



Pupil premium strategy statement 2019-2020

1. Summary information					
School	Mossbourne Riverside Academy				
Academic Year	2019-2020	Statement based on Total PPG budget received 2018-2019	£54,945/ £1320 (per pupil)	Date of most recent PPG Review	November 2019
		Estimated expenditure for 2019-2020	£55,680		
Total number of pupils	304	Number of pupils eligible for PPG	2018-2019 42 (20%) 2019-2020 53 (17%)	Date for next internal review strategy	November 2020
2. Attainment EYFS, Phonics Screening Check & KS1 Results					

EYFS															
% of pupils achieving GLD	2016			2017			2018			2019					
	R	W	M(N)	R	W	M(N)	R	W	M(N)	R	W	M(N)			
Disadvantaged pupils (8)	100%	100%	100%	Disadvantaged pupils (9)	89%	78%	89%	Disadvantaged pupils (12)	92%	92%	92%	Disadvantaged pupils (5)	100%	100%	100%
Other Pupils (17)	88%	92%	88%	Other pupils (48)	88%	88%	89%	Other pupils (48)	88%	86%	90%	Other pupils (68)	86%	86%	88%
Academy PPG gap	12%	8%	12%	Academy PPG gap	1%	-10%	=	Academy PPG gap	4%	6%	2%	Academy PPG gap	14%	14%	12%
National PPG gap (2016)	-16%	-17%	-15%	National PPG gap (2016)	-16%	-17%	-15%	National PPG gap (2016)	-16%	-17%	-15%				
The % of disadvantaged pupils attaining GLD in 2019 was 100% and above that of other pupils nationally at 71.5% (+28.5%)															
The % of disadvantaged pupils attaining GLD in 2019 was higher than disadvantaged pupils in Hackney 69% and non disadvantaged 79%															
Phonics Screening Check															
% pupils achieving the expected standard	2017			2018			2019								
	Year 1	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2								
Disadvantaged pupils (8)	91%	Disadvantaged pupils (13)	85%	100%	Disadvantaged pupils (10)	100%	(1) 100%								
Other pupils (17)	100%	Other pupils (42)	100%	100%	Other pupils (48)	94%	(2) 100%								
School PPG gap	-9%	School PPG gap	-15%		School PPG gap	6%	0								
National PPG gap (2016)	-13%	National PPG gap (2018)	-14%		National PPG gap (2019)										
The percentage of disadvantaged pupils achieving the expected standard in phonics in 2019 was 100%, significantly above National 82% and Hackney 86%															
KS1 Results															
% pupils achieving the expected standard	2018			% pupils achieving the expected standard	2019										
	R	W	M		R	W	M								
Disadvantaged pupils (11)	73%	73%	73%	Disadvantaged pupils (11)	69%	62%	62%								
Other pupils (19)	95%	95%	95%	Other pupils (43)	90%	80%	85%								
School PPG gap	-22%	-22%	-22%	School PPG gap	21%	18%	23%								
National PPG gap (2018)	-15%	-17%	-15%	National PPG gap											
The percentage of disadvantaged pupils achieving expected standard is below National for all pupils (national R 75%, W 69%, M 76%)															

3. Barriers to future attainment (for pupils eligible for PPG)

In-school barriers

- A. Pupils eligible for PPG have lower starting points in baseline reception assessments.

B.	Depth of understanding and fluency within concepts is lower than other pupils across the curriculum.	
C.	Gap widens overtime for PPG pupils entering into KS2	
Additional barriers		
A.	Higher level of need for external agency support and or intervention needed among our disadvantaged pupils.	
B.	Many of our disadvantaged pupils come from low-income families who are not able to provide the access to opportunities our non-disadvantaged pupils are accessing outside our Academy.	
C.	Non-disadvantaged pupils at MRA often have highly aspirational parents who are motivated to support their children's learning. For a number of reasons our PPG pupils may not have access to the same levels of support outside school.	
d.	Disadvantaged pupils have a lower attendance figure than non-disadvantaged pupils.	
4. Intended outcomes		Success criteria
A.	To increase the number of disadvantaged pupils exceeding standards.	Data will show increased % attaining above national measures.
B.	To reduce gap between disadvantaged pupils and others over time into KS2	Data will show gaps continuing to narrow.
C.	To raise aspirations for disadvantaged pupils	High levels of participation in enrichment activities and additional provision.

