**RIVACRE VALLEY PRIMARY SCHOOL**: **PUPIL PREMIUM STRATEGY STATEMENT 2019 – 2020**

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| **SUMMARY INFORMATION:** |
| **SCHOOL** | **RIVACRE VALLEY PRIMARY** |  |
| **Academic Year** | **2019 - 2020** | **Total PP budget** | **£131, 920** | **Date of most recent PP review** | **July 2019** |
| **Total number of pupils** | **255**(not including Nursery) | **Number of pupils eligible for PP**(ever 6 FSM @ £1,320 / service children @ £300 / LAC @ £2,300) | **Ever 6 = 99****Ever 5 Service Children = 1****Post – LAC (adopted from care) = 3** | **Date of next internal review of this strategy** | **July 2020** |

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| **Previous performance of disadvantages 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** |
| **ALL** pupils : progress score for reading  | **+ 1.8** | **+ 1.0** | **+2.76** |  |
| **DA** pupils: progress score for reading | **+ 1.4** | **+ 1.3****(Boys: +3.9 / Girls: -1.0 )** | **+2.2** |  |
| **ALL** pupils : progress score for writing | **-0.7** | **-0.6** | **-0.43** |  |
| **DA** pupils : progress score for writing | **-0.13** | **-0.6****(Boys: +1.5 / Girls: -2.4 )** | **-1.61** |  |
| **ALL** pupils : progress score for maths | **+ 1.0** | **-0.7** | **+0.03** |  |
| **DA** pupils : progress score for maths | **+ 0.45** | **-2.3****(Boys: +1.6 / Girls: -5.7 )** | **-0.93** |  |

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| Current Attainment (Y6: 2019 - 2020) |
|  | Pupils eligible for PP (10/37) | Pupils not eligible for PP (27/37) |
| % predicted to achieve the expected standard in reading, writing and maths (FFT) | 46% | 69% |

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| Barriers to future attainment 2018 – 2019 (for pupils eligible for PP including High Ability) |
| Attendance  |

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| Year | Cohort size / number of Pupils eligible for PP | % of children eligible for PP with attendance below 90%(Persistent Absentees) |
| Reception | 42 / 14 |  Attendance not required in nursery – but in house analysis showed no child entitled to PP with attendance below 90% |
| Year 1 | 34/ 10 | 10% |
| Year 2 | 24 / 11 | 10% |
| Year 3 | 43 / 17 | 35% |
| Year 4 | 43 / 17 | 41% |
| Year 5 | 31 / 12 | 67% |
| Year 6 | 38 / 17 | 18% |

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| Attainment / Meeting individual learning needs**Start of September 2019** | **EYFS:**End of 2019 % of children within Reception entitled to PPG who are working below the expected standard in:Reading = 22%Writing = 22%Number = 22%**KS1 and 2**

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| % 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 secure at Y1 expectations)  |
|  | Reading | Writing | Maths |
| Year 1 (11% of cohort has SEND / 29% FSM Ever 6) | 22% | 22% | 22% |
| Year 2 (25% of cohort has SEND/ 46% FSM Ever 6 ) | 60% | 60% | 60% |
| Year 3 (21% of cohort has SEND/ 40% FSM Ever 6 ) | 35% | 35% | 35% |
| Year 4 (20% of cohort has SEND/ 40% FSM Ever 6 ) | 47% | 70% | 47% |
| Year 5 (23% of cohort has SEND / 39% FSM Ever 6) | 41% | 67% | 50% |
| Year 6 (16% of cohort has SEND / 29% FSM Ever 6 ) | 56% | 75% | 88% |

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| 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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| 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  |

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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:* first day response calls,
* trigger points for letters,
* meetings and

