

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

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

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Children often lack the resilience to push themselves, or have a growth mind-set when it comes to learning.
<b>B.</b>	There is a growing need for social and emotional support to ensure that pupils are truly thriving in school and at home
<b>C.</b>	Vulnerable pupils can be more reluctant to engage in opportunities offered by the school such as after school sports clubs.
<b>D.</b>	PP children have fewer and lower aspirations and often lower self-esteem and confidence, which impacts on their academic achievements.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	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.
<b>F.</b>	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.
<b>G.</b>	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

<b>For the enjoyment, progress and attainment in writing to improve across all vulnerable groups.</b>	Staff training in association with the Transform Team	The Sutton Trust report 2011 revealed that the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds.	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.  Shared planning sessions for writing will also be facilitated, involving our associate head teacher.	<b>Debbie Hands</b> <b>£1500</b>	Feb 2021 July 2121
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**Expected impact: 90% of both disadvantaged and non-disadvantaged children will remain on track with KS1 results i.e. make at least expected progress**

**July Review;** This has been very successful and the Transform 3 week writing unit is now being implemented across the school. Very positive feedback from staff and pupils. Staff report increased progress and engagement, but this will take a while to show on the data and the gap remains too large between PP and non PP children in most year groups, exacerbated by the two periods of lockdown. To be continued.

Data is limited by no KS1 data for Year 3 and 4

**Progress is writing from KS1 for those pupils with KS1 Data**

Year Group	PP expected progress +	PP GD progress	Non- PP expected progress+	Non-PP GD progress
Year 5	81%	8%	64%	0%81%
Year 6	82%	17%	88%	33%

**We were close to the target for both groups and Ex+ progress was virtually the same for both groups.**

<b>To improve the enjoyment progress and attainment in reading across the school</b>	To purchase engaging books for reading corners and update the reading scheme	Reading has been identified as a key precursor to all other subjects. Fostering a love of reading through providing the right reading material will	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.	<b>Debbie Hands</b> £3,000 for books	Feb 2021 July 2021
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**Expected impact: 90% of both disadvantaged and non-disadvantaged children will remain on track with KS1 results i.e. make at least expected progress**

**July Review:** These were purchased and put in place after Easter. Positive verbal feedback from the children. We have no KS1 data for Year 3 and 4. In Year 5, 92% of PP children have made expected progress in reading from KS1 results. In Year 6 this is 90%. In Year 5, 76% of PP children achieved EX+ and in Year 6, 68%.

<p><b>PP children will catch up with missed learning so the majority are on track with KS1 result</b></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><b>Gemma Roe and Sarah Hayford</b>  <b>£47,985</b></p>	<p>Feb 2021 July 2021</p>
<p><b>Expected Impact:</b> 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</p> <p><b>July review:</b> Intervention have not taken place in the same way to minimise any bubble crossing – they have been class focused instead. There has also been a greater emphasis on social and emotional skills and TAs gave support during remote learning via Showbie.</p> <p><b>The strong results in end of term assessments and the Leuven well being scale, show how successful these have been.</b></p>					
<p><b>Improved outcomes for pupils through effective feedback</b></p>	<p>Research and implementation of a new feedback strategy</p>	<p>EEF toolkit cites effective feedback resulting in +8 months progress over a year.</p>	<p>Research will be carried out and training given to staff in the spring and summer terms.</p>	<p><b>Gemma Roe Helen Fordham</b>  £500</p>	<p>Feb 2021 July 2021</p>
<p><b>Expected impact:</b> Pupils will make improved progress across the curriculum</p> <p><b>July Review:</b> This is now in place, but was delayed by the Spring lockdown. There is now much more emphasis on live marking, but this has not yet had time to embed, to make a significant impact. To be continued.</p>					
<p><b>Pupils are knowing more and remembering more</b></p>	<p>Continuation of staff training on metacognitive strategies</p>	<p>EEF toolkit cites effective use of these strategies as resulting in +8 months progress over a year.</p>	<p><b>Further training will be given to staff. Planning and book looks will be monitored for effective use of these strategies.</b></p>	<p><b>Gemma Roe</b>  <b>£350</b></p>	<p>Feb 2021 July 2021</p>
<p><b>Expected impact:</b> The majority of children will be on track with KS1 results by Summer 2021</p> <p><b>July Review:</b> Due to the high quality of remote learning, where these strategies continues to be used, end of term assessments showed good progress had been made, despite the disrupted year.</p>					

