

Pupil Premium Strategy statement

September 2022 – 24

Review Sept 24

School overview

Metric	Data
School name	Riddings Junior School
Pupils in school	236
Proportion of disadvantaged pupils	2022-23 30% (72 pupils) 2023-24 34% (81 pupils)
Pupil premium allocation this academic year	2022-23 £99,360 2023-24 £120,004
Recovery Premium	2023-2024 £11,455
Academic year or years covered by statement	2022-24
Publish date	01 September 2022
Review date	01 Sept 2023 01 July 2024
Statement authorised by	D Cates
Pupil Premium Lead	D Cates
Governor Lead	V Neaves

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

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 Progress	Ensure that the gap in Year 3 between KS1 expectations and KS2 are addressed in Year 3 through the provision of additional teacher time. Sept 23 Significant work to address gaps identified. Individual needs identified with appropriate responses. Adjustments to teaching groups utilising staffing capacity and the provision of Phonics groupings to address gaps. Sept 24 Additional staffing has enabled a more supported transition. Significant gaps in RWM identified Ensure that the curriculum addresses the impact on learning and SEMH brought about by COVID-19 so that disadvantaged students are enabled to access age-appropriate learning. Curriculum design adapted and enhanced to create engaging UoFL. Additional staffing enabled considerable work to begin on addressing prevalent SEMH issues. Curriculum plans amended in light of missed learning and identified gaps. Sept 23 Continual adaptations made throughout the year. Curriculum plans adapted and refined with truncation of Units of Learning where necessary to ensure core skills were learnt eg maths coverage, Book Study. Sept 24 Pupil assessments highlight areas of weakness which inform the curriculum offer and lessons which will meet the needs of their pupils Sept 23 Half termly Provision Map meetings adapt provision for children – allocation of Boost lessons and interventions along with focus on Amber groups Sept 24
Priority 2 Literacy levels	Develop Literacy skills Phonics for Year 3 and 4 through embedding and refining the school developed Phonics programme Embed Reading Fluency Sept 23 Year 3 programme further developed including the appointment of LJrs ITA. Programme expanded into Yr 4 – ongoing

	assessments developing effectiveness of curriculum changes including Yr 3 shift to Spelling focus from Phase 5. Sept 24 Adapt the writing process to take account of the Embark Writing Programme. Sept 23 Writing Strategy in place throughout year – adaptations to previous structure made where necessary. Progress evident in children’s engagement and quality of writing. Sept 24
Barriers to learning these priorities address	COVID Lockdowns and associated learning and social losses. Staff specialist subject knowledge and ability to accurately identify gaps and quickly move to address these. Impact of changes upon wider curriculum coverage. Due to time limitations and the demands of the national curriculum place constraints upon the curriculum focus. Gaps in KS1 phonics knowledge are significant and not identified upon transition. This results in learning time being lost and children being unable to access the curriculum at an appropriate level. Sept 2023 Year 3 Maths and Writing attainment Sept 24 Reading comprehension, reading accuracy and oracy skills (vocabulary) are below age-appropriate levels. Difficulties faced by some pupils to engage in home learning designed to address some gaps. Sept 23 behaviours for Learning and social skill deficit – COVID hangover Sept 24
Projected spending	Commitment of 2 Inset days, 3 twilights and 12 staff meetings across the year – all Teachers A further £11000 – 2 mornings per week supply to facilitate high quality CPD for staff focussing upon T&L / curriculum development. Additional teacher in Year 3 - £48,000

Teaching priorities for 2023-24 academic year

Aim	Target (internal school assessment)	Target date
Attainment in Reading	Year 3 - to at least match Yr 2 EofY 56% EXS Year 3 EofY 61% EXS Year 6 to at least match Yr 2 EofY 75% EXS	July 24

	Year 6 EofY 79%	
Attainment in Writing	Year 3 - to at least match Yr 2 EofY 40% EXS Year 3 EofY 43% EXS Year 6 to at least match Yr 2 EofY 45% EXS Year 6 EofY 79%	July 24
Attainment in Mathematics	Year 3 - to at least match Yr 2 EofY 52% EXS Year 3 EofY 39% EXS Year 6 to at least match Yr 3 EofY 12% EXS (Year 2 EofY not provided) Year 6 EofY 79%	July 24
Other: RWM	Progress to be accelerated so that % of PP pupils achieving EXS in combined improves year on year from Yr 3. Year 3 - 40% (Yr2 figure) - 30% Year 4 - 22% - 54% Year 5 - 19% - 50% - 52% Year 6 - 6% - 29% - 37% - 63%	July 24

