

Pupil premium strategy statement This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Rivacre Valley Primary School
Number of pupils in school	261 Reception to Year 6 24 Nursery Total: 285
Proportion (%) of pupil premium eligible pupils	42 % 115 = PP Ever 6 3 = Ever 6 Service 2 = PP LAC
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 to 2024-2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	K. Docherty Headteacher
Pupil premium lead	S. Causer
Governor / Trustee lead	I. Aspden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,055
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£165, 055

Part A: Pupil premium strategy plan

Statement of intent

At Rivacre Valley, our whole-school vision for our children is: Oh, the places we'll go... Together, we want our children to experience as much as possible and grow into well-rounded young people in addition to their academic attainment and progress. Our priorities and strategy reflect this.

Our intention is that all of our children, irrespective of their background or the challenges they face, make at least good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who may be young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Number	Detail of challenge
1	<p>Attendance</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3.2% - 2.4% lower than for non-disadvantaged pupils.</p> <p>63% of disadvantaged pupils have been 'persistently absent' compared to 37% of their peers during 2021/22. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Attainment: Writing</p> <p>Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in our current Y5 cohort. In other year groups attainment is approximately a term below for our disadvantaged pupils.</p> <p>Attainment: Reading</p> <p>Internal assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in our current year 5 and approximately a term below in our current year 2 and year 4 for our disadvantaged pupils. However, the trend in our current year 3 and 6 shows similar levels of attainment for both disadvantaged and non disadvantaged pupils.</p> <p>Attainment: Maths</p> <p>Internal assessments indicate that Maths attainment among our disadvantaged pupils is approximately 1 term below that of non disadvantaged pupils.</p>
3	<p>Attainment at Greater Depth:</p> <p>Internal and external (where available) assessments indicate that attainment in the core subjects among disadvantaged pupils is significantly below that of non-disadvantaged pupils</p>
4	<p>Oral Language Skills</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This impacts on their ability to decode the phonic code, become fluent readers and proficient writers. This in turn impacts across all subject areas as reading is a fundamental skill.</p>
5	<p>Emotional Wellbeing and Enrichment Opportunities</p> <p>Our assessments (including pupil survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure and also as a result of the significant rise in the cost of living. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased. 12 pupils (4 of whom are disadvantaged) currently require additional support with social and emotional needs.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> ● the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. ● the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% higher than their peers.
Improved attainment in all subjects for disadvantaged pupils at the end of KS2.	KS2 outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved attainment at greater depth in the core subjects for disadvantaged pupils at the end of KS2.	KS2 outcomes in 2024/25 show that more than 15% of disadvantaged pupils achieve greater depth in the core subjects.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils and ensure access to enrichment activities.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 143, 443

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engagement with a DfE validated Systematic Synthetic Phonics Programme (Read, Write, Inc.) to secure stronger phonics teaching for all pupils.</p> <p>We will fund teacher release time to embed key elements of programme in EYFS and KS1 and to engage with Ruth Miskin Development days.</p> <p>Engagement with English Hub</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 3, 4
<p>Purchase of DfE validated mathematics mastery scheme (Power Maths) to secure stronger mathematical teaching for all children</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	2, 3,
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time (1.5 days per week) to embed key elements of guidance in school and to access Cheshire and Wirral Maths Hub resources and CPD (including Teaching for Mastery training and Mastering Number Programme).</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>EEF_Maths_EY_KS1_Guidance_Report</p> <p>EEF Guidance Report KS2 and KS3</p>	2, 3
<p>Purchase of Speech and Language workshops (Chatty Workshops) to build staff confidence when helping all</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are</p>	2, 3, 4

<p>children to communicate better.</p> <p>We will continue to engage with Nuffield Early Language Intervention (NELI) in EYFS and KS1 where required.</p>	<p>inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>There is strong evidence that Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. Communication and language approaches EEF</p>	
<p>Purchase of interactive software to close the vocabulary gap (Chatty Words)</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2, 3, 4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 15, 910

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of Academic mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2, 3, 4, 5
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (lowest 20%). This will be delivered in collaboration with Ruth Miskin Training.</p> <p><i>TA to deliver interventions</i></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 4

<p>Engagement with the following interventions to support disadvantaged pupils who have low skills within the core subjects, of reading, writing and maths:</p> <p>NELI Chatty words ELKLAN Wellcomm Read, Write Inc. Beanstalk Dyslexia Gold Reading Mentors Every Child Counts@Arithmetic</p>	<p>Interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2, 3, 4
<p>We will fund ongoing support from a Speech and Language teacher in school</p>	<p>We recognise that some of our children need specialised Speech and Language support in order for them to be able to develop their speech and then their language acquisition.</p>	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18, 872