5.		Review of expenditure			
Academic year		2018-2019			
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Continue implementation in 2019-2020?
Mathematics Mastery to continue in all years.	Improved progress and attainment. Close PPG gap in KS2 Increase % of PPG pupils working at GD.	Proven impact 2016-19	New MMSL leader to support all staff including 3 NQTS. Continuous CPD. Successful development days and external reviews.	NM	100% PPG achieved GLD in Maths 62% ES in KS1 Maths & 8% GD Continue
Read Write Inc. to continue in Rec – Year 1	Continued high progress and attainment in phonics screening check and GLD	Proven impact in 2016-19	Regular monitoring of teaching input, triangulated with frequent phonic checks and analysis so that groups are constructed dependent upon pupil needs. Continuous CPD and development days.	KR	100% Pass for PPG pupils in Y1 & Y2 Continue

Literacy and Language programme for Years 2-6	Continued high outcomes in reading and writing in KS1 & 2 Close PPG gap in KS2	Proven impact in KS1 Y2 in 2018. Clear progression from RWI approach in Rec-Y1	Established and experienced Leader with Y2 experience. Continuous professional development as well as initial training days.	KR	69% ES PPG in R in 2019 1% reduction in gap from 2018 Continue
International Primary Curriculum	Continued high progress and attainment in all curriculum areas. Work towards IPC accreditation.	Proven impact in local hackney schools as well as MRA.	Regular monitoring of teaching, focus on assessment and tracking of progress in Science.	JJ	Moderations/Refinements to be made to improve standards in Science and delivery of NC objectives to meet needs of pupils
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Continue implementation in 2019-2020?
Phonics Tuition	Rapid progress in phonics, reading and writing Years R-1	Proven impact 2016-19	Experienced and highly trained skilled staff will run 1:1 interventions, these will be	KR	100% Pass for PPG pupils in Y1 & Y2 Continue

Daily Supported Reading target groups	Daily reading session with 1:6, ensuring rapid progress.	Proven impact in MRA 2016-19	New DSR leader. Experienced and highly trained skilled staff will teach PP groups, these will be monitored by class teachers and reading leader. Continuous CPD.	KR/A D	100% Pass for PPG pupils in Y1 & Y2 Continue
Educational Psychology support	To support PP pupils to overcome difficulties in specific learning areas.	PP Pupils with SEND need further support to help them make good progress.	Educational Psychologist and MRA Staff will plan, deliver and review interventions every 4-6 weeks. Educational Psychologist to deliver	AW	Moderations to be made to provision in 2019-2020
Attendance Support	To support PP Pupils who attendance drops below 97%.	Proven Impact in 2016-17	Half-termly meetings with SAO to plan and review support. Daily and weekly monitoring of individual pupil attendance and punctuality.	AW	PPG Attendance 96.4% Continue
Speech and Language Therapy support	To support PP Pupils who need additional support in Speech and Language	Proven impact in 2017-2018	Speech and Language Therapist and MRA Staff will plan, deliver and review interventions every 4-6 weeks.	AW	See individual cases Continue
A Space Play Therapy	Support for most vulnerable children	Proven impact in Federation Academies	Termly reports and reviews of pupil allocation.	AW	See individual cases. Increase provision for 2019-2020

Maths interventions	Provide support for pupils at risk of falling behind and challenge groups to increase % working at greater depth.	Proven impact in 2017-2018	Class Teachers, Maths Lead and Principal to review impact of interventions regularly in Pupils Progress Meetings.	NM	62% ES in KS1 Interventions to start earlier with introduction of Early Birds
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Additional Teaching Staff	Deployed to support interventions and provide additional pastoral and academic support	Proven Impact 2017-2018	Interventions to be monitored by middle leaders/ subject leaders and class teachers.	NM/ AW	Continue
Enrichment activities to broaden curriculum	To offer enrichment activities to PP pupils who may not otherwise access this opportunity	Proven Impact 2017-2018	Ensure the PP pupil take up is 100%	AW/ ND	Continue

Parent Workshops	To support parents in raising expectations and how they can help at home.	Proven impact	To ensure timetable of workshops is flexible to include as many parents as possible, slides available on the webpage so all can access support at home. Act on parent feedback after	AW	Continue
Extended hours enrichment programme	To provide opportunity and access to a wide range of skills and experiences.	Proven impact	Allocate % of places to PP pupil priority. Allocate funds to finance places for pupils from families in financial	AW	Continue
Breakfast club	To provide a healthy breakfast to vulnerable pupils	Proven impact for health, wellbeing, attendance and	Allocate % of places to PP pupil priority.	AW	Continue Increase spaces to 90

