



# Rivermead

Together on the road to success

## Pupil Premium Grant Report 2016-17

# What is Pupil Premium?

The Pupil Premium was introduced in April 2011.

For the financial year beginning 1 April 2017, PPG provides funding for two policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

The specific purpose of the funding is to boost the attainment of learners who are from low income families. It is paid by means of a specific grant based on school census figures; the figures represent learners currently registered as eligible for Free School Meals (FSM) and/or learners registered as eligible for Free School Meals in the last six year (Ever 6). For looked after children, the Pupil Premium is calculated using the Children Looked After data returns.

A premium has also been introduced for learners whose parents are currently serving in the Armed Forces. This Service Premium is designed to address the emotional and social well-being of these pupils.

Pupil Premium is additional to main school funding; it is used by the school to address any underlying equalities between learners eligible by ensuring that funding reaches the pupils who need it most.

## Objectives for Pupil Premium at Rivermead

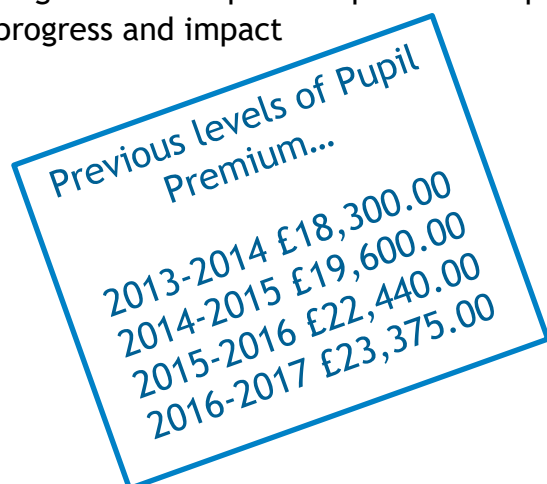
Whilst schools are free to spend the Pupil Premium as they see fit, we are required to publish online, information about how we have used the Premium. Using the Pupil Premium, we aim to:

- provide additional holistic and educational support, to improve the progress in attainment and emotional well-being and to raise the standard of achievement for these learners
- narrow and close the gap between the achievement and progress of these learners and their peers
- where possible, use the additional funding to address any underlying inequalities between learners eligible for Pupil Premium and others
- reach the learners who need it most and ensure it makes a significant impact on their education and lives

# School Policy and Accountability

The Head Teacher and Governing Body have agreed a policy for Pupil Premium to guide the use of the Premium and to ensure that it represents value for money.

The Senior Leadership will regularly and rigorously monitor, evaluate and review the strategies we have put into place for Pupil Premium and report to the Governing Body on its progress and impact



## Enrichment

Rivermead seeks to provide not only an academic approach to education but also a holistic one. We feel that the importance of developing the learners as a whole person, not just on a conventional educational front allows our learners to gain an advantage over other young people with similar academic abilities. At Rivermead we provide a range of Enrichment opportunities for all learners, all of which help develop their communication and social skills and thus help raise self-esteem.

All enrichment provides an opportunity to develop SMSC and to Promote British Values whilst supporting the curriculum and bringing learning to life. These interactive learning experiences allow our learners (the majority of whom are ASD with the associated language difficulties) to have an enhanced, hands-on approach to learning which makes the academia more accessible and thus more successful.

Many of our young people, and especially many of those PPG learners, do not leave their homes after returning home from school for both financial reasons and owing to the high levels of anxiety that they feel when placed in unfamiliar situations. Enrichment opportunities such as residential trips to London and Belgium, trips to the Houses of Parliament, Duke of Edinburgh, Challenger Troop and charity mud runs provide learning experiences within the safety of the School support network.

Enrichment is an invaluable part of the development of our young people as confident, functioning members of society who have a strong sense of their Social, Moral, Spiritual and Cultural responsibilities and a good understanding of the British Values which support our society.

