

2024-27 Pupil Premium Strategy

Riddings Junior School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	236
Proportion (%) of pupil premium eligible pupils	36% (Jan 24 census) 85 pupils
Academic year/years that our current pupil premium strategy plan covers	2024-25 2025-26 2026-27
Date this statement was published	Sept 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	D Cates
Pupil premium lead	D Cates
Governor lead	V Neaves

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£125800
Pupil Premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£125800

Part A: Pupil premium strategy plan

Statement of intent

Objectives for the Pupil Premium Grant in Riddings Junior School

Our ultimate objectives are founded on our school's ethos of PRIDE and will:

- Support our children's wellbeing to enable them to access learning at an appropriate level.
- Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience and to raise aspirations.
- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils with disadvantaged pupils making accelerated progress from their starting points.

We aim to do this through

- Quality First Teaching and formative and summative assessment informs all learning opportunities so that they meet the needs of all our pupils.
- Ensuring that appropriate provision is made for all our vulnerable pupils, including ensuring those who are socially disadvantaged, so that needs are appropriately assessed and addressed
- Recognising that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The allocation of Pupil Premium funding will support wider groups of pupils who we identify as being disadvantaged.
- Allocating Pupil premium funding on a needs basis which will identify priority areas, groups or individuals.

At Riddings Junior School we think Enabling Access first and shape every response around what will enable our most disadvantaged pupils, including those in receipt of Pupil Premium, to access lessons and succeed. In every instance we are highly ambitious and work tirelessly to help them make significant progress in all areas of both the formal and informal curriculum. We aim for pupils who are disadvantaged to leave us as resilient individuals ready to face the challenges of their future beyond primary education

Evidence (EEF) indicates that Quality First Teaching- QFT is the most important tool schools have to improve the attainment of every pupil and especially so for those who are most disadvantaged. Thus, our priority is to ensure that every teacher is supported in being delivering high-quality lessons and every member of the support staff team is supported to deliver the highest quality support in order that the best outcomes for all pupils, and particularly the most disadvantaged, are enabled.

School staff and Governors monitor the attainment and progress of our pupils and use this information along with parental and pupil views to identify additional barriers and the support that may help. We hope that all stakeholders to work together and pride ourselves in working closely with our parent community, particularly those who find engaging with school more difficult.

Targeted academic, pastoral and wider strategies are a significant element of the support package available to all our children. We support all children, but especially are most vulnerable learners which includes those in receipt of Pupil Premium funding. Through a carefully considered approach to spending, we aim to give our most disadvantaged children early support so that they are able to flourish.

At Riddings Junior School, we have exceptionally high expectations for all pupils which encourage and support them to excel in their academic work and other aspects of their learning journey, reaching their potential. It is our intent that our curriculum, and the teaching that delivers it will meet the needs of all pupils, regardless of their background. We offer a rich, relevant, broad and balanced curriculum which offers a foundation for life in our ever-changing and diverse world. Where pupils are at risk of falling behind and not making at least expected progress from their starting points, school implements a range of targeted pastoral and academic support to enable pupils who are disadvantaged close the gap.

Achieving our Objectives

The range of our provision includes but is not limited to:

- High quality CPD for all staff
- Provision of 3 teachers in Year 3 to support the KS1-2 transition and to address gaps
- Provision of 3 Well Being Mentors to support individuals and families to overcome barriers that prevent educational achievement
- Provision of 2 Lead Intervention Teaching Assistants who direct educational interventions to support children (groups and individuals) in filling gaps that prevent them from making progress.
- Allocation and training of experienced Teaching Assistants to support groups and individuals in accessing learning and overcoming gaps in learning.
- Boost sessions delivered by teachers to smaller groups on carefully identified areas of the curriculum.
- Additional teaching and learning opportunities provided through other external agencies.
- Providing behaviour and nurture support at social times by providing activities to engage and promote good learning behaviours.

