

Pupil premium strategy statement

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	Hilgay Riverside Academy
Number of pupils in school	55
Proportion (%) of pupil premium eligible pupils	43.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Sarah Turner
Pupil premium lead	Sarah Turner
Governor / Trustee lead	Clive Jeffries

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20, 175
Recovery premium funding allocation this academic year	£2, 465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£22, 640

Part A: Pupil premium strategy plan

Statement of intent

The purpose of the Pupil Premium funding is that it is deployed to narrow the gap in attainment between those from disadvantaged families and their peers.

At Ten Mile Bank Riverside Academy, we aim to improve the academic outcomes for our Pupil Premium children by providing a high quality education that enables them to attain and achieve in line with their peers. We aim to close the gap between advantaged and disadvantaged pupils. We recognise that not all Pupil Premium Pupils will be working below the expected standard. For all our Pupil Premium children, we will use this strategy to ensure they fulfil their potential from their individual starting point:

- To improve the outcomes for Pupil Premium students to bring their attainment at least in line with expected levels of progress
- To close any attainment gap between students in receipt of Pupil Premium and their peers
- To improve engagement with curriculum and enrichment opportunities

Challenges

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

Challenge number	Detail of challenge
1	Missed learning time due to the pandemic including lack of engagement with remote learning
2	Low starting points
3	Lack of engagement in enrichment opportunities due to financial pressures
4	Lack of support at home such as reading and homework

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
Improved attainment outcomes for all children in reading, writing and maths	Achieve in line or above national average at KS2 for all pupils

Improved progress outcomes for all children in reading, writing and maths	Achieve in line or above national average for progress at KS2
Improved phonics results for Year 1	Achieve in line or above national average in Year 1 phonics
Improved reading fluency	Reading assessment shows progress in fluency

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

Budgeted cost: £ 1, 075

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA CPD in Sounds Write	EEF – Tiered approach to improving teaching by supporting professional development	1, 2
Teacher CPD in Sounds Write for KS2	EEF – Tiered approach to improving teaching by supporting professional development	1, 2
Whole staff CPD in TLAC strategies	EEF – Tiered approach to improving teaching by supporting professional development	1, 2
Whole staff CPD in reading strategies	EEF – Tiered approach to improving teaching by supporting professional development	1, 2, 4

Targeted academic support

Budgeted cost: £ 17, 371

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group activities – catch up, keep up interventions	EEF – tiered approach by providing targeted academic support, and structured interventions	1, 2
Targeted support within classes – reading, writing and maths support	EEF – tiered approach by providing targeted academic support, and structured interventions	1, 2, 4
Provision of additional phonics sessions to support children in addition to daily sessions	EEF – tiered approach by providing targeted academic support, and structured interventions	1, 2,
Small group, and individual, reading sessions to increase	EEF – tiered approach by providing targeted academic support, and structured interventions	1, 2, 4

reading miles to develop reading fluency		
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Wider strategies

Budgeted cost: £ 1, 880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support with trips (including residential) and clubs	EEF – tiered approach – wider strategies to support children in attending school	3

Total budgeted cost: £ 20, 326

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.

All Pupil Premium children attended residential
Staff trained in Sounds Write and pupils received Sounds Write lessons. Spelling has begun to improve in KS2.
92% PP pupils made at least expected progress in reading.
57% PP pupils made at least expected progress in writing
84% PP pupils made at least expected progress in maths

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Sounds Write Phonics	Sounds-Write