

RIVACRE VALLEY PRIMARY SCHOOL: PUPIL PREMIUM STRATEGY STATEMENT 2021 – 2022

SUMMARY INFORMATION:					
SCHOOL	RIVACRE VALLEY PRIMARY				
Academic Year	2021 - 2022	Total PP budget	£149,880	Date of most recent PP review	July 2021
Total number of pupils	272 (not including Nursery)	Number of pupils eligible for PP (Based on October 2020 census) (ever 6 FSM @ £1,345 / service children @ £300 / LAC @ £2,300 / PLAC £2,345)	Ever 6 = 109 Ever 6 Service Children = 3 LAC = 1	Date of next internal review of this strategy	July 2022

Previous performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least 6 months)					
	2018	2019	2020	2021	2022
ALL pupils : progress score for reading	+ 1.0	+2.76	N/A	N/A	
DA pupils: progress score for reading	+ 1.3 (Boys: +3.9 / Girls: -1.0)	+2.2	N/A	N/A	
ALL pupils : progress score for writing	-0.6	-0.43	N/A	N/A	
DA pupils : progress score for writing	-0.6 (Boys: +1.5 / Girls: -2.4)	-1.61	N/A	N/A	
ALL pupils : progress score for maths	-0.7	+0.03	N/A	N/A	
DA pupils : progress score for maths	-2.3 (Boys: +1.6 / Girls: -5.7)	-0.93	N/A	N/A	

Pupil Premium Aims for 2021-2022

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 92.4% 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 2021-2022 (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	46 / 11 (24%)	Attendance not required in nursery – but in house analysis showed no child entitled to PP with attendance 90% or below
	Year 1	45 / 15 (33%)	13% [2/15]
	Year 2	39 / 18 (46%)	11% [2/18]
	Year 3	32 / 12 (38%)	50% [6/12]
	Year 4	27 / 13 (48%)	15% [2/13]
	Year 5	38 / 23 (61%)	30% [7/23]
	Year 6	42 / 26 (62%)	27% [7/26]
		Attendance overview for 2020/2021: Pupil Premium: 92.7% Non-Pupil Premium: 97.1% Monitor Year 3, Year 5 and Year 6	

Attainment / Meeting individual learning needs Start of September 2021	EYFS:			
	Start of 2021 % of children within Reception entitled to PPG who are working <u>below</u> the expected standard in:			
	English= 81%			
	Mathematics = 50%			
	KS1 and 2			
	% of children entitled to PPG who are <u>working below</u> 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 (20% of cohort has SEND / 33% FSM Ever 6)	73%	73%	73%
	Year 2 (21% of cohort has SEND/ 46% FSM Ever 6)	22%	22%	22%
	Year 3 (15% of cohort has SEND/ 38% FSM Ever 6)	25%	75%	42%
Year 4 (32% of cohort has SEND/ 48% FSM Ever 6)	62%	62%	62%	
Year 5 (53% of cohort has SEND / 61% FSM Ever 6)	39%	52%	48%	
Year 6 (35% of cohort has SEND / 62% FSM Ever 6)	81%	81%	77%	

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 – ½ termly ● Daily Breakfast ● Study Bugs for children to report absences ● Teaching staff to receive weekly Study Bugs attendance reports ● Monitor persistence absentees throughout school- 	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.	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>

	focus on Y5 and Y6 (identified last year) <ul style="list-style-type: none"> ● Google Classroom ● School is a COVID-safe environment - reiterate this to parents. ● All COVID measures/ requirements shared with parents on the website. 				
Cost: £4, 854					
½ termly Attendance initiatives / rewards Cost of daily breakfast Cost of study bugs			£3000 £1600- school contribution (Magic Breakfast funding applied for) £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
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><u>Staffing</u></p> <ul style="list-style-type: none"> • Qualified Teachers to cover PPA across school • Small class sizes across the school • 1x Full time teacher for recovery premium/ school-led tutoring (60 children 15 hour blocks) 	<p>Small group work / 1:1 intervention (NFER) + 4 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 (PP children tracked using Insight)</p> <p>Book scrutinies each term in English / Maths</p> <p><u>End of Year Review:</u></p>	
	<p><u>Intervention</u></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 • Beanstalk reading scheme for KS2 x3 mentors 				<p>TS / JD</p>	
				<p>JD liaise with Beanstalk readers / monitor impact on reading</p> <p>YC / JH liaise with Beanstalk readers / monitor impact on reading and comprehension outcomes / data.</p>	<p>JD/ JW</p> <p>YC/JH</p>	

