

RIVACRE VALLEY PRIMARY SCHOOL: PUPIL PREMIUM STRATEGY STATEMENT 2020 – 2021

SUMMARY INFORMATION:					
SCHOOL	RIVACRE VALLEY PRIMARY				
Academic Year	2020 - 2021	Total PP budget	£142, 265	Date of most recent PP review	June 2020
Total number of pupils	254 (not including Nursery)	Number of pupils eligible for PP (ever 6 FSM @ £1,320 / service children @ £300 / LAC @ £2,300)	Ever 6 = 112 Ever 5 Service Children = 3 LAC = 4	Date of next internal review of this strategy	July 2021

Previous performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least 6 months)					
From 2016 the progress measure for the school will be: to achieve sufficient progress scores in all 3 subject areas (at least -5 in English Reading, -5 in maths and -7 in English writing)					
	2017	2018	2019	2020	2021
ALL pupils : progress score for reading	+ 1.8	+ 1.0	+2.76	N/A	N/A
DA pupils: progress score for reading	+ 1.4	+ 1.3 (Boys: +3.9 / Girls: -1.0)	+2.2	N/A	N/A
ALL pupils : progress score for writing	-0.7	-0.6	-0.43	N/A	N/A
DA pupils : progress score for writing	-0.13	-0.6 (Boys: +1.5 / Girls: -2.4)	-1.61	N/A	N/A
ALL pupils : progress score for maths	+ 1.0	-0.7	+0.03	N/A	N/A
DA pupils : progress score for maths	+ 0.45	-2.3 (Boys: +1.6 / Girls: -5.7)	-0.93	N/A	N/A

Pupil Premium Aims for 2020-2021

Outcomes	(Desired outcomes and how they will be measured)	(Success criteria)
Attendance	Increase attendance rates for pupils eligible for PP	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from below 90% to 94% in line with 'other' pupils.
Attainment / Meeting individual learning needs	Reduce the % of children entitled to PPG who are working below ARE	% of children working below ARE reduced. All children (without SEND) to be working at ARE (secure)
Lack of personal experience to draw upon	Increase access to a wider range of experiences both in school and out of school hours	Children able to use first hand experiences to enhance the completion of their work. Children accessing all opportunities on offer

Barriers to future attainment 2020-2021 (for pupils eligible for PP including High Ability)

Attendance

Year	Cohort size / number of Pupils eligible for PP	% of children eligible for PP with attendance below 90% (Persistent Absentees) based on last year's attendance
Reception	44 / 10 (23%)	Attendance not required in nursery – but in house analysis showed no child entitled to PP with attendance 90% or below
Year 1	39 / 15 (39%)	19% [3/16]
Year 2	32 / 12 (38%)	33% [4/12]
Year 3	26 / 11 (42%)	36% [4/11]
Year 4	39 / 23 (59%)	26% [6/23]
Year 5	45 / 26 (58%)	31% [8/26]
Year 6	29 / 15 (52%)	47% [7/15]

Until 20.3.20 whole school attendance was 93.3% (PP= 91.9% Non-PP= 94.7%)

Attainment / Meeting individual learning needs

EYFS:

Start of 2020 % of children within Reception entitled to PPG who are working below the expected standard in:

Reading = 90%

Writing = 90%

Number = 80%

KS1 and 2

% of children entitled to PPG who are working below expected age related level at start of academic year
(eg: at the start of year 2 it would be expected that they would be within Y1 expectations)

	Reading	Writing	Maths
Year 1 (46% of cohort has SEND / 39% FSM Ever 6)	60%	60%	53%
Year 2 (19% of cohort has SEND/ 38% FSM Ever 6)	16%	8%	8%
Year 3 (12% of cohort has SEND/ 46% FSM Ever 6)	46%	46%	46%
Year 4 (18% of cohort has SEND/ 59% FSM Ever 6)	26%	30%	35%
Year 5 (16% of cohort has SEND / 58% FSM Ever 6)	54%	50%	46%
Year 6 (28% of cohort has SEND / 52% FSM Ever 6)	53%	100%	93%

