**Pupil premium strategy / self-evaluation (primary, middle)**

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| 1. **Summary information** | | | | | |
| **School** | Riverside Junior School | | | | |
| **Academic Year** | 2019 - 20 | **Total PP budget** | £62,600 | **Date of most recent PP Review** | September 2019 |
| **Total number of pupils** | 168 | **Number of pupils eligible for PP** | 41 | **Date for next internal review of this strategy** | September 2020 |

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| 1. **Current attainment** | | | | | |
|  | | | *Pupils eligible for PP (your school)* | | *Pupils not eligible for PP (national average)* |
| **% achieving expected standard or above in reading, writing & maths** | | |  | | *65%* |
| **% making expected progress in reading (as measured in the school)** | | | **64.9%** | |  |
| **% making expected progress in writing (as measured in the school)** | | | **62.2%** | |  |
| **% making expected progress in mathematics (as measured in the school)** | | | **64.9%** | |  |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | |
|  | | Basic skills in English and Maths | | | |
|  | | Proportion of children on SEN register | | | |
| **C.** | | Emotional Wellbeing | | | |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | | | |
| **D.** | | Attendance | | | |
| 1. **Intended outcomes** *(specific outcomes and how they will be measured)* | | | | **Success criteria** | |
|  | Children to make expected progress in English and Maths (using alternative assessment if required) | | | Exposure to high quality teaching Access to targeted intervention Attendance at 96% + Greater sense of self and improved wellbeing through increased parental involvement and access to wider school life | |

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| 1. **Review of expenditure** | | | | | | | | | |
| **Previous Academic Year** | | | **2018-19** | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | |
| **Action** | **Intended outcome** | | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | | | **Lessons learned**  (and whether you will continue with this approach) | | | **Cost** |
| Personalised learning approach. Adapted and developed curriculum | Quality first teaching to ensure progress targets | | 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. | | | £0 |
| Development of coaching curriculum across the school. Ongoing curriculum development re SMSC | Increased pupil Metacognition | | 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. We will not be pursuing this next year. | | | £1000 |
| Appropriate targeted training and support for teaching staff | Ensure all staff are training to meet the needs of all children | | 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. | | | Training was too individualised and thus did not allow for this outcome to be achieved fully. Training of staff will be a priority next year. | | | £1625 |
| 1. **Targeted support** | | | | | | | | | |
| **Action** | **Intended outcome** | | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | | | **Lessons learned**  (and whether you will continue with this approach) | | | **Cost** |
| Key staff employed to close the gap. Specific teaching programs for individuals and groups. Use of IT – Mathletics, Nessi, handwriting programs to ensure personalised provision | Identified key areas – highlighted and personalised teaching to ensure specific progress | | 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. | | | £2450 |
| Key targeted children receive intervention | Close the gap in attainments | | 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. We will look to reduce non SEN PP children accessing out of class intervention that can be delivered in class. | | | £0 |
| Specialised practitioner employed during the PM. Established referral system in place accessible by parents children and staff | Removal of emotional, social barriers to learning | | 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. | | | £0 |
| 1. **Other approaches** | | | | | | | | | |
| **Action** | **Intended outcome** | | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | | | **Lessons learned**  (and whether you will continue with this approach) | | | **Cost** |
| Half-termly visits from EWO | Improved attendance | | Insufficient monitoring to establish impact | | | A clear and simple system must be implemented to ensure impact is occurring and is able to be scrutinised by school leaders. | | | £0 |
| Curriculum documentation made widely available – parental meetings and engagement. Extended | Increased parental understanding of progress and attainment | | 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. | | | £2320 |
| Subsidised trips/clubs and funded resources/kit for families | Children able to participate in the wider life of the school | | It would be hard to say that this was achieved as communication surrounding expectation of the action has been poor. | | | Clear directives to all involved in the communication chain so as to make sure the intended outcome is achieved. | | | £4640 |
| To ensure all children have access to the curriculum at the appropriate level | Development of the Holme room for those children with specific needs to ensure personalised learning | | SEN non PP children benefited however the approach has now been changed. | | | PP Children need to be in class as much as possible so as to benefit from quality first teaching. PP SEN should receive targeted academic intervention in line with their targets – some of which will be funded by PP. | | | £11,000 |
| 1. **Planned expenditure** | | | | | | | | | |
| **A Academic year** | | **2019 - 2020** | | | | | | | |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | |
| **Action** | **Intended outcome** | | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** | |
| Professional development meetings  Individual training for teachers and support staff  Assessment papers and other learning resources  Whole-school training  Subscriptions to various services | Highly skills teachers and support staff within the classroom | | | This will enable effective targeted support and other additional support for disadvantaged children. | Monitoring  Learning walks  Observations  Pupil Progress meetings | | SLT | Termly pupil-progress meetings  Attachment: £1,110  Assessment papers £2,640  PDM meetings £9,720  TAD days £8,684  Staff training £6000  TT Rockstars £202  Adoption School Subscription £200  PAC UK meetings £200  Boxhall Profile Subscription £200 | |
| **Total budgeted cost** | | | | | | | | £28,956 | |
| 1. **Targeted support** | | | | | | | | | |
| **Action** | **Intended outcome** | | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** | |
| SULP  Emotional Resilience  Social, emotional and behavioural skills  One-to-one mentoring  Lego therapy  Drawing and talking group  Phonic  Maths  Dyslexia support  Fine motor  Speech  Reading  SPAG  Memory | Disadvantaged pupils receive targeted support increased academic outcomes | | | Effective intervention that motivates and supports  High-quality resources | Provision maps  Impact on progress and attainment | | JR  AR | Half-termly | |
| **Total budgeted cost** | | | | | | | | £30,414 | |
| 1. **Other approaches** | | | | | | | | | |
| **Action** | **Intended outcome** | | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** | |
| Implement attendance procedure (inc. EWO) | Improved Attendance | | | Increased attendance has a direct impact on Academic outcomes. | Attendance will be regularly monitored with letters and reminders sent to parents | | NW  AR | Half-termly  EWO £270 | |
| Pac-UK coffee morning  School events  Termly parent workshops  Parent consultation meetings | Increased parental involvement | | | Encouragement and support at home will have an impact on academic outcomes  Family time in-school can increase pupil wellbeing |  | | SLT | Half-termly  Cost accounted for in target 1. | |
| Disadvantage school fund: PE kit, trips and clubs | Access to participating in wider school life | | |  |  | | SLT | Yearly  Fund £2960 | |
| **Total budgeted cost** | | | | | | | | **£3230** | |
| 1. **Additional detail** | | | | | | | | | |
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