EWO referrals* Attendance incentives each week
* School mini bus / car
* Breakfast club (S4YC)
* Magic Breakfast
* Study Bugs for children to report absences
* Teaching staff to receive weekly Study Bugs attendance Reports
 | 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  | KDKR = Attendance  | Weekly review for PA childrenDaily monitoring of absenceAt end of each term review impact of strategies on overall attendance levels.**July Review:** |
| **Cost: £11,301** |
| Attendance initiatives / rewardsSchool mini bus and Magic Breakfast –(8:00am – organisation of breakfast items each morning and order of new stockSchool mini bus – collections to get children into school (14 children out of 16 available spaces)Supervision on mini bus | £2,8922 x Grade 7 TA’s (1 x drive mini bus / 1 x lead breakfast club£983£6,562£864 |
| **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. |
| All children entitled to PPG (without SEND) to be secure in their chronological year group by the end of the academic year | * Additional teachers: 0.4FTE (SH) in upper KS2 to provide interventions, additional set / booster sessions.
* 1FTE Qualified Teacher to cover PPA across school (TD)
* Small class sizes across the school
* Transition work for Y1 for children still requiring a EYs offer (Autumn and spring term)
* Beanstalk reading scheme for KS1 and KS2 in addition to reading course run by Beanstalk to be offered to parents and all TAs in autumn term (£541)
* Phonics in KS2.
* Specialist support for writing – external providers (literacy Company / Literacy Counts)
* S&L teacher
* 1 x per week Wellcomm (S&L)
* Editing in KS1 and 2
* Beanstalk reading programme in Nursery
 | Small group work / 1:1 intervention(NFER)+ 4 months (EEF toolkit)Regular dedicated 1;1 reading support+ 3 months (EEF toolkit)Children need basic understanding if writing / spelling skills are to be developed+ 3 months (EEF toolkit)+ 6 months (EEF toolkit)+ 4 months (EEF toolkit)Staff skills enhanced – aware of the challenges of the curriculum and how best to tackle itChildren need to be able to pronounce sounds correctly in order to use phonics within their reading and writing+ 5 months (EEF toolkit)Expectations within the curriculum have increased – need to provide additional sessions to plug gaps in knowledge and understanding. 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)Develop a love of books and language based games+ 6 months (EEF toolkit) | Appraisal of staffSLT meetingsBook scrutiniesData / trackingPP meetingsEarwig / TapestryJH meetings with S&L teacher and termly SEND review data meetingsBook scrutiniesData / trackingPP meetingsEarwig / TapestryYC / JH liaise with Beanstalk readers / monitor impact on reading and comprehension outcomes / data / case studies | KD &SLT (YC / JH)TS / JDJH / YCJH/ GMcJDTS / YCJH / YC | End of each term – staff complete Rag Rated assessments for all pupils and also with a focus on PP children.Book scrutinies each half term in English / Maths**July Review** |
| **Cost: £137,680** |
| Small class sizes in Upper Key Stage 2 (3 vertically grouped classes in Y5 & 6)Additional teacher to boost UKS2 (0.4FTE) 1FTE teacher to cover PPA (TD)Effective feedbackPrecision teachingELSASmall group support with literacy / numeracyS&L Memory clubBeat dyslexia1:1 readingReading comprehension groupsSpelling / phonics supportInclusion Manager – manage deployment of staff and monitor impact of above strategiesEducational Psychologist – additional sessions in school to assess and work with identified childrenSpeech and Language Teacher in school Beanstalk readers Additional resources (literacy / numeracyELSA network (existing ELSA)IGNITE cluster for ELSA’s (6 training days)Literacy / numeracy / EYFS / (IGNITE and Edsential) | £18,842 £7,112 (40% of total costs) £12,872 (40% of total costs) No costNo cost2 x Trained ELSA + 1 x Training costs for new ELSA £4328 x TA’s used across EYFS, KS1 and KS2 £76,308£3240No costNo costNo costNo costNo cost1.5 days per week £7,119 (40% of full costs)£570£3240£514£2,000£120£312£1,000  |
| **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?** |
| **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*. (The attainment Gap / 2017: EEF)* |
| Lack of personal experience to draw upon | * Residential visits in Y4/5/6 (Burwardsley / PGL / London)
