# Pupil premium strategy statement

## School overview

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| **Metric** | **Data** |
| School name | Riverside Junior School |
| Pupils in school | 157 |
| Proportion of disadvantaged pupils | 20.83% |
| Pupil premium allocation this academic year | £59,110 |
| Academic year or years covered by statement | 2019-2021 |
| Publish date | 25/09/2020 |
| Review date | 25/09/2021 |
| Statement authorised by |  |
| Pupil premium lead | Joy Rooney |
| Governor lead |  |

## Disadvantaged pupil progress scores for last academic year

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| **Measure** | **Score** |
| Reading | 2.45 |
| Writing | 2.15 |
| Maths | -3.24 |

## Strategy aims for disadvantaged pupils

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| **Measure** | **Score** |
| Meeting expected standard at KS2 | Reading – 80% (Nat 88%) Writing – 100% (Nat 87%)  Maths – 70% (Nat 77%) |
| Achieving high standard at KS2 | Reading – 40% (Nat 44) Writing – 20% (19%) Maths – 10% (23%) |

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| **Measure** | **Activity** |
| Priority 1 | Ensure that pupils receive an adapted and developed curriculum through a personalised learning approach. |
| Priority 2 | Improve attainment for pupils in maths through the development of metacognition (EEF +7 months) and small group targeted intervention. |
| Barriers to learning these priorities address | EEF Toolkit and research shows that the approaches we are focusing on (EEF - feedback +8 months and small group tuition +4months) will have a strong impact on the attainment and progress of all pupils. |
| Projected spending | * PIRA and PUMA £2,640 * TT Rockstars - £202 * White Rose Maths - Premium subscription - £200 * TAD days - £8,684 * PDM meetings - £9,720 * Small steps tracker - £900   **Total: £22.346** |

## Teaching priorities for current academic year

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| **Aim** | **Target** | **Target date** |
| Progress in Reading | Achieve national average progress scores in KS2 reading. | Sept 21 |
| Progress in Writing | Achieve national average progress scores in KS2 writing. | Sept 21 |
| Progress in Mathematics | Achieve national average progress scores in KS2 writing. | Sept 21 |
| Other | Improve attendance of disadvantage pupils to 96% | Sept 21 |

## Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

## Targeted academic support for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Buy and embed Catch Up Maths intervention across all years targeting disadvantaged pupils falling behind age related expectation. (EEF - one to one tuition + 5months) |
| Priority 2 | PP and SEND pupils will be targeted through support in class/additional interventions to ensure they make expected progress across the year (EEF - small group tuition + 4 months) (EEF - extending school time + 2 months) |
| Barriers to learning these priorities address | Providing targeted catch up in maths (typically an area of weakness) and offering accelerated progress to PP and SEND pupils. |
| Projected spending | * Catch up maths intervention and training for support staff - £2500 * Small group interventions - £26,684   **Total cost: £29,184** |

## Wider strategies for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Ensure attendance is above 96% and PP attendance is in line with peers. (EWO) |
| Priority 2 | Children with specific social and emotional needs are supported through specialist wellbeing support. (Invictus) (EEF - social and emotional learning +4months) |
| Priority 3 | Provide access to life enriching experiences and wider school life. (PE Kit, trips and clubs) (EEF - sports participation +2months) |
| Barriers to learning these priorities address | Improving attendance and emotional wellbeing for all pupils. |
| Projected spending | EWO - £1620  Disadvantaged pupil school fund - £2960  Invictus - £3000  **Total: £7580** |

## Monitoring and Implementation

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| **Area** | **Challenge** | **Mitigating action** |
| Teaching | Ensuring time is provided for training and subject development | Additional release time. |
| Targeted support | Ensuring support staff receive additional training to aid small group interventions | Plan training programme and CPD for support staff |
| Wider strategies | Engagement with families who are facing the biggest challenges. | Working closely with families and support services to provide the highest level of support. |

## Review: last year’s aims and outcomes (2019/2020)

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| **Aim** | **Outcome** |
| Highly skilled teachers and support staff within the classroom | Whole school training on areas such as feedback allowed CPD for teaching staff. Further development is needed for support staff in targeted intervention areas such as maths. |
| Disadvantaged pupils receive targeted support to increase academic outcomes | Investment was made into additional high quality intervention programmes to support social and emotional needs. Further investment into additional intervention needs to be made due to the impact of COVID 19. |
| Improved attendance | No academic outcomes for 19/20 to evidence impact of attendance. |
| Increased parental involvement | Introduction of Class Dojo as a parental communication school.  Whole school workshops for maths and reading were provided. Engagement in these was not high and requires further development. |
| Disadvantaged school fund | All PP pupils had access to PE kits, trips and clubs. |

## Review: last year’s aims and outcomes (2018/2019)

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| **Aim** | **Outcome** |
| Personalised learning approach. Adapted and developed curriculum | Teachers and support staff are our most essential of resource when raising the academic outcomes of pupils. SLT had big expectations of staff with regard to approaches to learning and this will be followed up next year with training to support staff.  More training is needed and thus we will continue to invest in staff next year. |
| Development of coaching curriculum across the school. Ongoing curriculum development re SMSC | Although extremely useful research with clear directives it has not been tracked as to whether an individual pupil’s ‘metacognition’ has been increased sufficiently to impact on academic outcomes.  Training would need to be accessed by al staff, a clear plan for implementation drawn up and a monitoring time table with clear measures implemented. |
| Appropriate targeted training and support for teaching staff | Staff are highly skilled but more work needs to be done so as to relate directly to academic outcomes. Some of this is about monitoring impact and having clear measures for leaders to hold those to account. |
| Key staff employed to close the gap. Specific teaching programs for individuals and groups. Use of IT – Mathletics, Nessy, handwriting programs to ensure personalised provision | Impact is varied given the nature of the actions. PP/SEN children access many of the resources identified but non-SEN do not. For those who are SEN progress was good and thus the impact was seen.  Questions have to be asked as to whether PP funding or SEN funding should be used to target SEN PP children. Moving forward we will look at intervention as a whole and increase our offer to those that are not SEN. |
| Key targeted children receive intervention | SEN PP children benefited from this offer and made good progress against their targets.  Non SEN PP children need to access support in class from teachers or dedicated support staff. |
| Specialised practitioner employed during the PM. Established referral system in place accessible by parents children and staff | Impact of practitioner evident however more specific measures need to be in place. Also, PP children will need to be assigned to interventions and clubs so as to ensure all are accessing something that can impact on targets set.  Again SEN PP get a lot from this offer. We are going to extend the offer to include a greater variety of activities so as to engage non-SEN PP in meaningful intervention provision. |
| Half-termly visits from EWO | A clear and simple system must be implemented to ensure impact is occurring and is able to be scrutinised by school leaders. |
| Curriculum documentation made widely available – parental meetings and engagement. Extended | All took place and documents are available. Anecdotally parents seem to be happy with the offer however it would be difficult to attest how this has impact on parents being more involved in school life.  Perhaps a record of attendance when parents visit the building could be kept so as to measure impact of this strategy. |
| To ensure all children have access to the curriculum at the appropriate level | PP SEN should receive targeted academic intervention in line with their targets – some of which will be funded by PP |