# What we used our Pupil Premium for in 2016-17

## EMOTIONAL WELLBEING:

**ART THERAPY**

**PLAY THERAPY**

**COUNSELLING**

**CONTINUED HOME  
SCHOOL SUPPORT  
WORKER**

**CONTINUED  
LEARNING MENTOR**

**SOCIAL GROUPS**

**CHALLENGER TROOP**

**FREE FRUIT AT  
BREAK**

**SCHOOL UNIFORM**

**ENRICHMENT**

**AFTER SCHOOL  
CLUBS**



## ACADEMIC PROGRESS:

- **Speech and Language Therapy - 1:1 sessions - developing receptive, expressive and social skills in a structured environment**
- **Achievement For All - Structured conversations with parents, three times a year to improve parental engagement**
- **GCSE Food Technology ingredients - enabling learners to fully access required coursework**
- **1:1 after school tutoring in English and Maths**
- **1:1 Occupational Therapy, sensory circuits and Physiotherapy**
- **Revision clubs for KS4 learners**
- **Project X Code for targeted learners**

# How do we know this is working for our learners? Where is the proof of the impact?

Due to the governments changing reporting arrangements and GCSE grade structures, the comparison for academic progress and attainment for PPG learners is now set out as below:

| <b>GCSE Progress and Attainment 2016-17</b> |                         |
|---------------------------------------------|-------------------------|
| No. in cohort                               | 15                      |
| No. of PPG                                  | 2                       |
| No. of Non PPG                              | 13                      |
| PPG Average grade GCSE English              | 3                       |
| Non-PPG Average grade GCSE English          | 2                       |
| PPG Average grade GCSE Maths                | 2                       |
| Non-PPG Average grade GCSE Maths            | 1                       |
| PPG Average Progress 8 Score                | (Shadow figure) -0.9435 |
| Non-PPG Average Progress 8 Score            | (Shadow figure) -0.6077 |

The expected average progress for learners at Rivermead is +0.6 movement within the Rivermead Progress Steps per academic year, however there are individualised targets which are adjusted 3 times a year so 0.6 is an arbitrary average. The table below shows the average progress for PPG compared to Non PPG learners at Rivermead.

|             | <b>Reading</b> | <b>Writing</b> | <b>Maths</b> |
|-------------|----------------|----------------|--------------|
| All PPG     | 0.8            | 0.7            | 0.5          |
| All Non PPG | 0.8            | 0.7            | 0.6          |
| Y7 PPG      | 0.7            | 0.7            | 0.5          |
| Y7 Non PPG  | 0.8            | 0.6            | 0.5          |
| Y8 PPG      | 0.6            | 0.9            | 0.4          |
| Y8 Non PPG  | 1.1            | 0.9            | 0.5          |
| Y9 PPG      | 0.9            | 1.2            | 0.7          |
| Y9 Non PPG  | 1.0            | 0.9            | 0.9          |
| KS3 PPG     | 0.7            | 0.9            | 0.5          |
| KS3 Non PPG | 1.0            | 0.8            | 0.6          |
| Y10 PPG     | 0.6            | 0.5            | 0.5          |
| Y10 Non PPG | 0.7            | 0.6            | 0.6          |
| Y11 PPG     | 0.5            | 0.5            | 0.7          |
| Y11 Non PPG | 0.7            | 0.6            | 0.7          |
| KS4 PPG     | 0.7            | 0.5            | 0.6          |
| KS4 Non PPG | 0.7            | 0.6            | 0.7          |

## Project X Code Intervention record 2016/2017

| Learner | Actual age | Sentence reading age yr/mth |                     |                 | Phonics age yr/mth    |                     |              | No. of sessions ?/32 |
|---------|------------|-----------------------------|---------------------|-----------------|-----------------------|---------------------|--------------|----------------------|
|         |            | Start Test<br>4.5.17        | End Test<br>13.7.17 | Impact          | Start Test<br>14.5.17 | End Test<br>13.7.17 | Impact       |                      |
| 1       | 12:6       | 9:3                         | 10:6+               | 1 Year,3 mths + | 7:11                  | 8:2                 | 3 mths       | 28                   |
| 2       | 13:3       | 9:0                         | 10:2                | 1 Year,2 mths   | 7:5                   | 8:1                 | 1 Year,8mths | 32                   |
| 3       | 14:1       | 8:11                        | 10:6+               | 1 Year,7 mths + | 7:1                   | 8:0                 | 11 mths      | 18                   |
| 4       | 14:4       | 9:3                         | 10:6+               | 1 Year,3 mths + | 7:10                  | 8:2+                | 4 mths       | 18                   |
|         |            | Start Test<br>14.9.16       | End Test<br>27.3.17 | Impact          | Start Test<br>14.9.16 | End Test<br>27.3.17 | Impact       |                      |
| 5       | 14:3       | 6:6                         | 7:7                 | 1yr, 1mnth      | 6:0                   | 7:7                 | 1yr, 7mnth   | 32                   |
| 6       | 14:1       | 6:6                         | 9:0                 | 2yr, 6mnth      | 6:0                   | 8:1                 | 2yr, 1mnth   | 35                   |

Research based Project X Code intervention expected progress is 10 months increase in sentence reading age. From the 6 PPG learners who accessed the intervention, all learners exceeded the expected progress.