Start of September 2020

Lack of personal experience to draw upon	A significant number of children have limited personal experiences to draw upon. This inequality prevents them from using first hand personal experience when completing their work.
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Planned expenditure to address barriers					
Desired outcome	Chosen action / approach	Evidence and rationale for choice	How will you ensure it is implemented well	Staff lead	Review
Attendance for children eligible to PP to improve	Identified member of staff responsible for monitoring attendance: <ul style="list-style-type: none"> ● first day response calls, ● trigger points for letters, ● meetings and EWO referrals ● Attendance incentives (on hold due to COVID) ● Magic Breakfast-food sent home weekly ● Study Bugs for children to report absences- encourage all parents to engage with this (summer 2020 had 75% of parents using it) 	Children need to be in school if we are to have an impact on their academic attainment. Evidence suggests that schools that set up rapid response systems to address poor attendance are more successful. Magic Breakfast EEF+ 2 months	Thorough briefing for member of staff. Procedure in place for trigger points. Monitor uptake of mini bus / car	KD KR = Attendance	Weekly review for PA children Daily monitoring of absence At end of each term review impact of strategies on overall attendance levels. <u>End of Year Review:</u> Study Bugs has continued to be popular with parents and is used by many to report absences. This has also been used to report children self-isolating as the result of family members positive COVID test results or while awaiting test results. Weekly reports have been useful for staff to see absence trends for their classes as has the ability to see attendance on Insight which is used to track attainment and progress. Attendance initiatives have not been appropriate this year due to unavoidable COVID-related absences and school

	<ul style="list-style-type: none"> ● Teaching staff to receive weekly Study Bugs attendance Reports ● Google Classroom maintained for homework and will be used for home learning offer if and when needed to ensure that COVID-related illness does not hinder learning and progress. ● School is a COVID-safe environment - reiterate this to parents. KR and SC attending traveller forum to encourage travellers to attend ● All COVID measures/ requirements shared with parents on the website. 			<p>closures for the majority of children in the Spring Term.</p> <p>COVID measures have been strictly adhered to and as a result there has been minimal disruption for the majority of children other than nationwide school closures in the Spring Term. All COVID measures have been clearly shared with staff, parents, visitors and children.</p> <p>Throughout the academic year, our Home Learning offer has been paramount to ensuring that COVID-related non-attendance has not been a barrier to learning and progress. In the Autumn Term, this was used for weekly homework and to provide work for any children self-isolating and it was used again in the Spring Term when school was closed to the majority of children. During this time, Google Classroom work mirrored the lessons taught in school for the vulnerable and key worker children. We were also fortunate to receive a number of Chrome Books which were given, in addition to school ipads, to children without the technology needed to access the Google Classroom learning materials.</p> <p>Magic breakfast [EEF recommendation] was provided in the Autumn Term for</p>
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					<p>children to take home (cereals and bagels weekly).</p> <p>However, there are still a number persistent absentees which remain an issue particularly in Years 4 and 5. Next year, we will continue to monitor these year groups.</p> <p>Attendance overview for 2020/2021:</p> <p>Pupil Premium: 92.7%</p> <p>Non-Pupil Premium: 97.1%</p> <table border="1"> <thead> <tr> <th colspan="3">249 children from Reception to Year 6</th> </tr> <tr> <th></th> <th>All (249)</th> <th>Pupil Premium (100 children)</th> </tr> </thead> <tbody> <tr> <td>Attendance 90% or above</td> <td>216 (87%)</td> <td>78/100</td> </tr> <tr> <td>Attendance 0-89%</td> <td>33 (13%)</td> <td>22/100</td> </tr> </tbody> </table>	249 children from Reception to Year 6				All (249)	Pupil Premium (100 children)	Attendance 90% or above	216 (87%)	78/100	Attendance 0-89%	33 (13%)	22/100
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Cost: £4, 854

Attendance initiatives / rewards	£3000
Cost of magic breakfast	£1600- school contribution when funding ends
Cost of study bugs	£254 (40% of subscription- subscription is for 3 years- this is the cost divided by 3)

Desired outcome	Chosen action / approach	Evidence and rationale for choice	How will you ensure it is implemented well	Staff lead	Review
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Rationale: It is important to see all children as individuals, with their own challenges, talents and interests. Through identification of appropriate strategies and having a skilled workforce available to deliver these strategies we can have a notable impact on outcomes for all.

