



Pupil Premium Statement 2021 / 2022

What is Pupil Premium?

Pupil Premium is additional funding from the Government for publicly-funded schools in England to raise the attainment of disadvantaged pupils of all abilities.

Schools receive Pupil Premium funding for students who:

- have registered for free school meals at any point in the last 6 years as well as eligible NRPF students (£955 per pupil)
- are in Local Authority Care (£2,345 per student)
- have left Local Authority Care through adoption, a special guardianship order or child arrangements order (£2,345 per student)
- are recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence (£310 per student)

Using the Pupil Premium funding effectively

School Context

CP Riverside only has access to Pupil Premium funding for students who are registered on our school single-register roll. The school does not have direct access to Pupil Premium funding for students who are dual-registered with our Commissioners.

In **2020/2021** there were 29 students, which was 56% of the school's total cohort for that year, eligible for Pupil Premium funding. (The National average for pupils eligible for FSM in secondary schools in England (2020/21) according to data taken from Gov.uk website, was 18.9%) In **2020/2021** CP Riverside did not receive Pupil Premium funding but budgeted **£9000** for that area. This budget area was used to 'top up' existing school funding to ensure that: students received 1:1 literacy and numeracy interventions, where necessary; each Maths and English class had TA support; students had access to enrichment opportunities including out-of-school sporting activities, educational and reward trips. These activities help to build confidence and social skills as well as ensuring that disadvantaged students do not experience barriers to their learning and personal development at school.

This academic year (**2021/2022**) we do not expect to receive Pupil Premium funding but we have budgeted **£9000** for this area. The following Pupil Premium Strategy explains how we plan to spend that funding.

CP Riverside Pupil premium strategy statement - 2021/22

At CP Riverside we believe that in order to succeed at school and move on to a suitable Post-16 destination, all students, regardless of background or needs, should have equal access to the curriculum on offer. We recognise our responsibility as a school to give all students the necessary support with which to enable them to achieve their potential, academically, as well as to manage their emotions and develop their employability skills.

We recognise the importance of investing interventions to work towards closing the gap between disadvantaged students and their peers. Our cohort is made up of students from a variety of areas across the County and Nottingham City, as well as some students from neighbouring counties. The cohorts are made up of diverse socio-economic backgrounds but all students are identified as disadvantaged by having additional, if not special, educational needs.

Summary information					
School	CP Riverside School				
Academic Year	2020/21	Total PP budget	£9000	Date of most recent PP Review	September 2021
Total number of pupils	54	Number of pupils eligible for PP	27 (50% of the school cohort)	Date for the next internal review of this strategy	September 2022

Review of 2020/2021
<p>Strengths:</p> <ul style="list-style-type: none"> • The employment of an Interventions Coordinator to oversee the recording of and the deployment of interventions for identified students. • The development of a Careers Team to ensure every Y11 student leaves school with a suitable and desired post-16 destination and has support by the school throughout the transition period. • A cohesive student engagement team who ensured that constant contact was maintained with students and homes throughout the period of remote learning/self-isolation. <p>Areas to develop:</p> <ul style="list-style-type: none"> • Literacy skills to enable students to feel more confident to sit exams and assessments. • Incentives for attendance and punctuality.
Barriers to future attainment for students eligible for PP.
<p>PP students attending CP Riverside have faced a wide range of barriers to their learning and it is assumed that commissioners have used PP to fund students' placements at CP Riverside in order to support the students in overcoming some of these barriers in the first instance. We have highlighted the most significant barriers that we feel the PP students face and on which we plan to spend the PP funding that we receive on addressing the following, in order to raise attainment.</p>
In-school barriers
<p>Low level literacy skills (Reading, Writing & Oracy) Engagement and focus in lessons Limited vocational curriculum</p>
External barriers
<p>Attendance / punctuality Low self-esteem and self-confidence Low aspirations</p>

