

Ravensdale Junior School Pupil premium strategy statement 2021-24

This statement details our school's use of pupil premium (and recovery premium for the 2022=23 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ravensdale Junior School
Number of pupils in school	355
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	July 2022
Date on which it will be reviewed	Termly and then July 2023
Statement authorised by	Zoe Cannon
Pupil premium lead	Sarah Hayford
Governor / Trustee lead	Jill Wilkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,345
Recovery premium funding allocation this academic year	£29,617
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£163,962

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium children will achieve best at secondary school, if they can start there attaining at least the 'expected' level in reading, writing and maths. It is our intent that we enable pupils to make at least expected progress from KS1 data and achieve the expected attainment wherever possible.

To support this, we will focus on the quality of the curriculum and of teaching, pupil attendance, parent engagement and wider experiences or 'cultural capital' which very much support curriculum areas such as reading.

Challenges

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

Challenge number	Detail of challenge
1	Progress and attainment in reading, writing and maths
2	Gaps in learning created by periods of home learning.
3	Engaging parents in learning (eg reading at home)
4	Attendance
5	Limited experiences and vocabulary.

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
PP children will make good progress and attainment in reading, writing and maths.	90% of PP children will make expected or accelerated progress from KS1 SATs results or NTS baseline scores in the absence of this data. At least 75% of PP children will achieve the expected standard in reading, writing and maths (not combined, but year group data).
Attendance of PP children will improve.	Attendance of PP children will be at least 95%.

New for 22-23. PP children are supported to improve their behaviour at unstructured times.	Behaviour incidents of PP children will be in line with non-PP children.
At least 80% of PP parents will show engagement in their child's learning.	Parents will support home learning, engage with 'Marvellous Me' and attend meetings such as IEP reviews and parents' evenings.
PP children will have wide variety of enrichment experiences which will support their progress in the curriculum.	<p>The request for residential places, after school clubs and music tuition is the same percentage for PP as for none PP children. Each year group will have a visit or a visitor each half term.</p> <p>The enrichment will support progress in other areas of the curriculum such as writing and support character development.</p>

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 5,058

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 3 staff receive training in phonics delivery.	EEF cites +6 months progress when delivered well. £2,000	1 and 2
Structured CPD around elements of QFT over the year such as modelling and Scaffolding	There have been multiple studies showing that the quality of teaching has a significant impact on pupil progress. £3,058	1
Empower pupils to use their voice and improve Oracy skills through effective speaking and listening skills.	Report by DfE on Sounds-Write) Empower pupils to use their voice and improve Oracy skills through effective speaking and listening skills. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills – hence the need for developing oracy. Studies show that effective delivery of Oracy sessions has a high impact. 1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. 2. The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate	2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 102,614

Activity	Evidence that supports this approach	Challenge number(s) addressed
To address specific gaps in pupils' learning in reading and maths through using the SHINE system	EEF toolkit cites 4 months progress for small group work. £640	2
1-1 or 1-3 support to address gaps (tutoring budget)	EEF toolkit cites +6 months progress for 1-1 tuition.	2
Specific interventions run by TAs, both SEMH and academic. Feedback given by TAs.	EEF cites +4 months progress generally EEF cites +6 months progress for reading comprehension strategies EEF cites +6 months for effective feedback which is often delivered by TAs £61,800	1 and 2
Increase Leadership capacity to strengthen QFT across the school	NFER Research shows: Senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils' progress. They train staff to provide high quality feedback to pupils and adopt the same approach themselves when providing feedback to staff. Having members of SLT leading the development of our Pupil Premium provision will mean that it is high profile across the school https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/aschools-guide-to-implementation/EEF-ImplementationRecommendations-Poster.pdf £6,006	1

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

Budgeted cost: £ 46,811

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focused support from our family support worker regarding attendance.	Pupils who have good attendance have been shown to achieve higher levels of achievement in multiple studies. <i>(Monitoring: Pupil attendance figures. Case studies of improvements)</i> £13,120	4 and 3
Focused support from our safeguarding manager – the majority of our pupils at CHIN and CP are pupil premium.	EEF cites social and emotional support +4 <i>(Monitoring - PP attendance figures and academic progress)</i> £19,223	5 and 3
Funded places at breakfast club	School evidence that this promotes and calm start to the day with good nutrition. <i>(Monitoring: PP attendance at breakfast club and pupil voice about provision)</i> £7,600	5
Funded pencil cases in school.	Ensures consistency in provision for all pupils. Reduces any wasted learning time accessing resources. <i>(Monitoring – pupil voice)</i> £1,000	5
Subsidised instrument tuition.	EEF cites +3 months progress for arts participation <i>(Monitoring – participation and academic achievement)</i> £750	5
All PP children offered a free monthly story magazine	Multiple studies showing children who read for pleasure, have stronger academic attainment. £312.00	1
Subsidised day and residential visits. One coach visit a year fully funded for each year group (£10 per child)	To provide a breadth of life experiences <i>(Monitoring - % participation, pupil voice)</i> £2,500 £3,600	5

Parental engagement: Marvellous Me	EEF cites +4 months progress when this is done well. <i>(Monitoring: % of parents engaging with Marvellous Me and parents evenings)</i>	3
Social support at lunchtimes through TAs	School data showing when this in place, it significantly reduces behaviour issues at lunchtime. £6.400	2

Total budgeted cost: £ £163,962

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021-22 academic year.

