

Rise Park Junior School
Pupil Premium Strategy Statement 2020-2021

Rise Park Junior School			
Total number of pupils	Number of pupils eligible for PP	Carry forward	Total PP budget
353	62	Estimated: £63,258 (SA to confirm)	Estimated: £98,185 + £63,258 = £161,443

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A	Poor oral language skills and limited vocabulary impacting on Literacy
B	Outcomes at the end of KS2 are below national average
C	Children with difficulties understanding and regulating their emotions
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D	<p>Attendance of PP pupils is 1.3% points below minimum expectation of 96%, meaning they miss approx 2 weeks of school</p> <p>Rate of Persistent Absence is 8.4% more than the rate of PA for Non PP pupils (9.2/17.6)</p> <p>Complex family lives – difficulties with emotional literacy and regulation</p> <p>Typical lack of wider cultural experiences means that additional enrichment is required in order for pupils to access the curriculum</p> <p>69% of vulnerable children are PP, which is seen in a high level of social care needs amongst PP eligible families: <i>emotional needs, reduced ability to support children at home and little access to enrichment activities.</i></p>
2. Desired outcomes	
Desired outcomes and how they will be measured	
A.	<p>Gap between PP & Non PP pupils reading and writing outcomes to have narrowed.</p> <ul style="list-style-type: none"> - Teacher assessments for PP progress will show least expected progress per term. KS2 (Y6) outcomes will show that attainment of PP pupils is in line with National average in reading and writing.
B.	<p>Gap between PP & Non PP pupils maths outcomes to have narrowed.</p> <ul style="list-style-type: none"> - Teacher assessments for PP progress will show at least expected progress per term. KS2 (Y6) outcomes will show that attainment of PP pupils is in line with National average in Maths.

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C.	Children with difficulties understanding and regulating their emotions have access to a programme of ELSA support and/or counselling and/or specialist support. <ul style="list-style-type: none"> - Decrease in incidents of red behaviour recorded in behaviour log - No fixed term/permanent exclusions - Pupil/parent voice shows impact of interventions
D.	Attendance of PP pupils to improve. <ul style="list-style-type: none"> - Rate of Persistent Absence for PP pupils reduced - Attendance of PP pupils is in line with 96% expectation - Rate of PA for PP pupils has been reduced so that it is within 1% of Non PP

3. Planned expenditure

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

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?	Staff lead	Review & Cost
Communication & Language outcomes improved for KS2 pupils	Weekly small group intervention for S&L pupils In class provision for S&L pupils also improved Speech and Language Link subscription and resources	Language difficulties can affect emotional development, with resultant behavioural difficulties and problems forming friendships. The impact of the vocabulary gap is evident in poor comprehension and writing in books.	Support from Borough S&L team to set up groups CD and RM to analyse data and refine groups Inclusion Manager to observe groups	RM CD	Caseload to be reviewed termly with SLCN team LSA 11.25 hrs p/w = £7,300 Software £385 Resources: £200
All staff to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice.	Curriculum support (Consultancy support, outside agency support) £500	This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds.	Monitored through learning walks, book looks and pupil voice by: Head of School Curriculum Leads Inclusion Manager	RH LC RM	£500

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Additional small group maths and literacy tuition to ensure that PP pupils make accelerated progress and meet end of year targets.	Subscription to Lexia and IDL Numeracy LSA time to deliver tuition and monitor progress. National Tutoring Programme Catch up Tuition for Y5 and Y6 pupils	Increased monitoring and timely intervention prevents PP pupils from falling further behind their peers. These programmes have been shown to improve attainment through a child friendly ICT based system.	SD and JM to end weekly progress reports to RM. Half-termly progress reports to teachers and YGLs.	SD JM RM LC	Reviewed at termly progress meetings. LSA 9 hrs p/w = £6,134 LSA 11.21 hrs p/w = £7300 IDL license: £334 Equipment: £200 15 x £281.25 (in person) = £4,218.75
Support for children who are at the early stages of learning English.	Subscription to the Learning Village and LSA time to deliver daily Survival English interventions (5 hours per week).	Language difficulties can affect emotional development, with resultant behavioural difficulties and problems forming friendships.	Weekly progress reports to class teachers and Inclusion Manager.	CD Class teachers	Reviewed at termly progress meetings. Subscription: £500
Smaller group sizes for targeted intervention work.	Additional intervention space (Pupil Premium Pod) Teacher (0.6 FTE) to deliver English and Maths lessons in small groups (from Jan 2021)	The Education Endowment Foundation reports that reducing class size appears to result in around three months' additional progress for pupils, on average. However, overall, the evidence does not show particularly large or clear effects until class size is reduced substantially to fewer than 20 or even 15 pupils.	Close timetabling and monitoring through observations.	RM LC	£40,000 (£26,565.26 + furniture and equipment) £22,586
Total budgeted cost					£89,657.75
ii. Targeted support					
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 & Cost
Targeted PP families to have additional financial support for	ELSAs, Inclusion Manager, Heads of School and attendance officers highlight	Without financial support PP pupils would not be able to access full curriculum offer. Uniform	Inclusion Manager to monitor implementation and consistency of	RM	Reviewed termly £500