Review of expenditure 2020/2021			
Action	Intended Outcome	Impact	Lessons learnt
Employment of Interventions Coordinator	Interventions focussed on identified students and overseen by one person	Students engaged well in the Maths interventions in particular and could see their progress.	More time needed to implement the identified interventions. Need to look at the timetable and see how we can staff students being taken out of different lessons throughout the week. Need to look at staffing pre-learning sessions in Maths. Need to look at schemes and resources to use to engage students in literacy sessions
Programme of rewards, enrichment and extra-curricular opportunities	To improve engagement in class and punctuality	Students ask about their achievement points and many were keen to gain the points to participate in reward activities.	The rewards and points have not had the desired impact on punctuality.
Increase careers guidance, improve careers education & build links with local FE & businesses. Greater support with transition by improving contact with college learning support teams & providing staff support during enrolment period.	To reduce NEET figures of PP students & provide an opportunity for students to make informed choices for their next steps.	All Year 11 students had regular 1:1 meeting with qualified careers coach. AP trained as a Careers Lead & a careers Team was created in school. More emphasis on Employability skills and post 16 options in sessions in the PSD curriculum. Only 1 Y11 was reluctant to accept support and left without a post 16 destination - however we continued with contact once they had left school and supported the student to eventually find a destination. Staff accompanied certain students to enrolment at college and contact with home offering support when needed was maintained throughout the transition period and first half term.	This approach was a success and the time and money was well spent. This needs to continue in following years.

Planned expenditure					
Academic year		2021/22			
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 this?
Additional support in classes	Students more engaged and more able to access the learning	Students are educated in classes of 6-8 students, receiving a high quality learning experience and are able to feel confident to engage.	SEN Team & SET will ensure that extra support is put in the right classes, looking at the number of PP students in each class and taking into account the needs of the individual students.	SENCo, SET manager	Half Termly
Employment of Attendance Officer	To increase overall attendance.	Attendance challenged more rigorously, greater involvement of home. This will in turn impact on learning.	Clear procedure to be followed - overseen by SLT. Calls home logged.	AP	Half Termly
Incentives to encourage punctuality & consistent attendance,	To improve punctuality & thus progress & employability skills.	Students who arrive late miss part of the first lesson which obviously impacts on learning.	SET will monitor the incentives and rewards. Attendance Officer will contact home & Commissioner when needed.	SET manager, AP	Half Termly
Purchase Reading Scheme for KS3	To encourage independent reading & improve literacy skills	Students benefit from 1:1 intervention, increase confidence in reading skills and transfer this skill to all Curriculum areas. (47% of the students tested at the time of writing have reading ages of 2 years or more below their chronological ages and of this 47%, 32% are PP students)	SEN Team will test Reading ages	SEN Team	start and end of year
Y11 EPI sessions to be planned to target revision and exam skills	To improve confidence to sit exams, employability skills & ultimately progress and achievement	Students panic & feel unprepared for GCSEs which impacts on their performance. They are not prepared for the change in pace & expectations of independent learning at Post-16 destinations	AP will oversee the planning of the sessions Staff will act as mentors to small groups of students and feedback regularly at SAF meetings	AP	Half Termly

A extra nurture group created in Y10 Maths	To increase confidence in numeracy skills	A need was identified for a small number of students through baseline tests and conversations at induction period. Students lacked skills and confidence in this area.	Lesson observations. QA.	Subject Leader for Maths & AP	Half Termly
To look at alternative provisions for a number of identified students who would benefit from a more vocational curriculum to sit alongside the core curriculum that we would offer.	To increase engagement and interest in the core subjects while preparing students for sustainable post 16 destinations.	A need for an alternative vocational based curriculum has been identified for a small number of students. They will be at risk of underachieving if an alternative that maintains the interest and meets their needs is not found.	Monitoring an alternative placement and liaising with Commissioners to ensure attendance, safeguarding and progress is maintained.	SLT	Fortnightly
Total budgeted cost					£9000