	<ul style="list-style-type: none"> ● Whole School ReadWriteInc Phonics and Spellings delivered (ReadWriteInc Fresh Start for may be used in UKS2) ● Liaising with English Hub ● Termly training to be delivered- allowing staff to observe (development day) ● Power Maths delivered from Reception to Year 6 ● Liaise with Maths Hub 	<p>Develop a love of books and language based games + 6 months (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)</p> <p>+5 months (mastery learning EEF Toolkit)</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>JD/TS/YC monitor implementation and impacts</p> <p>JD/ TS are reading leaders- monitor and coach staff</p> <p>SC/YC monitor implementation and impact</p> <p>RM attend</p>	<p>JD/TS/ YC</p> <p>SLT/ SC</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) and NELI in EYFS / KS1 ● Educational Psychologist (Additional sessions purchased to accommodate current level of need) ● Gifted and Talented opportunities <p><u>Well-being/ mental health</u></p> <ul style="list-style-type: none"> ● ELSA- children throughout the school have access to ELSA if needed weekly 	<p>Provide intervention for children with gaps in their maths knowledge- develop understanding of key concepts of number so they can access Y6 +4 months (small group tuition EEF Toolkit)</p>	<p>YC liaise with UKS2 staff to 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>YC/SC</p> <p>JH/ JD</p>	
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	<ul style="list-style-type: none"> ● My Happy Mind programme delivered to all classes across the school ● SLT not class based – support catch up / recovery curriculum across whole school + mentoring / support to ECT and RQT <p><u>Effective Feedback</u></p> <ul style="list-style-type: none"> ● Editing in KS1 and 2 	<p>Vulnerable children need opportunities to discuss anxieties and learn coping strategies. Behaviour Interventions:+3 months (EEF Toolkit) Social and emotional learning +4 months (EEF Toolkit)</p> <p>Dedicated weekly opportunities to discuss feelings and emotions</p> <p>Expectations within the curriculum have increased – need to provide additional sessions to plug gaps in knowledge and understanding.</p>	<p>progress and need for continuing</p> <p>Book scrutinies Data / tracking PP meetings Earwig / Tapestry</p>	<p>JH and ELSA trained TAs</p> <p>JH</p> <p>TS / YC</p>	
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	<ul style="list-style-type: none"> ● Marking and feedback policy applied consistently across whole school ● Clear next step marking 	<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>			
Cost: £133, 180					
<p>QTS to cover PPA and management time 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 (English / Maths English/ Maths/ EYFS CPD training for staff (Edsential) ReadWriteInc Phonics My Happy Mind UKS2 maths intervention (Step up to Year 6) Power Maths- annual online subscription Maths Hub Full time teacher- recovery and school-led tutoring</p>			<p>£27, 160 (40% of total costs) No cost No cost Included in TA costs below £180 TA's used across EYFS, KS1 and KS2 £80, 000 No cost No cost No cost No cost £800 £3800 £580 £2,000 £1,000 £4800 £1200 £180 £480 No cost £11, 000 (additional costs covered by Recovery Premium and School-Led tutoring)</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 (Chester Zoo / National Waterways / Rivacre Valley / Beach/ Greenacres/ Liverpool History Museum) Subject to COVID restrictions. ● Visitors to school (cultural / sports) ● School library ● Peripatetic music lessons – piano ● Wider opportunities music tuition Y5 & 6 	<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></p>

	<ul style="list-style-type: none"> ● Music specialist for Nursery to Y4 ● Dance and gymnastics specialist ● BikeAbility ● Swimming ● Raising Aspirations Project/ Rivacre Dinosaur Life Skills ● Termly whole school book/ theme days class based ● Reading Spine ● Memory Makers ● Uniform for EYFS – Reception + any families in need of support ● Gifted and Talented days 	<p>Arts participation: + 2 months (EEF toolkit)</p> <p>Sports participation + 2 months (EEF toolkit)</p>		<p>JD</p> <p>VV/ RM</p> <p>LR</p>	
Cost: £19,600					
<p>Educational visits</p> <p>Visitors to school</p> <p>Wider opportunities (Y5&6) /Music tuition from Nursery to Y4/ peripatetic teacher</p> <p>Swimming (KS2)</p> <p>Uniform (EYFS new uniform and PE Kit)</p> <p>Specialist teachers to support curriculum offer (Dance / Gymnastics)</p>			<p>£6,500 (40% of full costs)</p> <p>£1,500</p> <p>£6800</p> <p>£1200</p> <p>£1200</p> <p>£2400</p>		

Summary of spending of PPG 2021 / 2022– 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 continue to be a priority in all classes/ across the school.