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and support Admin officers to improve attendance.</p> <p>Studybugs 2x mornings allotted for attendance (KR) Attendance awards</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1
<p>Magic Breakfast</p>	<p>EEF findings suggest that, where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or</p>	All

	to other social or educational benefits of the club. Magic Breakfast EEF	
Contingency fund for acute issues.	Based on our experiences we have identified a need to set aside a small amount of funding so we can respond quickly when a need arises, which has previously not yet been identified. (examples, transport, parents' health, involvement with CSC ...)	All
Continue to engage with MyHappyMind, a scientific research based approach to mental health and wellbeing. Staff to engage with training to ensure they have the knowledge and skills required to support all learners.	EEf research shows Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. However, it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. https://EEF/education-evidenevidence/teaching-learning-toolkit/social-and-emotional	5
Continue to provide access to 2 ELSA (Emotional Literacy Support Assistant) in order for children with identified mental health concerns to be supported via this programme. We will fund staff release to attend Supervision sessions led by the Educational Psychology Service. 2x ELSA trained staff (each have one full day)	Guidance Report IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS	5

Total budgeted cost: £178, 225

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our internal assessments (and external assessments where available) during 2021/22 suggests that the performance of disadvantaged pupils was in line with non disadvantaged pupils at the end of KS1, with Maths showing the greatest difference (Reading: DA pupils 53% expected standard / non DA pupils 50% expected standard, Writing: DA pupils 47% expected standard / non DA pupils 47% expected standard, Maths: DA pupils 35% expected standard / non DA pupils 42% expected standard)

At the end of KS2 the outcomes for disadvantaged pupils were below those achieved by non disadvantaged pupils.

Reading: 12/26 (46%) DA pupils achieved the expected standard, whereas 12/17 (71%) of Non DA pupils achieved the expected standard.

Writing: 13/26 (50%) DA pupils achieved the expected standard, whereas 11/17 (65%) of Non DA pupils achieved the expected standard.

Maths: 9/26 (35%) DA pupils achieved the expected standard, whereas 7/17 (41%) of Non DA pupils achieved the expected standard.

Despite high quality teaching and good progress being demonstrated by all pupils the outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were therefore not realised.

Our intention to have all children entitled to PP funding secure in their chronological year groups has also not been realised, however, data is suggesting that in KS1 the vast majority of disadvantaged pupils are working within their chronological year group. Our assessment of the reasons for these outcomes point primarily to COVID-19 impact which has disrupted all subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure. We also recognise that the curriculum demands in KS2 were more challenging for parents to support during partial closures and despite effective use of google classroom and immediate feedback, the engagement of some children was not equivalent to being in school.

Overall attendance in 2021/22 was lower than in the preceding year at 91.9% (2020/21 was 94.4% for all pupils, 92.2% for disadvantaged pupils and 96.5% for non disadvantaged pupils), with disadvantaged pupils attending for 89.4% of sessions as opposed to non disadvantaged pupils who attended for 94.0%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 21% lower than their peers, however, persistent absence was 8% higher. In light of this data attendance will continue to be a focus of our current plan.

In light of the above, our intention in the previous strategy to have all disadvantaged children attending for at least 94% has not been realised. Our assessment of the reasons for the lower attendance outcomes points to ongoing COVID-19 related absence. We have also identified a higher % of parents taking unauthorised holidays now restrictions on travel have been removed.

Our third aim was to increase access to a wider range of experiences both in school and out of school hours. Due to restrictions being lifted we have been able to reinstate educational visits and residential visits. We have also been able to invite a range of visitors into school and have maintained our offer of specialist teaching for a range of subjects. The provision of free uniform to all new starters in Reception and also to any child in need has also been maintained and well received. In light of this our assessment of this aim is that we have been able to fully realise our intention. However, we recognise that with the national ongoing financial pressures this will continue to be a focus for our current plan.

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Review of 2022/2023- July 2023

Our internal assessments (and external assessments where available) during 2022/23 suggests that the performance of disadvantaged pupils was broadly in line with the whole cohort at the end of KS1, with Maths showing the greatest difference:

Reading: DA pupils 50% expected standard / whole cohort 53% expected standard,

Writing: DA pupils 44% expected standard / whole cohort 44% expected standard,

Maths: DA pupils 56% expected standard / whole cohort 64% expected standard.

The percentage of DA and pupils across the whole cohort working at greater depth in reading was equal (both at 13%), however there were no greater depth DA pupils for maths (versus 4% of the whole cohort) and no greater depth writers across the whole Year 2 cohort.