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residential trips, school supplies and uniform	families/pupils in need of additional assistance	support helps with child self esteem and encourages attendance	criteria for pupils selected for assistance YGL to also support team in making informed choices	YGLs	
Lunchtime Nurture clubs to provide calm and safe environment for vulnerable PP pupils	Staff allocated to provide safe space for pupils to support PP who struggle on the school playground. Pastoral MDA to lead.	Some PP pupils struggle to cope on the playground and this leads to behaviour incidents and distress which has a negative impact on learning and progress.	Monitored by ELSA and MDA leads.	NH/RM	Reviewed termly £3,686
PP Attendance to reach 96% expectation	Provide rewards to incentivise attendance Monitor families who fail to attend Trigger letters and contact from EWO if families slip off track	Increased monitoring and timely intervention with attendance prevents PP pupils from failing to attend school. Improved attendance leads to better outcomes.	Monitored by NT (EWO) Overseen by HoS and Inclusion Manager	RM/LC	Reviewed termly and included in HT Governors' report £500
PP children with significant needs are supported to access a broad and balanced curriculum	Experienced Learning Support Assistant to provide additional support for named pupil to access the curriculum.	EEF Evidence suggests that TAs can have a positive impact on academic achievement. There is also evidence that working with TAs can lead to improvements in pupils' attitudes. Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average.	Deployment and progress monitored by year group leads and Inclusion Manager Impact reviewed at termly progress meetings.	RM	Reviewed termly LSA (Y5) £11,855
PP children are able to access their full educational entitlement. Pupils at risk of exclusion are supported to remain in school and build positive attitudes to learning.	Behaviour support package to support Y5 team. Specialist counselling provided by behaviour support if required.	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. EEF research shows reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning.	Monitored by Class Teacher, YGL, Head of School and Inclusion Manager Regular team meetings	KN TP LC RM	£4306 £650 (per 10 sessions)

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Funding provided to ensure that all experience entitlement - raise attainment of all PP pupils and increase enjoyment	After school/outside activities (including music tuition)	Taking part in after school clubs is thought to have a range of positive benefits. These included providing access to enriching new experiences, providing opportunities for children to succeed, fostering self-esteem and confidence, supporting the academic curriculum, improving fitness, providing opportunities to socialise, as well as opportunities for relaxation and enjoyment.	Monitored by Head of School and Inclusion Manager through registers and pupil voice	RM LC ASC lead	£4000 Reviewed termly
Improve social and emotional skills of PP pupils.	ELSA team to provide programmes for PP pupils. Safeguarding team to identify families in need of support.	School data and anecdotal evidence shows the positive impact had on selected pupils. Programmes such as ELSA time have proved successful with having positive impact on attendance and higher rates of progress	Inclusion Manager to meet with ELSAs to review impact regularly. YGL to ensure that LSAs are supported with any interventions run for PP pupils	RM YGLs LC	March 2021 June 2021 Oct 2021 £4293 PM 17.5hrs p/w = £11,855
Integrative therapy to support any children experiencing difficulties in their life	Relate Counselling services for vulnerable pupils (£11700) Specialist counselling for children on a CP plan (£700)	20% of children have a mental health problem in any given year, and about 10% at any one time (Mental Health Foundation, 2005). That is around three children in an average class. Counselling provision facilitates lower-level intervention that can be hard to access through formal CAMHS, but which can prevent problems subsequently becoming more serious.	Inclusion Manager to monitor referrals and outcomes.	RM	Caseload to be reviewed termly £11,700 £700
Support for children with specific literacy difficulties	Ringfenced for resources and training			RM	£1000
Total budgeted cost					£55,045
Junior total					£144,702.75
Remaining					£16,740

