

1. Summary information					
School	Ravensdale Junior School				
Financial Year	2020-21	Total PP budget (estimate)	£93,720	Date of most recent PP Review	July 2021
Total number of pupils	354	Number of pupils eligible for PP	103 (29%)	Date for next internal review of this strategy	Feb 21

2. Current attainment			
Data from KS2 SATs May 2019	Pupils eligible for PP (your school)	All Cohort	National Benchmark for disadvantaged pupil
% achieving the expected standard in reading writing and maths	41%	59%	65%
% making national expected attainment in maths	59%	79%	79%
% making national expected attainment in reading	55%	66%	73%
% making national expected attainment in writing	59%	73%	78%
Progress in maths	-1.17	1.40	0
Progress in reading	-0.65	1.02	0
Progress in writing	-1.07	0.88	0

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Children often lack the resilience to push themselves, or have a growth mind-set when it comes to learning.
B.	There is a growing need for social and emotional support to ensure that pupils are truly thriving in school and at home
C.	Vulnerable pupils can be more reluctant to engage in opportunities offered by the school such as after school sports clubs.
D.	PP children have fewer and lower aspirations and often lower self-esteem and confidence, which impacts on their academic achievements.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance rates for pupils eligible for PP are 94.4% (below the average for all children of 96.4% - data taken from March 2020). This reduces their school hours and causes them to fall behind on average.
F.	Vulnerable children were less likely to have completed home learning during lockdown and this situation continues with home learning, as well as that provided when self-isolating.
G.	Reduced opportunities for experiences outside school.

Key Evidence from the EEF Teaching and Learning Toolkit

Strategy	Months extra progress	School Implementation
Feedback	+ 8 months	On this year's plan for research and development
Metacognition and self-regulation	+8 months	Staff have been trained in different aspects of metacognition over the past year and this further training is taking place this year. Self-regulation is being developed in children using the Zones of Regulation
One to one tuition	+ 5 months	We are not using a tutoring service, but have increased the amount of TA support in the classrooms to allow both teachers and TAs to provide 1-1 support on a daily basis.
Oral language interventions	+5 months	The Speakwell EAL strategy has been implemented in school over the past two years and is working well. Shared reading and the use of drama in writing development are also supporting the development of this key area.
Collaborative learning	+5 months	This is restricted at the moment, as children are sat in rows of desks facing forwards
Mastery learning	+5 months	This is working well in maths. We need to review how we are using this in other areas of the curriculum.
Peer tutoring	+5 months	This has not been well developed yet in school
Reading comprehension strategies	+5 months	Whole class shared reading was developed well last year, with a strong emphasis on training children in comprehension strategies
Small group tuition	+4 months	Small group tuition and interventions take place across the school. This is currently more limited due to the Covid situation
Social and emotional learning	+4 months	We have a strong programme of PSHE. There is a high level of pastoral support for children with SEMH needs.
Digital technology	+4 months	The further development of this area is on hold due to the heightened cost of staffing caused by Covid19.

4. Planned expenditure

2019/20

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well and what are the expected outcomes?	Staff lead and cost.	Review date

<p>For the enjoyment, progress and attainment in writing to improve across all vulnerable groups.</p>	<p>Staff training in association with the Transform Team</p>	<p>The Sutton Trust report 2011 revealed that the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds.</p>	<p>The English lead, alongside our associate head from Transform (who is also an English lead) will design and lead a series of staff meetings to ensure that our planning for writing is designed to produce the best outcomes for children. This will then be evaluated through pupil voice, book looks and assessment.</p> <p>Shared planning sessions for writing will also be facilitated, involving our associate head teacher.</p>	<p>Debbie Hands £1500</p>	<p>Feb 2021 July 2121</p>
<p>Expected impact: 90% of both disadvantaged and non-disadvantaged children will remain on track with KS1 results i.e. make at least expected progress Feb Review: July Review;</p>					
<p>To improve the enjoyment progress and attainment in reading across the school</p>	<p>To purchase engaging books for reading corners and update the reading scheme</p>	<p>Reading has been identified as a key precursor to all other subjects. Fostering a love of reading through providing the right reading material will</p>	<p>Procure the support of 'Gemma's Books' to reinvigorate reading corner material (currently being used as class readers in the current situation) and to update reading books.</p>	<p>Debbie Hands £3,000 for books</p>	<p>Feb 2021 July 2021</p>
<p>Expected impact: 90% of both disadvantaged and non-disadvantaged children will remain on track with KS1 results i.e. make at least expected progress Feb Review: July Review:</p>					
<p>PP children will catch up with missed learning so the majority are on track with KS1 results</p>	<p>TA support for pastoral, behavioural and academic reasons</p>	<p>Extra support is often needed in the classroom to be able to provide the wide variety of support that the children require, including 1-1 tuition and feedback. EEF: Feedback +8 months EEF: 1-1 tuition +5 months</p>	<p>As interventions from across classes are now very limited to prevent the mixing of bubbles, extra TA time in the classroom has been secured to provide pre-teaching, post-teaching and in the moment support from both the TA and the teacher.</p> <p>Learning walks, TA timetables, monitoring of progress for PP children and interventions.</p>	<p>Gemma Roe and Sarah Hayford £47,985</p>	<p>Feb 2021 July 2021</p>

