strategies) curriculum taught throughout school</p> <p>Staff take a restorative justice approach to behaviour</p> <p>ELSA supports key individuals in KS1</p>	<p>Play therapist £2,500.00</p> <p>(See also additional LSP and ELSA)</p>	<p>PATHS lesson planning and outcomes; PATHS surveys</p> <p>Vulnerable pupil register</p> <p>Safeguarding records</p> <p>Play therapist reports and feedback to staff/parents</p>	<p>✓</p>

<p>LSAs – SEMH interventions 2 x Teachers (Samaritan and NCPCC trained)</p> <p>Children have improved emotional literacy, confidence to express themselves and readiness to learn</p>	<p>Use of 'Ask it Baskets' in each class Advice from EISS (KS1 children) implemented by staff</p> <p>ELSA and LSPs deliver Interventions for targeted groups of children – lego therapy; social thinking/mapping; zones of regulation; comic strip conversations</p> <p>2 x teachers (Samaritan and NSPCC trained) lead Mental Health Week (Feb) – introduce 'Time to Talk' sessions in 2 x lunchtimes. Children sign up or are invited.</p> <p>Play therapist works 1:1 with 2 x children weekly Mental health lead – Happiness Scale and Well-being surveys for children and teachers (Autumn)</p> <p>Books to support wide range of SEMH available to children and recommended/lent to parents (eg The Invisible String; Big Bag of Worries)</p> <p>Transition planned for – class to class; Nursery to Reception; ; KS2 to KS3 (Teachers and Inclusion Manager attend transition meetings at nurseries and secondary school); Y6 teacher runs transition programme in Summer 1 for vulnerable children; class swaps; additional secondary school visits for some children</p> <p>Inclusion manager makes referrals to Camhs; social care; Family Support; Young Carers etc as required</p>	<p><i>hours above)</i></p>	<p>Key Stage; Support Staff and Leadership weekly meetings Integris – behaviour monitoring 'Happiness scale' and well-being surveys 'Ask it Baskets' Provision mapping Intervention evaluation sheets Pupil progress meetings</p>	
<p>PPG children represented in Junior Leadership Team (JLT) and other Children's roles</p> <p>PPG children have high aspirations and feel empowered within the school community with a strong pupil voice</p>	<p>Staff involved in selection process ensure PPG children are represented in JLT, House Captains, Eco-committee, children's roles (PAs to leadership team; lunch helpers; nursery helpers)</p>		<p>List – children's roles; JLT; House Captains etc Pupil surveys Pupil voice</p>	

ATTENDANCE

<p>Families are supported by school and external services (Educational Welfare; Family Support; School Nurse) to improve children's attendance and punctuality</p> <p>PPG children achieve school target of 96% attendance</p> <p>Reduced rates of persistent absenteeism of PPG pupils</p>	<p>Class teachers to address poor attendance and punctuality directly with parents</p> <p>Inclusion manager to monitor attendance half-termly and to address any issues either in person/by phone/by letter with individual families; termly meetings with EWO – feedback to class teachers</p> <p>School office liaise closely with Inclusion Manager re any patterns/concerns re individual children</p> <p>Inclusion manager to refer to external services (EWS, family support, school nurse) as necessary</p> <p>Provide personalised support as required eg social stories around morning routines for parents to read to children; flexible approach to individual children entering via front gate</p> <p>Teachers to discuss attendance and punctuality concerns with parents ('meet the teacher' meetings; in parent-teacher consultations; ad-hoc)</p> <p>Weekly celebration assemblies – certificates for best class attendance and punctuality</p> <p>Regular reminders in weekly bulletins re absence procedures/term-time holidays etc</p> <p>Teachers to address attendance in parent consultations and at Meet the Teacher</p>		<p>Attendance data and records (incl PPG vs non PPG analysis)</p> <p>Headteacher's report for governors</p>	
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PARENTAL ENGAGEMENT AND SUPPORT

<p>Parents of PPG pupils engage well with school – improved attendance at parent-teacher consultations; school PTA events; parent workshops and curriculum evenings; class assemblies and performances</p>	<p>Flexible communication systems with parents (email, phone call, in person, letter)</p> <p>Ensure events appeal to diverse population of school by surveying parents around type of events that would appeal to them</p> <p>Staff personally invite parents of disadvantaged children to attend workshops; PTA events etc</p> <p>Teachers follow up with parents if parent-teacher meetings missed</p> <p>Teachers plan community links in units of work</p> <p>PTA events planned to appeal to wide range of parents and interests</p> <p>PATHS workshop for parents</p>		<p>Vulnerable register</p> <p>Attendance register at parent-teacher consultations</p> <p>Attendance at school events</p> <p>TAC meeting minutes</p> <p>Safeguarding records</p> <p>Weekly bulletins and Scopay emails</p>	
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	Parents invited to be 'mystery readers' in class Offer family support, school nurse and other services (also Local Offer) Attendance at TAC and other multi-professional meetings			
Total expenditure: £52, 048				

GUIDE TO COMMON EDUCATIONAL ACRONYMS			
Acronym	Definition	Acronym	Definition
Camhs	Child and adult mental health service	LAC	Looked After Child
DHT	Deputy Headteacher	LSP	Learning Support Practitioner
EAL	English as an additional language	NQT	Newly Qualified Teacher
EISS	Education Inclusion Support Service	PATHS	Promoting Alternative Thinking Strategies
ELSA	Emotional literacy Support Assistant	PPG	Pupil Premium Grant
EWO	Education Welfare Officer	PTA	Parent Teacher Association
EWS	Education Welfare Service	SEMH	Social, Emotional, Mental Health
EP	Educational Psychologist	SEND	Special Educational Needs and/or Disability
JLT	Junior Leadership Team	TAC	Team around the Child