<p>All children entitled to PPG (without SEND) to be secure in their chronological year group by the end of the academic year</p>	<p>Staffing</p> <ul style="list-style-type: none"> Additional teachers: 0.4FTE (SH) in upper KS2 to provide interventions, additional set / booster sessions- with a focus on Reading Comprehension 0.9 Qualified Teachers and Grade 7 TAs to cover PPA across school Small class sizes across the school 	<p>Small group work / 1:1 intervention (NFER) + 4 months (EEF toolkit)</p> <p>Reading Comprehension Strategies +6 months (EEF Toolkit)</p> <p>Quality First Teaching (EEF Reducing Class Size +3 months)</p>	<p>Appraisal of staff SLT meetings Book scrutinies Data / tracking PP meetings Earwig / Tapestry</p>	<p>KD & SLT (YC / JH)</p>	<p>End of each term – staff complete Rag Rated assessments for all pupils and also with a focus on PP children.</p> <p>Book scrutinies each term in English / Maths</p>
	<p>Intervention</p> <ul style="list-style-type: none"> Transition work for Y1 for children still requiring a EYs offer (Autumn and spring term) Beanstalk reading programme in Nursery 	<p>Develop a love of books and language based games + 6 months</p>	<p>JD liaise with Beanstalk readers / monitor impact on reading</p>	<p>TS / JD</p> <p>JD/ JW</p>	<p><u>End of Year Review:</u> This year, our children have been in classes which have been ability focussed and have allowed for key skills to be embedded throughout the day. As a result, despite the challenging circumstance caused by COVID, children have continued to feel safe, engaged and make progress.</p> <p>Additional UKS2 teacher has had an impact on reading progress in addition to the groups she teaches Monday-Tuesday mornings for English and Maths with all children in her small groups making progress. Speech and language interventions have continued to be recognised as a success by staff especially in KS1.</p>