- Support educational visits and residential to try and ensure that children have first hand experiences to on which to draw from to enhance their learning in the classroom.
- Making full use of our grounds for learning whether this be in Forest School, Outdoor Learning sessions, den building, tree climbing, bike riding, chess playing or accessing a wide range of physical activities.
- Enabling the children to learn to play a musical instrument (through the Derbyshire Music Partnership) and to sing in a 5,000-voice choir through Young Voices.
- Accessing wider opportunities through our Embark Federation and community groups that will expand their experiences.

This list is by no means exhaustive and will change according to the needs and support our pupils require.

As an inclusive school, our intention is to provide an inspirational and inclusive environment for all of our vulnerable learners.

We recognise that the approach we take in terms of impact is not solely focused upon our disadvantaged pupils and that the wider pupil group will also benefit from many of them. We do however know that not all of our most vulnerable learners fall into the disadvantaged bracket as it is recognised through funding streams. By focusing upon improving our Quality First Teaching in the first instance we know that this will have the greatest impact upon those children at risk of not achieving their potential. Other work seeks to support the way in which our disadvantaged pupils and families engage with school so that they can be motivated to access quality teaching and learning.

Challenges

This details the key challenges to achievement that we have identified among our pupils who are disadvantaged.

Challenge number	Detail of challenge
1	Attainment of our most vulnerable children does not match that of those who are less disadvantaged especially in Maths and Writing. Outcomes in Combined (reading, Writing and Maths) are significantly poorer (38% v 63%). Co-morbidity (disadvantage and SEND) are a factor in this.

2	Transition from KS1 to KS2. The change of school and need to develop new relationships (for both children and parents) adds a layer of complexity to the challenge of ensuring that progress is maintained.
3	Low attainment at KS1 – phonics, writing, core number skills and BfL are not concrete amongst many of our disadvantaged pupils this results in KS2 curriculum time being lost and children being unable to access the curriculum at an appropriate level.
4	High levels of Social, Emotional, and Mental Health problems exhibited by children and family members. Children enter our school with a variety of social and emotional needs required additional support – a higher number of our disadvantaged pupils have Adverse Childhood Experiences (ACES). As a result many pupils have heightened social, emotional and behavioural needs. Some are involved with external agencies including social care, health, police, CAHMs however the increased thresholds for external agency involvement means that the expectations on schools to provide Early Help support are huge and demand outstrips the support available. This demand within families has an adverse impact upon the children's ability to learn effectively. Resilience is low amongst members of our school community and is often communicated inappropriately.
5	Attendance and punctuality issues – pupils and their families are affected by a range of social and emotional issues, including lack of value placed upon education, medical and mental health problems which often result in poor attendance or persistent absenteeism which impacts upon their ability to learn. Parents taking their children out of school for term time holidays is a major issue as holidays and cost are prioritised over education.
6	Lack of social skills –play/co-operation/empathy/respect Immaturity and lack of resilience when faced with challenge and high expectations.
7	Lack of cultural capital and low aspirations for the future. Many of our children (particularly our disadvantaged pupils) lack wider life experiences and few children have hobbies and attend clubs out of school. This deficit in cultural capital leads to a narrowing of vocabulary, a wider knowledge to draw upon when speaking, reading wider and writing. Children's experiences and understanding of the world especially including other cultures and beliefs are limited. This impacts on progress in all areas of learning.
8	Negative impact on progress caused by lack of engagement from parents and unsettled home lives. Many of our children (particularly our disadvantaged pupils) do not receive the support they require at home to support their learning. Some parents lack the knowledge and themselves to effectively support their children. Pupil Premium pupils