At the end of KS2, the outcomes for disadvantaged pupils were broadly in line with non-disadvantaged pupils for reading. However, in Maths and Writing, outcomes for disadvantaged pupils were below those achieved by non-disadvantaged pupils:

Reading: 15/22 (68%) DA pupils achieved the expected standard, whereas 10/16 (63%) of Non DA pupils achieved the expected standard. Only one child achieved Greater Depth in Reading and that pupil was DA.

Writing: 13/22 (59%) DA pupils achieved the expected standard or above, whereas 12/16 (75%) of Non-DA pupils achieved the expected standard. Only one child achieved Greater Depth in Writing and that pupil was DA.

Maths: 12/22 (55%) DA pupils achieved the expected standard, whereas 12/16 (75%) of Non DA pupils achieved the expected standard. 2/22 (9%) DA pupils achieved Greater Depth in Maths, whereas 4/16 Non-DA pupils achieved Greater Depth in Maths.

Despite continued high-quality teaching and good progress being demonstrated by all pupils, the outcomes we aimed to achieve were therefore not realised.

Our intention to have all children entitled to PP funding secure in their chronological year groups has also not been realised. This will continue to be a focus for us next academic year with the aim of promoting this for all children- not just disadvantaged children.

Overall attendance in 2022/23 was lower than in the preceding year at 91.6% (2021/22 was 91.9% for all pupils, 89.4% for disadvantaged pupils and 94.0% for non disadvantaged pupils), with disadvantaged pupils attending for 88.2% of sessions as opposed to non disadvantaged pupils who attended for 94.4%. The gap between disadvantaged and non-disadvantaged pupils remains at about 5-6% despite our target being less than 4%. In light of this data, attendance continues to be a focus of our current plan. Our assessment of the reasons for the lower attendance outcomes points to a higher percentage of parents taking unauthorised holidays due to the increase in holiday prices out of term time and this making travel extremely challenging for some of our families in the current economic climate. This year, we have also had a number of outbreaks of infectious illnesses such as tonsillitis, scarlet fever and chicken pox for which many children had no immunity to as a lasting effect of the COVID-19 pandemic.

Our next aim of improving the oral language skills and vocabulary among disadvantaged pupils has begun well. All staff have completed training workshops covering speech and language topics including: vocabulary, stammering, Autism, EAL and attachment disorders. This has provided staff with increased confidence in knowing how to help children with speech, language and communication needs. This is in addition to our in-house Speech and Language Therapist who not only works with children identified but also supports staff in delivering interventions. Interventions which are proving successful include Neli which is currently delivered to 3 of our DA children in Reception daily. All three children have made excellent progress. We also have a whole-school focus on language acquisition, starting with helicopter stories in EYFS and throughout Key Stage 1 and 2 with a prioritisation of high-quality texts and exposure to more adventurous vocabulary.

Our final aim was to increase access to a wider range of experiences both in school and out of school hours and also to achieve and sustain improved wellbeing for all pupils. We have been able to invite a range of visitors into school and have maintained our offer of specialist teaching for a range of subjects including Dance, Gymnastics and Music. In Key Stage 2 this year, all children have had the opportunity to learn a musical instrument including the recorder, drums, the ukulele, trumpet, trombone, saxophone and clarinet. The provision of free uniform to all new starters in Reception and also to any child in need has also been maintained and well received. No disadvantaged pupils have been prevented from attending the three residential visits that take place in Key Stage 2 (Tattenhall in Y4, PGL in Y5 and London in Y6)

This aim has begun really well this year. However, we recognise that with the national ongoing financial pressures this will continue to be a focus for our current plan.

In order to improve wellbeing, we have adopted Jigsaw PSHE planning, which is a whole-school programme with weekly lesson plans which focus on the promotion of wellbeing. The programme teaches children and young people emotional literacy, social and lifelong skills, RSE/RSHE and resilience in an age-appropriate manner. Jigsaw also aims to provide children with the tools to make decisions and choices so they have the best possible life, giving them agency to make their way through the world.

We have also maintained two ELSA trained staff who each spend a full day each week providing ELSA sessions for children across the school. Numbers of children referred for ELSA have continued to rise so this will remain a focus.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
My Happy Minds	Home - myHappyMind
ELSA	LOCAL AUTHORITY EDUCATION PSYCHOLOGY SERVICE
Dyslexia Gold	Dyslexia Gold - Reading Unlocked
Every Child Counts: Success @ Arithmetic	Success@Arithmetic - Every Child Counts