	<ul style="list-style-type: none"> ● Beanstalk reading scheme for LKS2 ● ReadWriteInc Phonics introduced in EYFS and KS1 (and KS2 as appropriate) ReadWriteInc Fresh Start for UKS2 ● Phonics in KS2. ● Staff to receive training on implementation and delivery ● Liaising with English Hub ● Termly training to be delivered- allowing staff to observe (development day) 	<p>(EEF toolkit) Regular dedicated 1;1 reading support + 3 months (EEF toolkit)</p> <p>Children need basic understanding if writing / spelling skills are to be developed + 3 months (EEF toolkit) + 6 months (EEF toolkit)</p> <p>+ 4 months (EEF toolkit)</p> <p>Provide intervention for children with gaps</p>	<p>YC / JH liaise with Beanstalk readers / monitor impact on reading and comprehension outcomes / data.</p> <p>JD/TS/YC monitor implementation and impacts (SLT to attend Leadership Implementation Day)</p> <p>JD/ TS are reading leaders- monitor and coach staff</p> <p>YC liaise with UKS2 staff to</p>	<p>YC/JH</p> <p>JD/TS/ YC</p> <p>YC/SC</p>	<p>Maintaining smaller class-sizes and having qualified teachers/ Grade 7 TAs has allowed for quality first teaching for all children.</p> <p>Due to COVID, Beanstalk this year in KS2 has been delayed until the middle of the summer term. Next year, there will be three Beanstalk mentors working with children across KS2. It has proved very successful in EYFS and children really enjoy reading with their mentor as well as promoting a love of books and basic skills such as how to handle books.</p> <p>This year, ReadWriteInc has been introduced across EYFS, KS1 and LKS2. Some children in UKS2 have also used the Fresh Start RWI materials. This has had a significant impact on children's phonic knowledge and progress in phonics has been quicker. Children's fundamental phonic skills had improved and they are more confident in transferring their skills into their writing. It has also led to consistency on phonic teaching across the whole school. Children have been assessed half-termly and all children have made progress in their phonic</p>
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	<ul style="list-style-type: none"> • ‘Step up to Year 6’ maths intervention for UKS2 • S&L teacher • 1 x per week Wellcomm (S&L) • Educational Psychologist (Additional sessions purchased to accommodate current level of need) <p><u>Well-being/ mental health</u></p> <ul style="list-style-type: none"> • ELSA- children throughout the 	<p>in their maths knowledge- develop understanding of key concepts of number so they can access Y6</p> <p>Children need to be able to pronounce sounds correctly in order to use phonics within their reading and writing + 5 months (EEF toolkit)</p> <p>Vulnerable children need opportunities to discuss anxieties and</p>	<p>identify children requiring support</p> <p>JH meetings with S&L teacher and termly SEND review data meetings</p> <p>JH liaise with ELSA trained staff and review</p>	<p>JH/ GMc JD</p> <p>JH and ELSA trained TAs</p>	<p>knowledge. The next steps for this will be for children’s reading fluency to improve and for all children across the school to be using the RWI spelling materials to ensure spellings are taught consistently and rigorously.</p> <p>Maths has also been a focus area this year and as such we have invested in Power Maths which is a whole-class mastery approach to mathematics and focuses on helping all children build a deep understanding of maths concepts. It also provides a continuous and embedded approach to teacher support and professional development and is recommended by the DfE. This was introduced in the Summer Term and children have responded well. Its impact will be more evident at the end of Autumn Term.</p> <p>A maths intervention called ‘Step up to Year 6’, was planned to be delivered to selected Year 5 children in the Spring term. However, this was delayed due to COVID and as such its impact cannot be fairly measured. This will be delivered again next year and a judgement can then be made as to its effectiveness.</p>
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	<p>school have access to ELSA if needed weekly</p> <ul style="list-style-type: none"> ● Mental health practitioner to support school and pupils identified as requiring more targeted intervention. ● My Happy Mind programme delivered to all classes across the school ● SLT not class based in order to provide 	<p>learn coping strategies. Behaviour Interventions:+3 months (EEF Toolkit) Social and emotional learning +4 months (EEF Toolkit)</p> <p>COVID has highlighted the importance of mental health and trauma. Professionals with the right level of experience to deliver appropriate support to children and to staff.</p> <p>Dedicated weekly opportunities to discuss feelings and emotions (supported by Autumn 1 wellbeing topics across school)</p>	<p>progress and need for continuing</p> <p>JH to liaise with practitioner and staff to identify needs.</p>	<p>JH</p> <p>JH</p>	<p>A number of children throughout the school benefit from ELSA sessions and these have also been used to support transition to secondary school for some vulnerable Y6 children.</p> <p>Children in school have also continued to benefit from having a S&L teacher in school. In addition to this, children in EYFS have had NELI interventions which have had a noticeable impact on children's expressive language, understanding and basic speech. Children are assessed on their need for this as well as for those requiring SALT. Due to COVID, only half of the intervention has been completed so this will continue next academic year. It requires TA training and daily sessions and the impact for those children so far has been good.</p> <p>Wellcomm is used in Nursery as a screening tool for Speech and Language and then as a scheme to follow for all these children not working at ARE. It has been very effective in helping children make progress towards ARE. It is also effective and providing opportunities</p>
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	<p>pastoral support and implement COVID measures (included class cover/ interventions)</p> <p><u>Effective Feedback</u></p> <ul style="list-style-type: none"> ● Editing in KS1 and 2 ● Marking and feedback policy applied consistently across whole school ● Clear next step marking 	<p>Expectations within the curriculum have increased – need to provide additional sessions to plug gaps in knowledge and understanding.</p> <p>High quality feedback / awareness of how to improve enables children to grow in self-confidence and refine skills to ensure work improves (NFER) + 8 months (EEF toolkit)</p>	<p>Book scrutinies Data / tracking PP meetings Earwig / Tapestry</p>	<p>TS / YC</p>	<p>for parents to support their children at home.</p> <p>The planned work with a Mental health practitioner did not go ahead this year due to COVID.</p> <p>Mental health and well-being has been an important focus this year and especially so in the Autumn Term following children’s return to school following a long lockdown from March 2020. All children across the school have had weekly wellbeing sessions and have followed My Happy Minds supplemented by other sessions and class discussions/ class assemblies.</p> <p>Editing in writing continues to improve and becoming embedded in our practice. 1:1 editing sessions with staff as well as whole class sessions help children to edit and improve their writing.</p> <p>This year, our SLT have not been class based and this has allowed them to provide pastoral support to children, parents and staff as needed in addition to implementing COVID measures. They have also been</p>
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					<p>available for class cover, delivering interventions and completing termly RWI assessments.</p> <p><u>Lessons Learnt</u></p> <p>Maintain smaller class sizes</p> <p>Opportunities for Gifted and Talented</p>
Cost: £126, 235					
<p>Additional teacher to boost UKS2 (0.4FTE) 0.9 FTE teachers/ Grade 7 TAs to cover PPA Effective feedback Precision teaching ELSA trained TAs delivering intervention sessions ELSA network Small group support with English/ Maths (TA wages) Beat dyslexia 1:1 reading Reading comprehension groups Spelling / phonics support Educational Psychologist – additional sessions in school to assess and work with identified children Speech and Language Teacher in school Beanstalk readers Additional resources (literacy / numeracy English/ Maths/ EYFS CPD training for staff (IGNITE and Edsential) ReadWriteInc Phonics My Happy Mind Mental Health Practitioner UKS2 maths intervention (Step up to Year 6)</p>			<p>£7,932 (40% of total costs) £15, 354 (40% of total costs) No cost No cost 2 x Trained ELSA £3347.20 £120 TA’s used across EYFS, KS1 and KS2 £79, 800 No cost No cost No cost £800 £3800 £567 £2,000 £1,000 £10, 000 £1243 No cost £180</p>		

