

School overview

School name	Riverside Meadows Academy
Pupils in school	86
Proportion of disadvantaged pupils	100%
Pupil premium allocation this academic year	£56,345
Academic year or years covered by statement	2021-22
Publish date	10.9.2021
Review date	1 st July 2022
Statement authorised by	Sarah Anderson Rawlins
Pupil premium lead	Lois Downton
Trustee lead	

Disadvantaged pupil barriers to success

SEND/SEMH, including attendance, sensory and processing difficulties, physical development, medical needs, anxiety, mental health, stress, social isolation

Limited opportunities for community participation and poor social skills

Parental engagement, over-reliance on technology limited social interactions, home learning environment.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
PP pupils make expected or above expected progress in their EHCP outcomes. Tutors monitor the progress; SMT to monitor and target support a needed; gather parent/pupil views on EHCP progress and reviews.	EHCP outcomes achieved Positive responses from parent/pupil questionnaires	July 2022
Pupils to attend school full time. Monitor and analyse attendance data.	Attendance to be at 90% for all learners.	July 2022

AHT to discuss support strategies with Head of School weekly.	All learners to be engaged in lessons.	
Pupils participate and cooperate in lessons throughout the day, making good learning progress. Monitored and analysed through pupil progress meetings, lesson observations, learning walks and drop ins	Reduced number of behaviour incidents reported. Lesson observations show high levels of engagement	July 2022

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
PP pupils have appropriate supportive strategies to develop and support self-regulation	EHCP outcomes observations and recording Interventions	July 2022
PP pupils have strategies to manage mental health needs	EHCP outcomes Professionals' reports	July 2022
PP pupils develop self-esteem and confidence to engage the wider community	EHCP outcomes Blue books and learning journeys. Boxall	July 2022

Teaching priorities for current academic year

Aim	Evidence of impact	Target date
All PP pupils to have access to good quality of teaching in literacy and oracy.	Assessment DATA EHCP Outcomes Learning journeys Reading journals	July 2022
All PP to have access to reading materials and to take part in regular reading activities to develop confidence and ability.	Assessment DATA EHCP Outcomes Learning journeys Reading journals Literacy Week	July 2022

All PP to partake in wider curriculum enrichment activities to prepare them for adulthood.	Self-regulation/Reset sessions throughout school day Pandemic Intervention package for all learners.	July 2022
--	---	-----------

Targeted academic support for current academic year

Measure	Activity
Priority 1 – Learners to develop a love of Reading throughout regardless of starting point	Resources to be sourced to encourage learner engagement in reading. Reading lessons in Timetable - (which links to the curriculum plan) Literacy Week - (which links to the curriculum plan) Big Read - (which links to the curriculum plan) Books and reading to be evident throughout classrooms and lessons. Staff training PL Reading Intervention CPD
Priority 2- Attendance and engagement in Learning	Reset/Self-regulation package to support learner's self-regulation, to impact on lesson attendance. Support work with all non-attenders Remote Learning package for non-attenders. Therapy Creation of outdoor Learner Space to promote engagement and attendance, which is linked to the curriculum plan Interventions Fishing Intervention
Barriers to learning these priorities address	SEND/SEMH Covid restrictions Parental engagement
Projected spending	£36, 345

Wider strategies for current academic year

Measure	Activity
Priority 1 – Specialist support for self – regulation	Specialist therapeutic support / input OT input Speech and Lang input
Priority 2 – Improve mental health and self – esteem	Specialist therapies Community Inclusion PSHE curriculum (which links to the curriculum plan) English Speaking Board Ltd (which links to the curriculum plan) Wellbeing Award Whole School Project (which links to the curriculum plan) The Cambridge United Community Partnership (which links to the curriculum plan)
Barriers to learning these priorities address	SEND Covid restrictions and availability linked to specialist waiting lists
Projected spending	£20,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Staffing Resources Release time Creating an outdoor Learner Space to support learner engagement and attendance.	Development and implementation of job specification to create accountability for specific priorities
Targeted support	Staffing Specialist used Professionals' availability Intervention to support Mental health of pandemic	Planning of Pandemic Intervention, delivery and resources with input from therapists.
Wider Strategies	Covid restrictions on visits Risk Assessments Community Committee Intervention package to support learners in the wider community.	Ensure staff are aware of current regulations Teachers continually review and risk assess arrangements

Review: last year's aims and outcomes

Aim	Outcome
Pupils eligible for PP will achieve against expectations which is at a level at least as high as pupils not receiving funding in core subjects.	Data shows no significant difference in attainment between groups of pupils.
Pupils have access to appropriate strategies to develop social interaction, communication and speech skills to support learning and progress.	Data on Boxall profiles shows improvements.
Pupils begin to develop self-regulation techniques to manage sensory issues.	Data on Boxall profiles shows improvements.
Pupils with pupil premium are supported through effective behaviour management strategies to engage in learning and make expected progress.	Monitoring of behaviour incidents. Where incidents have occurred a decrease in number is seen.

Aim	Outcome
Pupils develop self-esteem and confidence from participation in extra-curricular activities and have opportunities to try new things, sometimes with a level of challenge.	Feedback from pupils, parents and staff show benefits to self esteem and confidence. Data on Boxall profiles shows improvements.
Pupils can access school for EHCP review meetings and school events. There is good communication between home and school.	Feedback from pupils and parents show increase in participation in activities and willingness to go to unfamiliar places. Pupils engage in school trips, visits, outings and excursions.
Pupils eligible for PP have good attendance to maximise learning opportunities. Attendance rates for PP increases.	There is no difference in attendance between groups. Attendance levels increase.
Parents can access school for EHCP review meetings and school events. There is good communication between home and school	Monitoring shows full attendance at EHCP meetings for parents of pupils eligible for PP

Sarah Anderson-Rawlins

Head of School

September 2021