### Strengths and Difficulties Questionnaire 4-17 year olds(SDQ)

*SDQs are completed three times a year by the learners and staff; it indicates levels of Pro-Social, Emotional, Peer Relations, Hyperactivity and Conduct. Pro-Social is measured separately, four other areas are collated.*

|                                                                 | Learner     |           | Teacher     |           |
|-----------------------------------------------------------------|-------------|-----------|-------------|-----------|
|                                                                 | Start 16-17 | End 16-17 | Start 16-17 | End 16-17 |
| Pro Social (No. of PPG scoring in normal band)                  | 22          | 22        | 14          | 19        |
| Pro-Social (% of PPG scoring in normal band)                    | 91          | 91        | 58          | 79        |
| Total Score - 4 other areas (No. of PPG scoring in normal band) | 10          | 12        | 7           | 6         |
| Total Score - 4 other areas (% of PPG scoring in normal band)   | 41          | 50        | 30          | 25        |

The above table shows the learners' view being they are either remaining within or improving in their emotional wellbeing; teachers' view mirrors this for Pro-Social.



| Impact of SALT intervention for PPG Learners |                 |                                                                 |
|----------------------------------------------|-----------------|-----------------------------------------------------------------|
| Summary                                      | No. of learners | Comment                                                         |
| Achieved                                     | 8               | Overall >60% either have achieved their target or projected to. |
| Slightly below target                        | 3               | 15% are slightly below targets                                  |
| Not achieved targets                         | 2               | 15% have complex issues affecting intervention.                 |

**Achievement in SALT for PPG learners**

A pie chart titled 'Achievement in SALT for PPG learners' showing the distribution of learner performance. The chart is divided into three segments: a large blue segment representing 'Achieved' at 62%, a green segment representing 'slightly below target' at 23%, and a yellow segment representing 'not achieved targets' at 15%. A legend to the right of the chart identifies the colors: blue for 'Achieved', green for 'slightly below target', and yellow for 'not achieved targets'.

## Summary

The Pupil Premium has supported us in our commitment to enable all learners to make good progress and achieve their potential, whatever their personal circumstances.

The average progress of learners qualifying for the Pupil Premium across the wholeschool is above the expected 0.6 in Reading and Writing and only slightly below for Maths. This is broadly in line with the Non PPG learners in the school for the three subject areas.

We had only two PPG learners in Year 11; a very small PPG cohort and therefore statistically insignificant. The GCSE average grade for these two learners is broadly in line with the Non PPG learners in our school.

Impact of the various enrichment opportunities given to our learners can be difficult to measure. The SDQs indicate that our PPG learners' emotional well-being is maintained and the percentage of PPG learners being classified in the 'normal' clinical band has increased to 50%. Learner self-evaluated Pro-Social scores are maintained at 91% of PPG learners being in the 'normal' clinical band.

## Funding per PPG pupil for 2017 to 2018

| Disadvantaged pupils                                                                                                                                                                     | Pupil premium per pupil |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Pupils in years 7 to 11 recorded as Ever 6 FSM                                                                                                                                           | £935                    |
| Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority                                     | £1,900                  |
| Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order | £1,900                  |