Focussed support for disadvantaged pupils so that they reach expected standards

Measure	Activity
Priority 1	Additional Teacher in Year 3 - children are taught on groups of 20 thereby enabling a focussed TL&A approach that identifies and addresses gaps. Individual needs are more effectively addressed and responses are quickly implemented. Sept 23 Transition aided – new pupils settled more quickly Positive impact is clear in qualitative data and professional observations Sept 23 Progress from Sept starting points clear - Sept 23 BfL addressed more rapidly. Impact upon children settling demonstrably positive Sept 24 Year group more settled – PP need greater both academic and behaviours for learning. Considerable SEMH. Starting points identified through phonics screening and pre-tests. Boost focus applied on foundational maths skills. Phonics and Reading support identified and in place early. BfL addressed through class / year group / phase and whole school systems. Transition to Year 4 supported through grouping in 30s from May half term. Classes constructed on learning. T&L development through Yr3 including Live marking Greater clarity with TA support and use of Pupil Progress Reviews targeting specific elements for progress.

	Costs of teacher including on costs £48000
Priority 2	Ensure all relevant staff are trained to deliver phonics at all levels – 1-5 Sept 23 Training delivered to all staff – programme planned and implemented. Regular reviews of delivery including Trust observations show increasing staff subject knowledge. Sept 24 Development of phonics work and quality of provision. CPD for TAs regarding programme and utilisation of Lead Intervention TAs skills to further enhance specificity of delivery. Closer consideration of linked interventions to phonics programme Ensure that the phonics programme is adequately resourced. Sept 23 Resources in place – standardised delivery developed with appropriate resources. Sept 24 Further development of teaching resources and interventions – purchase of appropriate phonic related texts. Ensure that the necessary reading books and intervention programmes are in place Sept 23 AR adapted to take account of pre-readers; book choice increased. Sept 24 Resources updated and supported Phonics programme established £5000

Priority 3	Improve attendance of disadvantaged pupils to school target (97%) As with the national picture attendance at school declined for all pupils - 95.08% Sept 24 School attendance for all pupils at 95.6% Disadvantaged attendance was below at 93.5% Sept 24 Disadvantaged attendance was below at 94.4% but a 0.9% improvement upon 2022-23 Yr3 95.4% (2 PA) Yr4 94.1% Yr4 93.9% (4 PA) Yr 5 94.8% Yr5 94.2% (5 PA) Yr 6 94.4% Yr6 90.9% (7 PA) PA School 9.9% v 20.5% Disadvantaged Sept 24 Small improvements in each year group - illness was considerable in 2023-24 PA School xx% v xxx% Disadvantaged Intervention work undertaken to address attendance – Summer term improvements – Sept 23 monitoring group Sept 24 Attendance monitoring increasingly focussed and use of WBM to address initial concerns was improved. Attendance as part of Pastoral Review meetings and increasingly a conversation for KS1-2 and 2-3 handovers. within EH budget
Priority 4	Provision Maps will identify focused and appropriate high-quality interventions for PP pupils who require them. The impact of this work will be assessed and adaptations made where necessary. Significant positive impact – SEND and focus children. Needs highlighted and discussed; appropriate responses put in place. Progress recorded through PMaps. All staff engaged in half termly meetings – input allows for responses to be tailored and focused. Boost – responsive to AfL and areas of concern. Flexible grouping approach developing allowing for appropriate responses to be developed. Use of TAs for intervention beyond SEND have shown impact and increased skill sets of staff. Sept 24 Provision mapping increasingly sophisticated and effective. Intended outcomes are sharper and increasingly granular – progress identified in all interventions. Use of PMap information aids the applications for TUF