	continue to show the adverse effects of the COVID-19 Lockdowns. There can be a lack of value placed upon education at home and an associated lack of recognition of the fundamental gaps their children may have despite clear messaging.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Raise the attainment of Pupil Premium pupils to be in line with / above national.	Attainment of pupils Attainment of Pupil in line with or above national standard at the end of KS2.
Reduce the gap in attainment between Pupil Premium and non-Pupil Premium children.	Attainment gap narrows between Pupil Premium and non-Pupil Premium as they progress through school in Reading, Writing and Maths. 100% of Pupil Premium pupils will make better or expected progress from their KS1 starting points and achieve in line with their peers. Pupil Premium pupils at will attain at least national data for attainment at the expected and at the higher standard.
Increase rate of progress for pupils identified as having SEND and who are also Pupil Premium.	Pupils who have SEND needs and are Pupil Premium progress will have accelerated progress identified through formative and summative assessments.
Increase the percentage of Pupil Premium pupils attaining Expected Standard in Maths by the end of KS2.	At the end of Year 3 pupils will have a concrete understanding of number and place value and the application of the 4 operations. This will allow for accelerated progress in Years 4 – 6 leading to an increased percentage of children achieving EXS at the end of KS2.
Pupils and families with social, emotional, mental health or health needs are effectively supported by school provision so that needs are effectively addressed at an Early Help level.	Provision of Well Being Mentors will impact positively upon attendance of Pupil Premium pupils and reduce rates persistent absenteeism. Focused and individualised sessions will support pupils with SEMH needs. Parent sessions provide guidance on how to holistically support their children so that progress can be made. Pupil Premium children's aspirations will be raised and the core skills necessary

	to succeed at secondary school will be achieved.
Engagement initiatives will evidence stronger relationships with the wider community, including our most vulnerable and harder to reach families.	Parents will feel supported to better help their children and parent voice will indicate that disadvantaged families feel they have a positive relationship with the school. Parents will be supported by all staff, including Well Being Mentors to minimise barriers to learning and accelerate progress. School will implement a range of strategies to further support to parents e.g. Inclusion Coffee sessions, Reading Together and Maths Together sessions.
Increased attendance of Pupil Premium children at school.	Pupils achieve attendance at 96% or above and pupil premium attendance is at least in line with all pupils. Regular analysis of attendance data shows disadvantaged pupils are in line with the national figure. A pro-active and personalised approach will be implemented to address attendance dips.
Pupils who are identified as Pupil Premium will have increased opportunities to extend their experiences to develop greater cultural capital.	The new provision of Holiday Clubs on school site will ensure families are further supported and mean that children are more ready to learn on their return to school. Uptake and response on return to school will be collated. Increased participation in extra-curricular activities will be monitored . Opportunities will be taken to identify and develop individual talents. Children will develop a better understanding of the wider world, increase their resilience and develop positive social skills.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £13097

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure high quality teaching across the school by providing all staff with high quality in-school CPD that is focussed and impacts upon the SIP.		
Embark Federation Strategies to be accessed in order to support staff development training by providing high quality CPD	EEF Report - Pupil Premium. Case studies show that using PP funding to support staff development has been effective in other settings. Year 6 Strategy (Embark) x2 teachers x3 times per year £1440 - the Year 4 strategy delivered impact upon focused children and especially the disadvantaged group. Teaching and Learning Lead x 3 days – cascading strategies and embedding Live Feedback processes £720 x6 staff meetings to enable appropriate staff CPD £2448 High quality CPD is essential to follow EEF principles. This is the followed up during staff meetings and INSET. Evidence based teaching methods used to improve outcomes for children.	1,2,3,5,6
Create additional timetable capacity to allow Senior Leaders and subject Leaders in school to work with colleagues and to develop subject areas focus on disadvantaged progress.	High quality CPD is essential to follow EEF principles 4 sessions per week 30 weeks per year £4080.	1,2,3,7
Provision of focussed Monday morning CPD sessions will allow further work with all colleagues to develop subject areas and personal CPD	High quality CPD is essential to follow EEF principles. Cost within staffing budget	1,2,3,5,6,7