## Plans for PPG spenditure in 2017-18

| Service children                                                                                                                        | Pupil premium per pupil |
|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of child pension from the Ministry of Defence | £300                    |

| Strategy       | Aim                                                                           | Target                                                        | Desired Outcome                                         | Outcome measure                  |
|----------------|-------------------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------|----------------------------------|
| Project X Code | To provide a well-structured and highly differentiated literacy intervention. | All PPG learners identified with need who are at least 1 year | To increase sentence and phonic age by 10 months by the | Reading age and Phonic age tests |



|                                                                  |                                                                                                                         |                                       |                                                                                     |                     |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------------------------------------------------------------|---------------------|
|                                                                  |                                                                                                                         | behind in their word reading          | end of the 10 week block.                                                           |                     |
| Speech and Language (1:1 sessions)<br>Observation and Assessment | To develop receptive, expressive and social language skills in a structured safe environment with highly trained staff. | All PPG learners identified with need | To minimise the negative effects of deprived circumstances on language development. | Target achievements |

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| Strategy                                                            | Aim                                                                                                                                                                                                                                    | Target                                                                        | Desired Outcome                                                                                                                                                                                                                                                 | Outcome measure                                                                                                                                                               |
|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OT/Physio (1:1 Sessions)<br>OT/Physio<br>Observation and Assessment | To maintain and/or develop fine and gross motor control in a safe a structured environment with highly trained staff. To identify physical and/or sensory need of learners. To gather information through formal and informal methods. | All PPG learners identified with need following an observation and assessment | To maintain physical movement to access learning and life.<br>To develop physical abilities and functional skills by improving posture and movement. Learners are able to engage in meaningful occupations for health, wellbeing, achievement and life success. | Engagement in learning, life skills and mobility.<br>Achievement of set targets.<br>Discharge from therapy provision.<br>Completed assessment and Passport of need completed. |
| Counselling                                                         | To provide 1:1 session in school with a qualified counsellor.                                                                                                                                                                          | All PPG learners identified with need                                         | To minimise the impact of any negative life experiences.                                                                                                                                                                                                        | Attendance to sessions, feedback from learner and                                                                                                                             |
| Art Therapy                                                         | To provide 1:1 session in school with a qualified therapist.                                                                                                                                                                           | All PPG learners identified with need                                         | To minimise the impact of any negative life experiences.                                                                                                                                                                                                        | Increase in SDQ scores for pro social. Decrease in SDQ scores for other areas.                                                                                                |
| Play Therapy                                                        | To provide 1:1 session in school with a trainee therapist.                                                                                                                                                                             | All PPG learners identified with need                                         | To minimise the impact of any negative life experiences.                                                                                                                                                                                                        | Increase in SDQ scores for pro social. Decrease in SDQ scores for other areas.                                                                                                |
| 1:1 Tutoring                                                        | To increase English and maths skills and overlearn strategies and concepts.                                                                                                                                                            | Year 10 and Year 11 learners                                                  | Accelerated progress in English and maths.                                                                                                                                                                                                                      | Reading RPS<br>Writing RPS<br>Maths RPS                                                                                                                                       |

|                      |                                                                                        |                                       |                                                                  |                                 |
|----------------------|----------------------------------------------------------------------------------------|---------------------------------------|------------------------------------------------------------------|---------------------------------|
|                      |                                                                                        |                                       |                                                                  | 10 week intervention            |
| Numicon Intervention | To develop skills and understanding in maths.                                          | All PPG learners identified with need | To enable learners to participate successfully in maths lessons. | Diagnostic Assessment Maths RPS |
| Numicon              | To use a multi-sensory approach to develop a foundation of basic number understanding. | KS3                                   | Increase in maths progress.                                      | Maths RPS                       |

| Strategy                                             | Aim                                                                                                                                     | Target                                                                                             | Desired Outcome                                                                                                                                                           | Outcome measure                                                                                                                                                                                                               |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CTOPP2 Comprehensive Test of Phonological Processing | To assess all Y7 and identified other learners that are not making progress and are at risk/have SLCN.                                  | Y7 learners and learners at risk of making little progress in reading and have/are at risk of SLCN | To identify learners needs more and match to the relevant intervention.                                                                                                   | Learners assessed, data analysed and learners matched to the most relevant intervention.                                                                                                                                      |
| Enrichment Activities                                | To provide an opportunity to develop SMSC and to Promote British Values whilst supporting the curriculum and bringing learning to life. | All PPG learners                                                                                   | Interactive learning experiences allow our learners to have an enhanced, hands-on approach to learning which makes the academia more accessible and thus more successful. | Learners becoming confident, functioning members of society who have a strong sense of their Social, Moral, Spiritual and Cultural responsibilities and a good understanding of the British Values which support our society. |