<b>Total budgeted cost</b>	<b>£51,575</b>
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**ii. Pastoral Support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well and what are the expected outcomes</b>	<b>Staff lead and cost</b>	<b>Review date</b>
<b>Improve attendance of PP children from 94% to 95%.</b>	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  <b>£9,675</b>	Feb 2021 July 2021

**Expected Impact: PP children will achieve 95% attendance.**

**July Review: Attendance impacted by pandemic which increased the gap and was 91% at the end of the year compared to 96% for non-PP children. Strategies to be continued and developed/**

<b>To reduce social and emotional difficulties for children.</b>	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 My Concern	Zoe Cannon Tracy Morris Andrea Merriman  <b>£17,920</b>	Feb 2021 July 2021
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**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.**

**July Review: High levels of effective support have been given throughout the pandemic and we received many verbal thanks from parents eg when parents called school saying that they felt unable to cope at home, the children were invited into school.**

<b>Families with a specific need are supported to ensure good attendance.</b>	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 <b>£7,920</b>	Feb 2021 July 2021
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**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.**

**July Review: Breakfast club continued to be offered all through the pandemic. This has been especially beneficially for PP children with specific social and emotional needs. To be continued.**

**Total budgeted cost** £35,515

**iii. External Support**

<b>Desired Outcome</b>	<b>Chosen action/</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well and what at the expected outcomes</b>	<b>Staff lead/ cost</b>	<b>Review date</b>
<b>Pupils will feel safe and settled in school and therefore access learning more easily.</b>	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.	<b>Sarah Hayford £100</b>	Feb 2021 July 2021
<p><b>Expected impact: Pupils feel more secure in the classroom resulting in fewer behaviour issues and better progress.</b>  <b>July Review: Trauma Training for all staff after the fire at the school next door enabled them to support pupils effectively on their return. Staff were also trained on emotional intelligence and specific behaviour strategies for SEND children.</b></p>					
<b>Total Budgeted Cost</b>				<b>£100</b>	

**iv. Well-being and character development.**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review date</b>
<b>Increased level of experience of the wider world, resulting in application to the curriculum.</b>	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.	<b>K. Florey and M. Lord. £2,500</b>	Feb 2021 July 2021
<p><b>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</b>  <b>July Review: Day visits were replaced by online visitors. Payments were still made for the two planned residential visits, as these visits were moved to September and October 2021</b></p>					

<b>For all pupils to receive the appropriate mental health and social support.</b>	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  <b>£1,030</b>	Feb 2021 July 2021
<p><b>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.</b></p> <p><b>July Review: A greater number of regular meetings took place due to the higher level of support required during the pandemic. As a result, the majority of vulnerable children were in school during lockdown and all were accounted for.</b></p>					
<b>For pupils to gain greater enjoyment from reading at home.</b>	All PP children offered the Story time comic to be delivered to their house	Those children who read for pleasure regularly show much better progress across their education.	This is mainly dependent on the parents, but the delivery will be well organised.	<b>Margaret Lord</b>  <b>£350</b>	
<p><b>Expected Impact; Children improve their enjoyment of and engagement with reading.</b></p> <p><b>July Review: All PP children have been offered this magazine and there has been some positive verbal feedback about it from parents. To be continued.</b></p>					
<b>To give pupils wider experiences.</b>	An online theatre production will be bought for Christmas and the end of the school year	Children will gain a better understanding of theatre performances.	All classes will watch this and be able to discuss it afterwards.	<b>£400</b>	
<p><b>Expected impact; Better understanding of theatre performances.</b></p> <p><b>July Review: All children watched the performance and enjoyed the production. We hope to have live performances again next year.</b></p>					
<b>Total budgeted cost</b>					<b>£4,530</b>