

Ravensdale Junior School Pupil premium strategy statement 2021-24

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	October 2021
Date on which it will be reviewed	March 2022
Statement authorised by	Zoe Cannon
Pupil premium lead	Sarah Hayford
Governor / Trustee lead	Claire Kinder

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,350
Recovery premium funding allocation this academic year	£13,500
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	£153,850

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%.

<p>At least 80% of PP parents will show engagement in their child's learning.</p>	<p>Parents will support home learning, engage with 'Marvellous Me' and attend meetings such as IEP reviews and parents' evenings.</p>
<p>PP children will have wide variety of enrichment experiences which will support their progress in the curriculum.</p>	<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.	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.	1

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.	2
Writing conferences to support progress in writing (recovery premium)	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	1 and 2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 41,811

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>	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>	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>	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>	5
Subsidised instrument tuition.	EEF cites +3 months progress for arts participation <i>(Monitoring – participation and academic achievement)</i>	5
Subsidised day and residential visits.	To provide a breadth of life experiences <i>(Monitoring - % participation, pupil voice)</i>	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
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Total budgeted cost: £ 149,483

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 2020 to 2021 academic year.

Attainment and Progress from NTS assessments in maths and reading. Teacher assessment in writing.

	Reading – non PP	Reading – PP	Dif	Maths – non PP	Maths - PP		Writing – non PP	Writing - PP	
Attainment EX+	78%	70%	8	81%	62%	19	64%	54%	10
Attainment - GD	38%	25%	13	30%	17%	13	12%	7%	5
Progress EX+ (Yr 4,5 and 6 from KS1 data)	89%	90%	1	88%	82%	8	74%	80%	6
Progress GD (Yr 4,5 and 6 from KS1 data)	27%	27%	0	25%	23%	2	13%	8%	5
Progress EX+ from Autumn data to Summer (all year groups)	78%	72%	6	65%	70%		94%	97%	
GD progress	72%	66%		57%	60%		16%	18%	

- Maths results were significantly lower for year 4 and 6 PP children. This is therefore an area of focus for this year as the Year 4 children go into Year 5. Writing is a concern across the school and continues to be an area of focus.
- The % of PP children accessing Year 5 and 6 residential visits (in school, 29% of our children are PP and so we are aiming for a similar percentage to attend residential visits)

Mount Cook Y5 PP = $13/47 = 28\%$

Shropshire Y6 PP = $11/47 = 23\%$

- Spring Parents evenings: 81% of PP parents attended compared to 87% of parents as a whole.