CPD to support writing	The bespoke training utilising elements of the EEF's Improving Literacy in KS2 and use of Embark's Writing Strategy approach to help children develop their ability to construct strong sentence level work. English Strategy meetings £1240 supply costs with x6 staff meetings for CPD cascade	1,2,3,5,6
Maths Hub (Stage 2) membership to be accessed to support CPD that will enhance the teaching of Maths across school and thereby improve the progress and attainment of disadvantaged pupils thereby closing the existing gap.	High quality CPD is essential to follow EEF principles. This is the followed up during staff meetings and INSET. https://www.ncetm.org.uk/maths-hubs/ Evidence based teaching methods used to improve outcomes for children. Supply costs x6 £1440 Lower Phase and Upper Phase Maths Leads Staff meeting time – initially 6 Maths focused	1,2,3,5,8
Specific training on Enabling Access eg scaffolding, modelling, feedback and questioning to enhance Quality First Teaching	‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’ (EEF Guide to Pupil Premium) The EEF state that metacognition, self regulation and feedback approaches have consistently high levels of impact EEF states that interventions which target social and emotional learning (SEL) seek to improve pupils’ interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning, have an average overall impact of four months' additional progress on attainment. Interventions are evidence-based. Staff meeting time x6 Monday CPD x 6	1,2,3,4,5,6

Access to high quality texts with a text for every child	Improving Literacy in KS2 states that reading books aloud and discussing them is a purposeful speaking and listening activity to develop pupils' language capability to support their reading and writing. Literacy shed and copies £729	1,2,3,
Access to online maths programme aligned to Maths Curriculum in order to review prior teaching	Staff £20 x 20 weeks £400 LBQ £600	1,2,3

Targeted academic support

Budgeted cost: £85,272

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve literacy and numeracy skills of Y6 children so that 65% of Y6 children achieve the expected standard in Reading, Writing and Maths in the 2025 SATs		
Two Intervention Lead Teaching Assistants lead and support the delivery of pre-teaching, overlearning and quality first teaching	The Association of Teachers of Mathematics (action-research project around pre-teaching supported vulnerable children to be active and influential participants in mathematics lessons). Pre-teaching and overlearning with small groups has noticeable effect on children by assigning competence later in the lesson, allowing a boost of confidence and self-concept, preventing/minimising experiences of 'failure' in the lesson. £58,252	1,2,3,5
Phonics support LITA further embed Phonics scheme and resources for the lowest 20% of readers throughout the school.	Targeted phonics sessions to ensure all children have the basic and necessary skills in reading to be successful in KS2. • Evidence that children must be able to read prior to any academic success. £ see above	1,2,4,8
LITAs support the writing of funding applications	Targeted applications addressing impact of SEND needs upon disadvantaged pupils – without the	1,2,3

increasing capacity allowing for a greater number of disadvantaged pupils to access the appropriate support.	appropriate support this group of children will have reduced life chances https://epi.org.uk/publications-and-research/annual-report-2024/ £ see above	
LITAS deliver intervention programmes designed to close gaps – where pupil are identified as disadvantaged they will take precedence.	Researched intervention programmes (EEF) show impact when delivered by suitably trained and experienced staff. All interventions delivered in Riddings Junior School are quality assured and research based.	1,2,4,8
Maths and English intervention through Boost with teachers delivering additional focused support against current objectives.	The DfE reports positive outcomes for interventions in English and Maths prior to transition to KS3. Previous evidence from Boost provision shows success improved progress and increased confidence of learning. £13,923 (10.5 hours of Boost across Year groups x 39 weeks)	1,2,3,
The EEF state that the use of high-quality structured interventions can help pupils who are struggling with their literacy, and while schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class, it is likely that a small number of pupils will require additional support. There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy.		