	CPD for TAs is effective – Reading lowest 20% for example PP children are identified and need is prioritised Boost staffing time, x6 meetings 1.5 hours all staff Inclusion TA designated support where learning gaps indicate a special educational need. Maths subject knowledge and breadth of interventions to be targeted £12000
Priority 5	Early Help / ELSA provision (Sept 2023 Well Being Mentors) - designated support – that will address SEMH needs of identified children and families thereby enabling them to access school more positively and apply appropriate BfL £35341 Significant positive impact of WBM work. BfL, attendance, SEMH issues supported. Holistic nature of the role allowing for wider picture to be seen. Safeguarding provision considerably enhanced – however issues school is now aware of have increased creating greater workload. New 23-24 Support to include focus on improving attendance with identified children. See attendance monitoring and impact work. 2023-24 attendance impacted upon by bouts of illness increasing PA across school. WBM support had clear immediate impact upon attendance however sustained improvements were harder to maintain. Sept 24 intervention to start from week 1 with identified pupils/families. New Sept 23-24 KS1-2 Well Being Mentor appointment made in conjunction with Riddings Infants School – additional cost Sept 24 Significant impact observed throughout the year and especially through KS1-2 transition period. WBM knowledge of families enabled greater attendance at Inclusion coffee mornings and family issues known to school prior to start – relationships already in place. £16169 New Sept 23-24 Provision of targeted Play Therapy intervention Sept 24 Impact considerable – work with individuals impacted upon SEMH and improved BfL. Decision to continue 2024-25 despite increased costs £500
New Priority 6 Sept 23	Accelerate the establishment of concrete number skills for those pupils who are lacking them through engagement in Maths Hub support throughout the 2023-24 academic year.

	Upper and Lower school Leads
Barriers to learning these priorities address	Poor attainment at KS1 – phonic skills and BfL are not concrete due to COVID-19 learning loss for pupils. Poor SEMH Lack of social skills –play/co-operation. Immaturity when faced with challenge and high expectations Lack of value placed upon education and non-recognition of the gaps children have by some parents/carers. Need to identify additional evidence-based teaching interventions for Maths and writing. Time constraints – timetable v national curriculum v RJS curriculum Sept 24 Impact since January 2024 – upper and lower phase representatives able to identify areas of support most needed. Focus on number/place value/fractions and percentages. Addressing curriculum load in Year 3 to allow focus on number/place value - areas not covered are identified and time utilised to enable some coverage. Lack of coverage is shared for KS3. TA CPD significant and addresses gaps in knowledge/confidence. Maths outcomes for Disadvantaged has improved in Year 4-6 – Year 3 is below Year 2 but is greater at E of Yr than AP1 Costs for 2024
Projected spending	£117,010

Targeted academic support for current academic year

Measure	Activity
Priority 1- Reading	Further embed Accelerated Reader across all year groups to increase reading for pleasure and enhance comprehension work - £2258 Maintain Lexia programme and increase the effective use of its assessment tools Lexia impact squeezed due to timetable constraints – fewer children accessing at home. Curriculum refocus means a greater amount of ‘taught’ reading is occurring meaning impact of Lexia reduced. Sept 24

	Decision taken not to continue with Lexia subscription – impact reduced, home use has been minimal £4539 Inclusion TA hours to manage data analysis and appropriate usage ITA use of data increasing – and impacting on provision. AR and phonics input adjusted accordingly Sept 24 Impact of available time in support of identification and analysis of provision impact has been marked. Analysis of outcomes has enabled adjustments to be made – timings/ groupings / CPD requirements / specificity of intervention programme used - £1000 Additional hours support to enable effective use of data by all teaching staff - TA x2 hrs per week Sept 23/ Sept 24 x4 hours Constraints due to curriculum load have limited the ability to respond to data – see Lexia. AR data effective in assessing progress and appropriate placement £2488
Priority 2 – Home learning	Provision of learning resources for children to engage with at home • 2 books per year for each PP child – free choice and at no cost to children - £900 • TTRockstars - £100 • Numbots - £100 • CGP books - £1200 • positive impact of all - maintain Sept 24 Maintain for 2024-25 – homework sessions and marking within school provide additional AfL opportunity and engage parents in learning
Priority 3	Boosting opportunities enabled (minimum 2 lessons per year group) utilising staffing capacity to allow a focus upon identified academic areas of weakness – identified on Provision Map Sept 24 Maintain – teacher feedback is positive on ability to fix the curriculum to provide additional and responsive teaching. Needs based £11000
Barriers to learning these priorities address	COVID-19 impact upon core skills, progress, attainment and BfL. Limited reading beyond the classroom, Core literacy and numeracy skills are not concrete by the end of Year 2 resulting in hard to close gaps. Limited support available at home to support children’s learning of core skills.