6. Planned expenditure					
Academic year	2019-2020				
iv. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Mathematics Mastery to continue in all years.	Improved progress and attainment. Close PPG gap in KS2 Increase % of PPG pupils working at GD.	Proven impact	MMSL leader to support all staff including NQTS. Continuous CPD. Successful development days and external reviews.	NM	Summer 2020 Cost £2835
Read Write Inc. to continue in Rec –Year 2	Continued high progress and attainment in phonics screening check and GLD	Proven impact in	Regular monitoring of teaching input, triangulated with frequent phonic checks and analysis so that groups are constructed dependent upon pupil needs. Continuous CPD and development days.	KR	Summer 2020 Cost £3700
Literacy and Language programme for Years 2-6	Continued high outcomes in reading and writing in KS1 & 2 Close PPG gap in KS2 Increase % of PPG pupils working at GD.	Proven impact in KS1 Y2 in 2018. Clear progression from RWI approach in Rec-Y1	Appoint new Leader with KS2 experience. Continuous professional development as well as initial training days.	LR	Summer 2020
Total budgeted cost					£6535
v. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Phonics Tuition	Rapid progress in phonics, reading and writing Years R-2	Proven impact phonics results from 2017	Experienced and highly trained skilled staff will run 1:1 interventions, these will be monitored by Reading Leader.	KR	Half Termly £2000

Daily Supported Reading target groups	Daily reading session with 1:6, ensuring rapid progress.	Proven impact in MRA	New DSR leader. Experienced and highly trained skilled staff will teach PP groups, these will be monitored by class teachers and reading leader. Continuous CPD.	AD	Half Termly £2000
Educational Psychology support	To support PP pupils to overcome difficulties in specific learning areas.	PP Pupils with SEND need further support to help them make good progress.	Educational Psychologist and MRA Staff will plan, deliver and review interventions every 4-6 weeks. Educational Psychologist to deliver whole academy CPD.	AW	Summer 2020 £4095
Attendance Support	To support PP Pupils who attendance drops below 97%.	Proven Impact in 2016-17	Half-termly meetings with SAO to plan and review support. Daily and weekly monitoring of individual pupil attendance and punctuality. Whole academy as well individual pupil	AW	Summer 2020 £2160
Speech and Language Therapy support	To support PP Pupils who need additional support in Speech and Language	Proven impact in 2016-17	Speech and Language Therapist and MRA Staff will plan, deliver and review interventions every 4-6 weeks.	AW	Termly reviews £3000
A Space Play Therapy	Support for most vulnerable children	Proven impact in Federation Academies	Termly reports and reviews of pupil allocation.	AW	Summer 2020 £7350

Maths interventions inc Early Bird Interventions	Provide support for pupils at risk of falling behind and challenge groups to increase % working at greater depth.	Proven impact	Class Teachers, Maths Lead and Principal to review impact of interventions regularly in Pupils Progress Meetings.	NM	Half Termly £2000
Total budgeted cost					£22,675
vi. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Additional Teaching Staff	Deployed to support interventions and provide additional pastoral and academic support	Proven Impact	Interventions to be monitored by middle leaders/ subject leaders and class teachers.	KR/N M	Summer 2020 Cost £19,315
Enrichment activities to broaden curriculum	To offer enrichment activities to PP pupils who may not otherwise access this opportunity	Proven Impact	Ensure the PP pupil take up is 100%	ND	Summer 2020 Cost £1000

Parent Workshops	To support parents in raising expectations and how they can help at home.	Proven impact 2016-17	To ensure timetable of workshops is flexible to include as many parents as possible, slides available on the webpage so all can access support at home. Act on parent feedback after	AW	Summer 2020 Cost £1000
Extended hours enrichment programme	To provide opportunity and access to a wide range of skills and experiences.	Proven impact 2016-2017	Allocate % of places to PP pupil priority. Allocate funds to finance places for pupils from families in financial hardship. Review and improve offer of clubs.	ND	Termly Cost £2000
Music Taster Sessions delivered to Y4	To provide opportunity for PP pupils to access learning of a wide range of orchestral instruments with goal of starting an Academy Orchestra	Close gap of opportunity between pupils	Ensure 100% PP pupil priority.	NM	Termly Cost £1155
Breakfast club	To provide a healthy breakfast to vulnerable pupils	Proven impact for health, wellbeing, attendance and	Allocate % of places to PP pupil priority. Allocate funds to finance places for pupils from families in financial	ND	Half termly £2000
Total budgeted cost					26,470