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£ 102,945**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well Being Mentors (including KS1-2 WBM) and Pupil Premium Lead	Regular and individualised contact made with PP families to identify barriers to learning and what emotional and social support may be required. Staff receive appropriate training to fulfil role. By identifying specific features of the community and individual families, we can better serve their needs. (EEF Guide to Pupil Premium)	2,4,5,6,8

	The NSPCC state that Early Help can offer children the support needed to reach their full potential (EIF, 2018). It can improve the quality of a child's home and family life, enable them to perform better at school and support their mental health (EIF, 2018). Furthermore, the EIF state that early intervention shows evidence of improving outcomes for children and young people. The Sutton Trust reports that parents play a significant role in the educational development of their children. This influence differs substantially according to the social class of the parent, limiting the social, cultural and financial capital they can pass on to their children. Furthermore, the EEF state that participation in the arts (+2 months) and collaborative learning (+5 months) can have positive impact on pupil outcomes. Well Being Mentors £93,644	
To ensure children are ready to learn at the beginning of school. .	We have found that knowing that a welcome by a key adult and breakfast (if needed) is available significantly improves the motivation for attendance for some children.	1,2,4,5,6
Improve the quality of social and emotional provision through Autism Advocate training. Approaches will be embedded into routine educational practices and supported by professional development and training for staff	Research demonstrates that building children's social and emotional skills improves academic outcomes, attitudes, behaviour and relationships with peers INSET costs – whole staff 6 hours	4,5,6,7,8

Disadvantaged pupils have help to ensure that they can attend all visits. Subsidise coach costs for visits to make them more accessible	National research show a variety of experiences and opportunities can support learning at all levels. Staff time beyond the school day is not costed as staff give this time freely – however based upon an hourly rate if paid this would make many trips and all residentials unaffordable. Residentials £1000 School trips £500 Young Voices £1200 free to all pupils Holocaust Centre £600 Whole school trip £1200 to reduce cost and provision of free chips Cost £4500	5,6,7
Wider experiences within the whole school curriculum to address cultural capital deficit. No charges for increasing access to	Parents play a significant role in the educational development of their children and that the social class of the parent, can limit the social, cultural and financial capital they can pass on to their children (Sutton Trust https://www.suttontrust.com/our-research/parental-engagement-fund/ . Parents with disposable income are more likely to support their child outside of school through visits to historical and culturally significant sites, and with after school activities. Whilst no significant improvements in pupils' academic attainment is evidenced through such trails the EEF states that we should not risk valuing only what we can measure. Thus we believe that all children should have access to arts education opportunities for the wider enrichment and enjoyment that they can bring. Music opportunities – Wider Opportunities £3847 Subsidised costs for swimming travel £3514 Open Reach Centre £600	4,5,7

To support pupils with a nurturing curriculum and offer emotional support to deal with mental health issues.	To continue to employ Well Being Mentors to support pupil mental health across the school and to provide a quality Early Help offer for families. Provision of quality intervention programmes eg; Lego Therapy, Drawing and Talking. Play Therapy Starving the Anger Gremlins Pupils who have experienced trauma and have an emotionally available adult in their life are more able to self-regulate quicker and deal with issues more effectively. www.traumainformedschools.co.uk Pupils who have a secure attachment feel happier, are less angry, are able to ask for help and can contribute. www.psychcentral.com Play Therapy provision £3000	1,2,3,4,5,6,
To further improve school attendance utilising DfE advice.	Working together to improve school attendance - GOV.UK (www.gov.uk) and through Embark Federations 'Attendance is a Pastoral Matter' support Implement additional procedures and support from WBM to improve individual attendance. Engage with parents of Disadvantaged pupils identified as PA to build a positive home-school partnership from Year 3 to improve attendance. Parental engagement EEF www.educationendowmentfoundation.org.uk https://www.unitysp.co.uk/attendance-hubs-meetings/#mtg2 Funding will come from current capacity with an analysis of the impact upon other areas of work at the end of Term 1. £ WBM £ Office £ LT	1,2,4,5,8

Total budgeted cost: £201,304

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged pupil performance overview for 2023-24 SATS