Desired outcome	Chosen action / approach	Evidence and rationale for choice	How will you ensure it is implemented well	Staff lead	When will you review implementation?
<p>Rationale: All children should have access to exciting and memorable experiences. This helps create well rounded individuals who can make sense of the world around them. They are also able to then use these experiences to enhance their learning. Children from disadvantaged backgrounds can have fewer opportunities within their home lives so need enhanced opportunities / support at school. By recognising this issue we can begin to plug the gaps in their life experiences and ignite a passion for subjects and topics previously untouched. <i>(The attainment Gap / 2017: EEF)</i></p>					
<p>Lack of personal experience to draw upon</p>	<ul style="list-style-type: none"> ● Residential visits in Y4/5/6 (Burwardsley / PGL / London)- These are planned but may not take place due to possible COVID restrictions at time of planned trips. ● Educational visits: Museums / places of local interest (Hooton Park / Chester Zoo / National Waterways / Rivacre Valley / Beach/ Greenacres)These are subject to COVID restrictions. ● Visitors to school (cultural / sports) 	<p>Outdoor adventure learning: + 4months (EEF toolkit)</p>	<p>Regular meetings with KS leads and SLT</p>	<p>KD</p>	<p>End of each term</p> <p>Full review at end of academic year</p> <p><u>End of Year Review:</u> Residential visits continue to add to children's learning experiences. Unfortunately, due to COVID-19, the planned residential visits in Y4, Y5 and Y6 were unable to go ahead.</p> <p>Visitors to school, although more limited than usual, have been able to add to children's learning experiences both in person and virtually. Children across the school this year have enjoyed Drumz Aloud, Chemistry with Cabbage, virtual pantomimes, Bike Right and Bike Ability.</p> <p>Reading/ Book days have also continued this year both in class and virtually during lockdown. These have been class based rather than across the school but have continued to add to</p>