Expected Impact: Through being able to respond efficiently to needs in the classroom, the majority of children will have caught up with their pre-Covid levels by summer 2021					
Feb Review					
Improved outcomes for pupils through effective feedback	Research and implementation of a new feedback strategy	EEF toolkit cites effective feedback resulting in +8 months progress over a year.	Research will be carried out and training given to staff in the spring and summer terms.	Gemma Roe Helen Fordham £500	Feb 2021 July 2021
Expected impact: Pupils will make improved progress across the curriculum					
February Review;					
July Review:					
Pupils are knowing more and remembering more	Continuation of staff training on metacognitive strategies	EEF toolkit cites effective use of these strategies as resulting in +8 months progress over a year.	Further training will be given to staff. Planning and book looks will be monitored for effective use of these strategies.	Gemma Roe £350	Feb 2021 July 2021
Expected impact: The majority of children will be on track with KS1 results by Summer 2021					
Feb Review:					
July Review:					
Total budgeted cost					£51,575

ii. Pastoral Support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well and what are the expected outcomes	Staff lead and cost	Review date
Improve attendance of PP children from 94% to 95%.	Designated attendance officer to take the lead on attendance. Regular communication with parents. Class based and individual rewards for attendance.	Better attendance is strongly linked to improved academic outcomes.	HT 2 weekly review meeting with attendance lead. Termly meeting with attendance lead and attendance governor.	Zoe Cannon Andrea Merriman £9,675	Feb 2021 July 2021

Expected Impact: PP children will achieve 95% attendance, excluding any pupils who are on a part-time timetable. February Review: July Review:					
To reduce social and emotional difficulties for children.	Safe-guarding and pastoral welfare manager to lead on supporting all children who have social and emotional difficulties.	Having the capacity to 'nip issues in the bud' supports pupil mental health and improves academic achievement.	Supervision meeting every 2 weeks. Monitoring of actions and outcomes on CPOMS.	Zoe Cannon Tracy Morris Andrea Merriman £17,920	Feb 2021 July 2021
Expected Impact: Effective plans will be put in place for each child. Pupils and parents will feel well supported and a significant number of the issues will be completely resolved. February Review: July Review:					
Families with a specific need are supported to ensure good attendance.	Breakfast clubs available from 7.45am which is free for PP children.	Children are given a healthy breakfast to start the day and interact positively with adults.	Attendance at the clubs is monitored.	SBM £7,920	Feb 2021 July 2021
Expected Impact: Our vulnerable children will have a calm start to the day including a good breakfast, which should impact on both learning and behaviour. February Review; July Review:					
Total budgeted cost					£35,515

iii. External Support					
Desired Outcome	Chosen action/	What is the evidence and rationale for this choice?	How will you ensure it is implemented well and what at the expected outcomes	Staff lead/ cost	Review date
Pupils will feel safe and settled in school and therefore access learning more easily.	Staff Training a variety of areas such as Trauma	Children who feel emotionally secure are better able to access learning.	Inclusion Manager responsible for organising one session of training per half term to enable staff to cater effectively for a wide range of needs in their class. Most training is freely available through STEPS.	Sarah Hayford £100	Feb 2021 July 2021

Expected impact: Pupils feel more secure in the classroom resulting in fewer behaviour issues and better progress.					
February Review;					
July Review:					
Pupils gain more pleasure from reading and therefore read more	All PP children offered a free delivery of the story time magazine.	Those children who read for pleasure are much more likely to achieve well academically.	This will be up to parents, but a questionnaire about the use of the magazine will be sent out.	Margaret Lord £250	Feb 21 July 21
Total Budgeted Cost					
				£100	

iv. Well-being and character development.					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
Increased level of experience of the wider world, resulting in application to the curriculum.	Subsidised day and residential visits for FSM children. All year groups are asked to provide 6 new experiences per year.	PP children may have few experiences outside school. The visits will enable them to have a greater general knowledge and develop confidence and a wider vocabulary.	Advertised to parents. Staff asked to promote this with parents. EVC to analyse the attendance of different groups on residential visits. The aim is for the same percentage take up from pupil premium children as for the rest of whole cohort.	K. Florey and M. Lord. £2,500	Feb 2021 July 2021
Expected impact: The same percentage of pupil children as none pupil premium attend residential visits. Day visits are able to proceed due to the funding support					
February Review;					
July Review:					
For all pupils to receive the appropriate mental health and social support.	Regular meetings for all staff involved to ensure that the needs of all children are understood and effective provision is in place.	Removing social and emotional barriers has a positive impact on academic success as well as well-being.	Hal- termly vulnerable learner meeting in school to ensure all pupils are being effectively supported. Time will be needed to complete referrals for pupils. ZC, GR, AM, TM, SH	Z.Cannon £1,030	Feb 2021 July 2021

<p>Expected Impact: Our most vulnerable pupils are regularly reviewed by a a team (attendance, behaviour, safe-guarding, SEND, PP, leadership) to ensure that all actions possible are taken to improve their chances of success.</p> <p>February Review; July Review:</p>					
<p>For pupils to gain greater enjoyment from reading at home.</p>	<p>All PP children offered the Story time comic to be delivered to their house</p>	<p>Those children who read for pleasure regularly show much better progress across their education.</p>	<p>This is mainly dependent on the parents, but the delivery will be well organised.</p>	<p>Margaret Lord £350</p>	
<p>Expected Impact; Children improve their enjoyment of and engagement with reading.</p> <p>Feb Review: July Review:</p>					
<p>To give pupils wider experiences.</p>	<p>An online theatre production will be bought for Christmas and the end of the school year</p>	<p>Children will gain a better understanding of theatre performances.</p>	<p>All classes will watch this and be able to discuss it afterwards.</p>	<p>£400</p>	
<p>Expected impact; Better understanding of theatre performances.</p> <p>Feb Review: July Review:</p>					
				<p>Total budgeted cost</p>	<p>£4,530</p>