2021-22 Review

Data Analysis

Year		Reading		Writing		Maths		Combined	
		EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
3	All Pupils	80%	29%	51%	8%	79%	20%	48%	6%
	Boys	67%	28%	33%	9%	72%	30%	33%	7%
	Girls	91%	30%	68%	6%	85%	11%	62%	4%
	Pupil Premium	60%	10%	25%	0%	75%	5%	25%	0%
	Not Pupil Premium	86%	34%	59%	10%	80%	24%	54%	7%
	SEND	50%	17%	42%	8%	50%	8%	42%	0%
	EAL	71%	14%	21%	0%	50%	14%	14%	0%

4	All Pupils	61%	28%	51%	7%	75%	30%	46%	6%
	Boys	58%	27%	38%	8%	73%	31%	38%	8%
	Girls	65%	30%	68%	5%	78%	30%	57%	3%
	Pupil Premium	66%	28%	48%	3%	66%	31%	41%	3%
	Not Pupil Premium	58%	28%	52%	8%	80%	30%	48%	7%
	SEND	26%	5%	11%	0%	32%	5%	11%	0%
	EAL	43%	17%	35%	4%	74%	17%	26%	4%

5	All Pupils	79%	36%	63%	4%	86%	22%	61%	3%
	Boys	74%	38%	54%	3%	90%	28%	54%	3%
	Girls	82%	33%	71%	6%	82%	18%	67%	4%
	Pupil Premium	72%	20%	52%	8%	72%	12%	48%	4%
	Not Pupil Premium	82%	42%	68%	3%	91%	26%	66%	3%
	SEND	56%	22%	28%	0%	56%	11%	28%	0%
	EAL	84%	28%	59%	6%	91%	25%	59%	6%

6	All Pupils	82%	31%	76%	7%	76%	22%	64%	4%
	Boys	75%	32%	68%	9%	75%	30%	60%	5%

Girls	94%	30%	88%	3%	76%	9%	73%	3%
Pupil Premium	70%	15%	63%	0%	56%	7%	44%	0%
Not Pupil Premium								
SEND	87%	38%	81%	10%	84%	29%	73%	6%
EAL	53%	18%	53%	12%	53%	6%	35%	6%
	71%	21%	71%	7%	86%	29%	71%	7%

There continue to be significant gaps in all age groups, but this varies for subject and year group. The impact of periods of lockdown continues to be felt. Year groups are aware of the gaps and the tutoring budget plus recovery premium will be used to target these gaps over the coming year.

In Year 3, PP attained their target for maths – 75%.

Progress - % of PP children making expected or above average progress from Autumn 21 to Summer 22 in NTS tests in reading and maths

	Maths	Reading
Year 3	70%	75%
Year 4	58%	55%
Year 5	52%	76%

Year 6 did SATS tests in the summer term and not the NTS tests.

A very high proportion of all year groups made accelerated progress. However, further work is need to attain our long term target of 90%

This demonstrates that teaching strategies in reading are working particularly well. The format of the maths lesson was altered part-way through last year and we are now embedding a clear mastery approach, with a strong emphasis on the retention of facts and strategies.

Multiplication Check



The multiplication check scores are very positive, with 73% of PP children achieving the expected score.

Attendance for the Year 2021-22

Pupil Premium 91.4% Whole school 93.92

This percentage is a long way from our target and has been due partly to the impact of Covid in the first term. Pre-Covid, our PP attendance was just under 94%.

Our Family worker has left and we have made a new appointment. This lady has specialised in attendance at a previous school and made a very positive impact. She also has longer hours than her predecessor, to ensure there is time to follow up all attendance issues.

Having analysed PA, there is no single reason, and an individual approach is often needed when working with families.

Parental Engagement

- 85% of all parents are signed up to Marvellous Me. The percentage of PP parents is currently not known.
- 72.5% of PP parents attended the October parents' consultation meetings, compared to 85.8% of all parents. All parents who had not booked a place were followed up.

Enrichment Activities

A wide variety of subsidised enrichment activities took place over the year, such as a year 5 visit to the Space Centre, Year 6 to Beaumanner Hall and Year 4 having the Animal people in school.

Year 5 Residential (Sept 21): 52% of PP children attended

Year 6 Residential (Oct 21) 44% of PP children attended

Approximately 50% of pupils attended both visits.