

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 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	2021
ALL pupils : progress score for reading	+ 1.8	+ 1.0	+2.76	N/A	
DA pupils: progress score for reading	+ 1.4	+ 1.3 (Boys: +3.9 / Girls: -1.0)	+2.2	N/A	
ALL pupils : progress score for writing	-0.7	-0.6	-0.43	N/A	
DA pupils : progress score for writing	-0.13	-0.6 (Boys: +1.5 / Girls: -2.4)	-1.61	N/A	
ALL pupils : progress score for maths	+ 1.0	-0.7	+0.03	N/A	
DA pupils : progress score for maths	+ 0.45	-2.3 (Boys: +1.6 / Girls: -5.7)	-0.93	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.

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
<p>Attendance for children eligible to PP to improve</p>	<p>Identified member of staff responsible for monitoring attendance:</p> <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) ● 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 	<p>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.</p> <p>Magic Breakfast EEF+ 2 months</p>	<p>Thorough briefing for member of staff. Procedure in place for trigger points. Monitor uptake of mini bus / car</p>	<p>KD</p> <p>KR = Attendance</p>	<p>Weekly review for PA children</p> <p>Daily monitoring of absence</p> <p>At end of each term review impact of strategies on overall attendance levels.</p> <p><u>End of Year Review:</u></p>

	<p>ensure that COVID-related illness does not hinder learning and progress.</p> <ul style="list-style-type: none"> ● 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. 				
Cost: £4, 854					
<p>Attendance initiatives / rewards</p> <p>Cost of magic breakfast</p> <p>Cost of study bugs</p>		<p>£3000</p> <p>£1600- school contribution when funding ends</p> <p>£254 (40% of subscription- subscription is for 3 years- this is the cost divided by 3)</p>			

Desired outcome	Chosen action / approach	Evidence and rationale for choice	How will you ensure it is implemented well	Staff lead	Review
<p>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>					
<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>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>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>Develop a love of books and language based games + 6 months (EEF toolkit)</p>	<p>Appraisal of staff SLT meetings Book scrutinies Data / tracking PP meetings Earwig / Tapestry</p> <p>JD liaise with Beanstalk readers / monitor impact on reading</p>	<p>KD & SLT (YC / JH)</p> <p>TS / JD</p> <p>JD/ JW</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><u>End of Year Review:</u></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) ● ‘Step up to Year 6’ maths intervention for UKS2 	<p>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 in their maths knowledge- develop understanding of key concepts of number so they can access Y6</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 identify children requiring support</p>	<p>YC/JH</p> <p>JD/TS/ YC</p> <p>YC/SC</p>	
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	<ul style="list-style-type: none"> ● 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 school have access to ELSA if needed weekly 	<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 learn coping strategies. Behaviour Interventions: +3 months (EEF Toolkit) Social and emotional learning +4 months (EEF Toolkit)</p>	<p>JH meetings with S&L teacher and termly SEND review data meetings</p> <p>JH liaise with ELSA trained staff and review progress and need for continuing</p>	<p>JH/ GMc JD</p> <p>JH and ELSA trained TAs</p>	
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	<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 pastoral support and implement COVID measures (included class cover/ interventions) <p><u>Effective Feedback</u></p> <ul style="list-style-type: none"> ● Editing in KS1 and 2 	<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>Expectations within the curriculum have increased – need to provide additional sessions to plug gaps in knowledge and understanding.</p>	<p>JH to liaise with practitioner and staff to identify needs.</p> <p>Book scrutinies Data / tracking PP meetings Earwig / Tapestry</p>	<p>JH</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: £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 No cost £800 £3800 £567 £2,000 £1,000 £10, 000 £1243 No cost £180</p>		

	<ul style="list-style-type: none"> ● 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 	Sports participation + 2 months (EEF toolkit)		JD VV	
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		

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.