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4. Review of previous expenditure (2019-2020)			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned
Improved engagement and attainment in lessons. Improved attitudes to reading will lead to greater outcomes in all subject areas.	Learning Support Assistants for interventions: <ul style="list-style-type: none"> • Speech and Language • Lexia • Emotional Literacy • Maths mastery (£20,097 allocated) Speech and Language Link subscription (£300 allocated)	Lexia and Speech and Language interventions were delivered on a regular basis prior to lockdown. March data shows that 67% of children made expected or accelerated progress in reading, and 71% of children made expected or accelerated progress in writing. Additionally, 62% of children continued to access Lexia throughout lockdown. Emotional Literacy Support Assistant training interrupted due to school closures – ongoing. Welfare calls were carried out on a fortnightly or weekly basis and doorstep visits were carried out. Speech and Language and Maths Mastery groups were not consistently delivered due to staff absence.	£5908 £7126 £7126 £385 = £20,545 Continue with SALT and ELSA provision. Embed Lexia in class (as part of morning work etc.) to encourage teachers to take ownership and maximise time spent using the resources. Look into Maths programme (IDL) to support children to overcome barriers to learning and gaps in prior knowledge.
MDAs to run lunchtime nurture club to provide calm and safe environment for vulnerable PP pupils.	Pastoral MDAs for vulnerable pupils (£10,944)	MDAs provided essential support to identified children and ‘quiet club’ prior to school closure. Continue.	£10,944 Lack of space made this challenging prior to lockdown. High turnover of MDA staff – move toward a model of LSAs doing a MDA shift after/before their AM/PM hours.
Integrative therapy to support any children experiencing difficulties in their life	Relate Counselling services for vulnerable pupils (£15000 allocated)	The counselling has supported a number of pupils and their families, for a variety of reasons (bereavement, family changes, anxiety etc.). This has enabled them to access the full curriculum and support their well-being.	£9,300 Continue this provision. Extend if budget allows. Explore online provision.

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Support and behavioural advice/ strategies provided to parents to support home-school engagement and positive parenting.	Behaviour support for parents £400 allocated	ABC provided in school behaviour support for year group team experiencing high levels of challenging behaviour. Direct work was undertaken with key pupil. Pupils at risk of exclusion remained in school – no permanent exclusions.	£630 This support was inconsistent. Explore alternative options to support pupils at risk of exclusion (Behaviour Support)
Funding provided to ensure that all experience entitlement - raise attainment of all PP pupils and increase enjoyment	After school/outside activities (including music tuition) £4,000 allocated	Pupils attended music tuition from Sept – March. Activities limited due to lockdown.	SBM to confirm Continue.
To ensure staff delivering interventions are trained to meet the needs of pupils,	Staff development £1,500 allocated	Learning support assistants and HLTAs accessed training led by Havering Educational Services: Colourful Semantics: £50 ELSA: £400 Lego therapy: £50	£1000 spent (HES and TT education) SBM to confirm Continue to allocate funds for staff development.
To enable all pupils to access the full curriculum.	Educational Visits and transport £3624 allocated	Disadvantaged children were able to access these activities and broaden their experiences prior to lockdown.	£304 spent (limited visits due to lockdown) SBM to confirm Continue.
To provide an engaging and effective setting for interventions	ICT hardware and software - upgrade to intervention areas £5000 allocated	Quality of interventions improved prior to lockdown through access to ICT. Data from learning walks and progress from WG groups.	£429 £2490 £100 = £3019 No further improvements required.
To ensure equal access to learning resources	Curriculum supplies £500 allocated	Additional resources purchased for disadvantaged children for Maths packs (in conjunction with parent workshops).	£0 spent (SBM to confirm) Poor turnout at parent workshops but packs provided to children to support with home learning.
Resources to facilitate intervention work and equipment for individual children.	General resources and contingency fund £13,822 allocated	Pastoral mentor hired in January. Jan-August SEN LSA hired in February to support named pupil. Feb -= August	£8664 £7598 = £16,262

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Additional learning pod to provide space for small group teaching	Ringfenced for additional learning space. £40,000 allocated.	Delayed due to COVID.	£0
			<p style="text-align: right;">Total Carry forward</p> <p>£62,004 £63,258 (tbc by SBM)</p>