



Pupil Premium Strategy Statement

School Overview

Metric	Data
School name	Ribbon Academy
Pupils in school	477 (excluding Nursery)
Proportion of disadvantaged pupils	35.52%
Pupil premium allocation this academic year	£242,580
Academic year or years covered by statement	2020 - 2021
Publish date	9 th October 2020
Review date	1 st October 2021
Statement authorised by	Ashleigh Sheridan
Pupil premium lead	Kathryn Jones
Governor lead	Kathy McAvoy

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	1.49
Writing	1.25
Maths	-2.92

Measure	Score
Meeting expected standard at KS2	52%
Achieving high standard at KS2	29%

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>
Poor basic skills
Lack of emotional resilience

In-school barriers

(issues to be addressed in school, such as poor oral language skills)

Low aspirations
Achieving greater depth with disadvantaged pupils
Persistent absence and pockets of poor attendance
Lack of opportunity and life experiences
Poor vocabulary on entry

External barriers

(issues which also require action outside school, such as low attendance rates)

Impact of home dynamics on children's mental health
Limited parental engagement with school work
Help for families to support themselves, to prevent problems escalating and to reduce the numbers needing statutory interventions.

Desired outcomes

<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
Rate of progress for pupils of interest is at least good across the curriculum.	<ul style="list-style-type: none"> • Improvement from entry to exit data after the intervention • Positive pupil voice
Drive to improve children's enjoyment in school through a consistent approach to the creative curriculum, continuing with P2B, RSE curriculum – Jigsaw, use of Zones of Regulation, stress boxes in class and SUMO4Schools philosophy.	<ul style="list-style-type: none"> • Pupil voice – surveys • Reduction in number of behaviour incidents in unstructured time • Evaluate Jigsaw and its impact on pupils' knowledge and understanding of relationships • Monitor the frequency of ZOR in use across the school in the way in which pupils' describe their feelings and their ability to self-regulate • Number of disadvantaged pupils receiving P2B intervention through 1:1 work and P2Talk; entry and exit data form SDQs • SUMO4Schools approach to resilience and behaviour evident across the Academy

Desired outcomes	
Desired outcomes and how they will be measured	Success criteria
Making connections with community to raise awareness of opportunities beyond primary school	<ul style="list-style-type: none"> • Number of businesses involved • Number of established links • Future developments as a result • Increased parental engagement as a result of completion of the LPPA
CPD to provide high impact learning for more able disadvantaged pupils	<ul style="list-style-type: none"> • Entry and exit data in pupil progress meetings • Increase in the percentage of disadvantaged pupils in attendance
Attendance to exceed regional and national expectation.	<ul style="list-style-type: none"> • Target 96.25%
Trips and visits – minimum of 1 per half term (once restrictions have been lifted), targeted clubs for disadvantaged pupils, purchasing of additional resources to improve learning experiences	<ul style="list-style-type: none"> • Quality of skills, knowledge and understanding in evidence in books and displays
Consistent approach to the teaching of subject specific vocabulary in the creative curriculum to promote pupils' oracy skills	<ul style="list-style-type: none"> • Application of the subject specific vocabulary across the curriculum • End of KS2 reading data

1. Planned expenditure					
Academic year	2020/2021				
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 Date
Rate of progress for pupils of interest is at least good across the curriculum. £81,922.66	AHT for Inclusion (£26,584) Intervention groups (including PiXL) (£50,198) Mathletics (£1974) Spag.com (£251)	Resources for reading, writing, grammar, punctuation and spelling (GPS), mathematics and science; Assessment calendar including test materials, Question Level Analysis (QLA) and Implications for Teaching Reports; online data tracker to support the school leadership in making those all-important	Half termly monitoring and evaluation	SLT KJ	June 2021

	Pupils' improved oracy skills Pupil Premium Review (£1750) SUMO4Schools (£1416.66)	decisions about the use of resources to gain maximum impact on the learning of pupils; need for an evidence-based approach to assess the effectiveness of the pupil premium strategy and identify how it might be improved to make a greater impact.			
Improve children's enjoyment in school through a consistent approach to the curriculum. £9,208	Music tuition (£515) Trips and visits (£6000) Uniform (£702) Cultural Events (£1000) Book Bags (£993)	The need to change the attitudes, culture and position on play for all pupils to enhance children's enjoyment and positive experiences in school; provision of first-hand experiences and enrichment activities; school uniform creates equality by eliminating any unhealthy competition around dressing to impress.	Termly monitoring and evaluation	SLT	June 2021
Attendance to exceed regional and national expectation. £28,205	Family Liaison Officer in school (£21,638) Breakfast Club (£5837) Attendance incentives (£1000)	Vulnerable pupils need to be in school on time, have eaten breakfast and enjoy a settled start to the day. This is a successful strategy to support pupils' attendance and avoid lateness.	Termly monitoring through Inclusion	KJ/KM	June 2021
Total budgeted cost					£119,335.6
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	When will you review implementation?