	<ul style="list-style-type: none"> ● School library ● Peripatetic music lessons – piano ● Wider opportunities music tuition Y5 & 6 ● Music specialist for Nursery to Y4 ● Dance and gymnastics specialist – whole school ● BikeAbility ● Swimming Subject to COVID restrictions. ● Raising Aspirations Project/ Rivacre Dinosaur Life Skills ● Termly whole school book/ theme days class based ● Memory Makers ● Uniform for EYFS 	<p>Arts participation: + 2 months (EEF toolkit)</p> <p>Sports participation + 2 months (EEF toolkit)</p>		<p>JD</p> <p>VV</p>	<p>children’s love of reading and storytelling.</p> <p>Due to COVID restrictions, lunchtime and after school sports provision have not been able to take place this academic year.</p> <p>Children throughout the school have continued to enjoy their music lessons taught by peripatetic music teachers including Wider Opportunities music for children in UKS2 although they have been unable to take their musical instruments home this year due to COVID.</p> <p>Dance and gymnastic lessons have also continued this year for children across the school.</p> <p>Swimming has been delayed until the Summer Term this year but children in Years 5 and 6 were able to swim in the Summer Term and 24/26 Year 6 children were able to achieve the end of KS2 requirement for swimming and water safety.</p> <p>The Raising Aspirations Project for Years 5 and 6 has been continued this this year with a focus on our ‘Rivacre Dinosaurs’ promoting life skills needed for jobs. These have also been an assembly focus for children</p>
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				<p>throughout the school. Children are now able to use words such as resilience and perseverance when talking about their learning. In the Summer Term, children in UKS2 had a virtual session with Zoom Rail as part of the new HS2 Rail line and discussed a range of jobs this project will create. This will be a whole school focus next academic year.</p> <p>Free uniform for children in EYFS continues to be a success. This means that all children start at the same place and feel like a member of the school community from day 1 regardless of parents' economic situation.</p> <p><u>Lessons learnt</u></p> <p>Despite ongoing difficulties caused by COVID, this has continued to be a priority as much as is possible with adaptations made in order to be COVID secure, such as fewer children together for assemblies.</p> <p>Next year, residential trips have been booked for the Summer Term to give parents more time to save money for trips as well as COVID restrictions</p>
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					<p>hopefully being drastically reduced by then.</p> <p>This year, our school library has not been able to be used but this will evolve next academic year and children will also be able to enjoy our new 'reading caravan'.</p> <p>At Rivacre, we value the love of reading and feel that it is paramount to our curriculum and we want children to be fully engaged with their reading as they can use knowledge from stories and apply to their writing as well as support other subjects. This can also help with their language and enhance their wide vocabulary.</p> <p>We have created a reading spine from Nursery to Year 6 which illustrates the broad range of high-quality stories children will engage and enjoy.</p>
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Cost: £16,902.40

Educational visits Visitors to school Wider opportunities (Y5&6) /Music tuition Swimming (KS1 & KS2) Uniform (EYFS new uniform and PE Kit) Specialist staff (Music) Specialist teachers to support curriculum offer (Dance / Gymnastics)	£6,500 (40% of full costs) £1,500 £1808 £1200 £1123.20 £2371.20 £2400
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Summary of spending of PPG 2020 / 2021– general provision offer

Objectives in spending PPG:

- Ensure delivery of maths and writing matches children's needs and facilitates rapid improvement for all groups of children through the use of quality first teaching and precision teaching
- Phonics/ Reading- to ensure progress is accelerated in order to narrow gap between school and national default position – raise awareness of next steps through refining assessment prompts. Staff to engage in ReadWriteInc training and deliver programme.
- Ensure all children have equal access to all aspects of the curriculum, online/home learning and educational visits.
- To employ additional staff to meet the needs of our children, such as a Speech and language therapist, additional teachers for small group interventions, Teaching Assistants in each Phase / Key stage, Midday Assistants assigned to every class
- Provide opportunities for an enhanced curriculum, through use of specialist teachers: for example Music, dance and gymnastics, and the continued provision of a wide range of educational / cultural visits
- Mental Health to be a priority in all classes/ across the school.