	Time constraints and the need to address learning gaps further impinges upon the ability to provide Boost sessions without a negative impact upon the wider curriculum experience.
Projected spending	£19,046

Wider strategies for current academic year

Measure	Activity
Priorities	Establishing a curriculum diet that both meets the pupil's learning gaps post-lockdown yet does not limit their access to a broad and balanced curriculum that provides opportunities for experiencing cultural capital. Continued work to develop curriculum diet. All children to access the broad offer – intervention support carefully targeted to ensure access to the wider curriculum is maintained whilst recognising the vital importance of functional literacy and numeracy skills. Sept 24 Curriculum diet has been further developed. Knowledge Grids updated and enhanced, delivery in DT, Computing has been improved through focused CPD and purchased curriculums. Children's experience and the quality of provision has been significantly improved. Commitment of 2 Inset days, 3 twilights and 12 staff meetings across the year – all Teachers A further £11000 – 2 mornings per week supply to facilitate high quality CPD for staff focussing upon T&L / curriculum development. Further enhancing the Early Help offer (ELSA) Sept 23 Well Being Mentors in school to support families and pupils with identified issues that builds upon the systems and strategies that have been hugely successful. Distinct impact – Well Being Mentor provision. Systems and structures developed and impact upon positive relationships with parents/carers event. Provision has widened - Inclusion coffee mornings have been highly successful engaging a wide range of parents and involving SEND, PP and EH work. Sept 24 Support for children and families has shown significant impact in terms of making learning accessible. Provision is huge and far beyond what EH was envisaged as – in part due to the reduction of wider support available through Social Care. WBM and school support has stepped into this breach.

	Financial support for identified and self-referred families in order to enable children to access extra-curricular opportunities/residentials and uniform support. £2000 Total £13000
Barriers to learning these priorities address	Lockdown 1 and 2 learning loss Improving readiness to learn, attendance and punctuality for our most vulnerable pupils and the engagement levels of difficult to reach parents/carers. Social, emotional and mental health difficulties that pupils experience has an impact on their ability to engage in learning and can limit their attainment and progress. The need to build new relationships with parents from Year 3 and engaging them in the importance of their child's learning journey. Poor attendance of identified children and families which impacts upon learning and SEMH progress.
Total projected spending	£157,102 In addition, staffing commitment for curriculum planning involving all teaching staff

Monitoring and Implementation

Area	Challenge	Mitigating action
QFT Teaching	Ensuring sufficient time is provided to allow for the development of teaching strategies and approaches that will engage all of our pupils	Use of INSET days, twilights and identified staff meetings Monitoring - Lesson Visits / Riddings Rambles All CPD opportunities planned and implemented.
Curriculum adaptation	Enabling staff time to evaluate the effectiveness of their year group curriculum following assessment of gaps	Inset time, staff meetings, guided PPA
Targeted support	Ensuring time for English Lead and Trust colleagues to support the delivery of interventions for Phonics and other Early Reading support . Monitoring the use of Accelerated Reader and Lexia effectively so that the impact is both identified and celebrated.	English Lead/SENCO freed to work with staff to develop skills – access LA provision. Phonics programme led by expert Inclusion TA and SENCO. Resources prepared and provided. Monitor the effectiveness and quality of the interventions that disadvantaged students receive through data reviews, pre/post assessments in Reading, QLA and data tracking

Wider strategies	Engage with and support families that are facing the most challenges in supporting their children's success at school	Identify and support vulnerable families – enhance Transition Programme so that families are known before starting. Ensure CPD in place for EH staff and the provision of supervision through the ELSA programme. Build relationships with Embark Trust EH staff. Pupils will access interventions to support their social, emotional and mental health. Behaviours for Learning will improve Increased support for parents/carers will lead to improved relationships at home. Attendance will improve to the school target allowing pupils the greatest opportunity to make progress and succeed. Parent Voice in relation to Year 3 transition and progress at first Parents' Consultation
Governors will oversee and monitor impact throughout the year as part of monitoring systems.		

