

Pupil premium strategy statement

September 2022 - 24

School overview

Metric	Data
School name	Riddings Junior School
Pupils in school	236
Proportion of disadvantaged pupils	30% (72 pupils)
Pupil premium allocation this academic year	£99,360
Academic year or years covered by statement	2021-23
Publish date	01 September 2022
Review date	01 July 2022 01 July 2024
Statement authorised by	D Cates
Pupil premium Lead	D Cates
Governor Lead	V Neaves

Disadvantaged pupil performance overview for 2021-22 academic year – assessed data utilising SATS papers, TA with Writing)

Measure	Reading	Writing	Maths	SPaG
Meeting expected standard at KS2	74% v 79% (all)	68% v 68% (all)	58% v 63% (all)	74% v 79% (all)
Achieving high standard at KS2	16% v 25% (all)	0% v 2%	5% v 9% (all)	5% v 12% (all)

Disadvantaged pupil performance overview for 2021-22 academic year

Measure	Score
Meeting expected standard at KS2	53%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure that the gap in Year 3 between KS1 expectations and KS2 are addressed in Year 3 through the provision of additional teacher time. Ensure that the curriculum addresses the impact on learning gaps brought about by COVID-19 so that disadvantaged students are enabled to address gaps that have occurred. Curriculum plans amended in light of missed learning and identified gaps. Pupil assessments highlight areas of weakness which inform the curriculum offer and lessons which will meet the needs of their pupils -
Priority 2	Develop Literacy skills Phonics for Year 3 and 4 through embedding and refining the school developed Phonics programme Embed Reading Fluency Adapt the writing process to take account of the Embark Writing . Programme.
Barriers to learning these priorities address	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. Reading comprehension, reading accuracy and oracy skills (vocabulary) are below age-appropriate levels (and RAARE). Difficulties faced by some pupils to engage in home learning designed to address some gaps.
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 upn T&L / curriculum design and adjustments. Additional teacher in Year 3 - £44,330 (+ on-costs)
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Teaching priorities for current academic year

Aim	Target	Target date
Attainment in Reading	Year 3 - to at least match Year 2 EofY data 69% EXS Year 6 – to reduce the EXS	July 23
Attainment in Writing	Year 3 - to at least match Year 2 EofY data 58% EXS	July 23
Attainment in Mathematics	Year 3 - to at least match Year 2 EofY data 61% EXS	July 23
Other: RWM	Progress to be accelerated so that the Yr 2 gap between PP pupils and non-PP pupils narrows in Combined results in all Year groups	July 23

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. Costs of teacher including on costs £44,330
Priority 2	Ensure all relevant staff are trained to deliver phonics at all levels – 1-5 Ensure that the phonics programme is adequately resourced Ensure that the necessary reading books and intervention programmes are in place - £5000
Priority 3	Improve attendance of disadvantaged pupils to school target (97%) – 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.

	Boost staffing time, x6 meetings 1.5 hours all staff Inclusion TA designated support where learning gaps indicate a special educational need. £12000
Priority 5	Early Help / ELSA provision - designated support – that will address SEMH needs of identified children and families thereby enabling them to access school more positively and apply appropriate BfL £28829
Barriers to learning these priorities address	Poor attainment at KS1 – phonic skills and BfL are not concrete COVID-19 learning loss for pupils 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
Projected spending	£84208

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 - £4539 Inclusion TA hours to manage data analysis and appropriate usage - £1000 Additional hours support to enable effective use of data by all teaching staff - TA x2 hrs per week £1244
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
Priority 3	Establish boosting opportunities (minimum 2 lessons per year group) utilising capacity to allow a focus

	upon identified academic areas of weakness – identified on Provision Map £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 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	£19,160

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. Further enhancing the Early Help offer (ELSA) in school to support families and pupils with identified issues that builds upon the systems and strategies that were effectively established during Lockdown.
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.
Total projected spending	£103,368 plus 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
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 school reading lead 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.	Reading Lead 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 QA 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 and support from parents/carers will improve also leading to improved relationships at home. Attendance will improve to the school target allowing pupils the greatest opportunity to make progress and succeed.
Governors will oversee and monitor impact on a termly basis throughout the year as part of monitoring systems.		