Impact of home dynamics on children's mental health.	Inclusion Admin (£12,237) Place2e (£47238) Place2Be resources (£1200)	Help for families to support themselves, to prevent problems escalating and to reduce the numbers needing statutory interventions; practitioners working together to gain a full	Yearly review with Place2Be	KJ/S H	June 2021 (externally with Place2Be)
Bespoke provision to meet vulnerable/disadvantaged pupils with SEN. £37,945	Bespoke intervention Kaleidoscope Room (£36745) GLC (£1200)	Targeted and timely support allows pupils to make accelerated progress from low starting points; access to structured support if pupils need greater care and support at lunchtimes or across a school day; planning for re-integration into school or referral to other services.	Termly monitoring through Inclusion	KJ/L S	June 2021
Total budgeted cost					£98,620

Review: last year's aims and outcomes

Aim	Outcome												
Rate of progress for pupils of interest is at least good across the curriculum. Provide high impact learning for more able disadvantaged pupils.	<ul style="list-style-type: none"> Positive pupil voice. PiXL tests were administered at key points in Autumn 2019 and Spring 2020. Question level analysis informed targeted provision for therapies. Impact of entry and exit data from PiXL therapies showed improvement towards key learning outcomes. 												
Drive to improve children's enjoyment in school through a consistent approach to the creative curriculum, continuing	<ul style="list-style-type: none"> Positive impact of Jigsaw and RSE through pupil voice Zones of Regulation have a positive impact on pupil's ability to self-regulate and this approach was shared with home in individual consultations with parents/families <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="background-color: #d9ead3;"></th> <th style="background-color: #d9ead3;">No. of sessions offered in total</th> <th style="background-color: #d9ead3;">No. of disadvantaged pupils 1:1</th> <th style="background-color: #d9ead3;">Place2Talk total no. of sessions</th> <th style="background-color: #d9ead3;">Place2Talk total no. of pupils</th> <th style="background-color: #d9ead3;">No. of parent partnership</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9ead3;"> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>		No. of sessions offered in total	No. of disadvantaged pupils 1:1	Place2Talk total no. of sessions	Place2Talk total no. of pupils	No. of parent partnership						
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with P2B, RSE curriculum – Jigsaw, use of Zones of Regulation and stress boxes in class.			counselling			sessions offered
	Autumn 2019	251	15	125	97	18
	Spring 2020	215	14	104	86	38
	Summer 2020	Individual sessions suspended. Weekly phone check-in sessions offered to pupils on the 1:1 register + provided advice, support and resources to families experiencing emotional difficulties during lockdown.				
Making connections with community to raise awareness of opportunities beyond primary school	Suspended as a result of lockdown.					
Attendance to exceed regional and national expectation.	<p>Overall School Attendance from September 2019 until school closed on 20th March 2020 was 95.3%. This is a much lower figure than the previous 2 years when it was 95.9% and 96% at this point in the academic year.</p> <p>Last year we were affected considerably by a winter vomiting bug and had confirmed cases of Norovirus, as well as multiple cases of chicken pox across the school.</p>					
Trips and visits – minimum of 1 per half term and residential experiences, targeted clubs for disadvantaged pupils, purchasing of additional resources to improve learning experiences	<p>Programme of trips and visits in operation Autumn and Spring terms. Residential experiences provided too.</p> <p>Range of clubs on offer 4 nights a week.</p>					

<p>Consistent approach to the teaching of subject specific vocabulary in the creative curriculum to promote pupils' oracy skills</p>	<p>Pre-teaching of vocabulary and key terminology introduced across the curriculum to support children's understanding and evidence was found in their descriptions and explanations. Implementation of vocabulary mats, 'Word of the Day' and 'New Word Webs' in the wider curriculum in evidence in book scrutiny sessions.</p>
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