Measure	Reading	Writing	Maths	SPaG
National All PP	74%	72%	73%	72%
Meeting expected standard at KS2	76% PP 87% other 83% all	71% PP 74% other 73% all	48% PP 82% other 69% all	48% PP 76% other 69% all
Achieving high standard at KS2	19% PP 18% other 19% all	7% PP 13% other 15% all	14% PP 21% other 19% all	19% PP 16% other 17% all

Disadvantaged pupil performance combined (RWM) overview for 2023-24

Measure	Score
Meeting expected standard at KS2	38% PP 63% other 54% all
Achieving high standard at KS2	10%PP 5% other 7% all

Assessment

Our internal assessments during 2023-24 suggest that the performance of disadvantaged pupils is lower and particularly those with SEND, achieved lower than other groups.

Analysis of internal data indicates the gap is closing.

The end of Key Stage 2 SATs for 2023-24 indicated that the attainment of our most disadvantaged was lower than their non disadvantaged counterparts in all subjects however it was marked in Maths and SPaG. The gap in Reading and Writing was far less pronounced and indicates the impact of significant work on curriculum and QFT in these areas. The teaching in Maths has been a whole school focus with involvement in the Maths Hub work from last academic year continuing into this. With a new subject leader driving improvement, the impact has been marked. Year 3 attainment leads provision and requires an increased focus upon number and place value which is not secure especially for our most vulnerable learners.

38% made the expected outcomes in all subjects.

Our assessment of potential reasons for these outcomes points to the need to address co-morbidity such as SEMH/SEN and the impact of Covid-19 upon their KS1 attainment. School closure was most detrimental to our most vulnerable pupils, the impact of this was mitigated to some extent by our resolution to maintain a high-quality,

broad and balanced curriculum through their time at Riddings Junior School rather than limiting their learning experience.

Attendance

The Year 6 2023-24 cohort were impacted severely by poor attendance - analysis of this indicates that the children were hit by a variety of illness that swept through this particular year group and at different point through the year. Pupils in receipt of Pupil Premium were impacted more heavily

Our assessments and observations indicated that amongst our most disadvantaged pupil behaviour, wellbeing and mental health were impacted last year. We used Pupil Premium funding to provide wellbeing support for all pupils, and targeted interventions where required (as outlined in the strategy).

Quality First Teaching

Throughout 2023-24 monitoring of pupil participation through book looks, lesson observations and pupil voice has found that vulnerable groups have their access enabled through effective scaffolding and feedback in every lesson. They are supported and extended with an ambitious curriculum offer.

Targeted Academic Support

The NTP funding was utilised through the provision of in-house support through our 'Boost' sessions which are teacher-led smaller groups. Its impact has been evident in closing gaps and pupil-led book looks, lesson visits and drop-ins have demonstrated the effective targeting of elements of the curriculum that are not secure. Pupils and staff are positive about the sessions. Boost provides a time-limited opportunity to focus on bespoke areas which are identified by teacher assessment.

Post tests assessments are a key indicator as to the effectiveness of Boost work for our most vulnerable group.

Interventions are closely monitored on a regular basis through Provision map staff meetings. It is our pupils with SEND and who are eligible for Pupil Premium funding that are most at risk of under-achieving, so it is essential that support is in place to enable access and for them to close any gaps.

Wider Strategies

We work hard to close the take-up gap in wider curriculum activities.

Families are encouraged to contact the school if they require any help towards school trips.

Uniform costs are kept low and uniform is available from multiple retailers.

Our Early Help provision for Social, Emotional and Mental Health support for families and children goes far beyond expectations. This supports the motivation and self-regulation of pupils and parents.

There is a shared understanding of the ambitions and principles that underpin the strategy for addressing disadvantage. All stakeholders have been made aware of the strategy and the school's drive to improve the outcomes of pupils in receipt of the Pupil Premium and Pupil Premium Plus.

Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle LTD
iTrack	ITrack Education
SeeSaw online learning platform	SeeSaw
Number Bots	Number Bots
Widget	widgetsoftware.com