



## Pupil premium strategy statement 2020-2021

1. Summary information					
<b>School</b>	Mossbourne Riverside Academy				
<b>Academic Year</b>	2020-2021	<b>Statement based on Total PPG budget received 2019-2020</b>	£55,680 £1320 per pupil	<b>Date of most recent PPG Review</b>	May 2021
<b>Total number of pupils</b>	390 Oct 2020	<b>Number of pupils eligible for PPG</b>	2018-2019 42 (20%) 2019-2020 53 (17%) 2020-2021 84 (22%)	<b>Date for next internal review strategy</b>	November 2021
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								
Disadvantaged pupils (8)	91%			Disadvantaged pupils (13)	85%			100%			Disadvantaged pupils (10)	100%			
Other pupils (17)	100%			Other pupils (42)	100%			100%			Other pupils (48)	94%			
School PPG gap	-9%			School PPG gap	-15%						School PPG gap	6%			
National PPG gap (2016)	-13%			National PPG gap (2018)	-14%						National PPG gap (2019)	0			
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>B.</b>	Depth of understanding and fluency within concepts is lower than other pupils across the curriculum.	
<b>C.</b>	Gap widens overtime for PPG pupils entering into KS2	
<b>Additional barriers</b>		
<b>A.</b>	Impact of C19 pandemic has been negative for disadvantaged pupils.	
<b>B.</b>	Higher level of need for external agency support and or intervention needed among our disadvantaged pupils .	
<b>C.</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.	
<b>D.</b>	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.	
<b>E.</b>	Disadvantaged pupils have a lower attendance figure than non-disadvantaged pupils.	
<b>4. Intended outcomes</b>		<b>Success criteria</b>
<b>A.</b>	To increase the number of disadvantaged pupils exceeding standards	Data will show increased % attaining above national measures.
<b>B.</b>	To reduce gap between disadvantaged pupils and others over time into KS2	Data will show gaps continuing to narrow.
<b>C.</b>	To raise aspirations and provide opportunity for disadvantaged pupils	High levels of participation in enrichment activities and additional provision.

5. Review of expenditure					
Academic year	2019-2020				
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	Impact and Continued Implementation in 2021-2022?
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	Maths Meetings differentiated for key groups/ Early Bird Interventions/ Impact of C19 has negatively effected outcomes Cost £2835 Continue
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	96% passed Y2 phonics screening check autumn 2020 (due to missed Y1 screening check due to C19) Cost £3700 Continue

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	Reading outcomes have been effected by C19 however 30% GD in Y5 (national 27% 2019) Continue
<b>Total budgeted cost</b>					£6535
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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	96% passed Y2 phonics screening check autumn 2020 (due to missed Y1 screening check due to C19) £2000 Continue
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	Due to C19 pandemic and restrictions on contacts/additional adults DSR model has been adapted. No continuation.

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	Virtual support offered for key pupils during partial closure Continue £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	Attendance = 97.3% Continue £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	Virtual support offered for key pupils during partial closure Continue £3000
A Space Play Therapy	Support for most vulnerable children	Proven impact in Federation Academies	Termly reports and reviews of pupil allocation.	AW	Virtual support offered for key pupils during partial closure continue
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	Early Bird re started Summer 1 2021 to close gaps for disadvantaged Continue £2000

<b>Total budgeted cost</b>					£22,675
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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	Additional staff member taught Y5 catch up interventions/ Y3 catch up interventions Continue  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	Paused Autumn 2020 due to C19 Reinstated Spring/Summer 2021 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	Virtual workshops continued with high attendance  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	Paused Autumn 2020 due to C19 Reinstated Spring/Summer 2021 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. VP to monitor and lead Music Observation for Music Lessons Tutors of high standard from Hackney Music	NM	Excellent impact Continue  Cost £1155
8 PP pupils to continue music lesson for 3 terms	To provide opportunity for PP pupils to access learning of instruments	Close gap of opportunity between pupils	VP to monitor and lead Music Observation for Music Lessons Tutors of high standard from Hackney Music	NM	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. Allocate funds to finance places for pupils from families in financial	ND	Breakfast Club was prioritised for Key workers due to C19
<b>Total budgeted cost</b>					<b>26,470</b>

<b>6. Planned expenditure</b>	
<b>Academic year</b>	<b>2020-2021</b>
<b>iv. Quality of teaching for all</b>	



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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 2021  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 2021  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 2021
<b>Total budgeted cost</b>					£6535
<b>v. Targeted support</b>					
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 2021 £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 2021 £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 2021 £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
<b>Total budgeted cost</b>					£22,675
<b>vi. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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 2021  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 2021  Cost £1000
Virtual 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	Summer 2021  Cost £1000
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 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
<b>Total budgeted cost</b>					<b>26,470</b>