* Educational visits: Museums / places of local interest (Hooton Park / Chester Zoo / National Waterways / Rivacre Valley / Beach/ Greenacres)
* Visitors to school (cultural / sports)
* **After school provision**: Sports clubs / art and crafts / dance
* **In school clubs:** Homework / gymnastics
* School library
* S4YC – breakfast and after school club
* Peripatetic music lessons – piano
* Wider opportunities music tuition Y5 & 6
* Music specialist for Nursery to Y4
* Dance and gymnastics specialist – whole school
* Swimming
* Raising Aspirations Project
 | Outdoor adventure learning: + 4months (EEF toolkit)Extending school time+ 2 months (EEF toolkit)Arts participation: + 2 months (EEF toolkit)Sports participation+ 2 months (EEF toolkit) | Regular meetings with KS leads and SLT | KDVV | End of each termFull review at end of academic year**July Review:** |
| **Cost: £169, 093** |
| Educational visitsVisitors to schoolOut of hours learning / after school clubsWider opportunities (Y5&6) /Music tuitionSwimming (KS1 & KS2)Before and after school provision (inc. S4YC breakfast club)Uniform (EYFS new jumpers for attending phonics workshops)Beanstalk readersSpecialist staff (Music)Specialist teachers to support curriculum offer (Dance / Gymnastics | £6,440 (40% of full costs)£1,500£750£3300 £1120 no cost £180 Costs in above section£3,800£1,520  |
| **Summary of spending of PPG 2019 / 2020– 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
			* Writing - 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, focus marking and editing across KS1 and 2. Provide opportunities for Y1 children to access EY’s curriculum and for children within EY’s to use writing skills in their indoor and outdoor learning activities.
			* Ensure all children have equal access to all aspects of the curriculum, out of hours 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
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| **Review of expenditure:** |
| **Desired outcome** | **Chosen approach** | **Impact** | **Lessons Learned** | **Cost** |
| ***% of children entitled to PPG working securely within ARB or narrowing the gap towards this goal*** | **Staffing:**High staff to pupil ratio throughout school **Effective feedback:**Marking policy applied consistently across whole schoolPeer and self assessment usedClear next step marking – 2 stars and a wish! Editing/ focus marks**Early intervention:**TA training (phonics, literacy, ELSA, ELKLAN)Inclusion Manager (1 ½ day per week)Use of interventions / strategies / setting (including cross phase setting)**One to one and small group tutoring / SATs booster sessions:**Focus area – maths and writing Small group work for 3 x afternoons per week – spring termBeanstalk reading**Additional Staffing:**SALTEducational Psychologist (Additional sessions purchased to accommodate current level of need)**Educational Visits and experiences:**Support towards the cost of attendance on Residential / educational visitWeekly swimming sessions across KS1 and KS2Weekly music sessions for each class | Quality First Teaching (EEF Reducing class size + 3 months)EEF Early Years Interventions +5 monthsEEF- Phonics +4 monthsEEF- Reading comprehension strategies +6 monthsEEF-Oral language interventions +5 months |  |  |
| **Desired outcome** | **Chosen approach** | **Impact** | **Lessons Learned** | **Cost** |
| ***Attendance for children eligible to PP to improve*** | * first day response calls,
* trigger points for letters,
* meetings and
* EWO referrals
* Attendance incentives each week
* School mini bus / car
* Supervision on mini bus / car
* Breakfast club (S4YC)
* Magic Breakfast
* Study Bugs for children to report absences
* Teaching staff to receive weekly Study Bugs attendance Reports
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| **Desired outcome** | **Chosen approach** | **Impact** | **Lessons Learned** | **Next Steps** |
| ***Lack of personal experience to draw upon*** | * Residential visits in Y4/5/6 (Burwardsley / PGL / London)
* Educational visits: Museums / places of local interest (Hooton Park / Chester Zoo / National Waterways / Rivacre Valley / Beach/ Greenacres)
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* **After school provision**: Sports clubs / art and crafts / dance
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