

RIVACRE VALLEY PRIMARY SCHOOL : PUPIL PREMIUM STRATEGY STATEMENT 2018 – 2019

SUMMARY INFORMATION:					
SCHOOL	RIVACRE VALLEY PRIMARY				
Academic Year	2018 - 2019	Total PP budget	£129,320	Date of most recent PP review	N/A
Total number of pupils	256	Number of pupils eligible for PP (ever 6 FSM @ £1,320 / service children @ £300 / LAC @ £2,300)	Ever 6 = 91 Ever 5 Service Children = 0 Post – LAC (adopted from care) = 4	Date of next internal review of this strategy	June 2019

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)				
	2016	2017	2018	2019
ALL pupils : progress score for reading	+ 0.2 (Range -2.3 to 2.7)	+ 1.8	+ 1.0	
DA pupils: progress score for reading	+ 0.1	+ 1.4	+ 1.3 (Boys: +3.9 / Girls: -1.0)	
ALL pupils : progress score for writing	-3.2 (Range -5.7 to -0.7)	-0.7	-0.6	
DA pupils : progress score for writing	-3.2	-0.13	-0.6 (Boys: +1.5 / Girls: -2.4)	
ALL pupils : progress score for maths	+ 2.1 (Range 0 to -4.2)	+ 1.0	-0.7	
DA pupils : progress score for maths	+ 1.91	+ 0.45	-2.3 (Boys: +1.6 / Girls: -5.7)	

Current Attainment (Y6: 2018 - 19)		
	Pupils eligible for PP	Pupils not eligible for PP
% predicted to achieve the expected standard in reading, writing and maths (FFT)	69% (13/28 children)	53% (15/28 children)

Barriers to future attainment 2018 – 2019 (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)	
	Reception	33 / 8	Attendance not required in nursery – but in house analysis showed no child entitled to PP with attendance below 90%	
	Year 1	27 / 10	20%	
	Year 2	39 / 13	8%	
	Year 3	41 / 16	38%	
	Year 4	31 / 7	43%	
	Year 5	37 / 11	45%	
Year 6	31 / 14	36%		
Attainment / Meeting individual learning needs	<p>EYFS: % of children within Reception entitled to PPG who are working below the expected standard in: Reading = 63% Writing = 50% Number = 25%</p>			
Start of September 2018	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 secure at Y1 expectations)			
		Reading	Writing	Maths
	Year 1 (26% of cohort has SEND / 44% FSM Ever 6)	60%	60%	60%
	Year 2 (26% of cohort has SEND / 34% FSM Ever 6)	38%	38%	15%
	Year 3 (23% of cohort has SEND / 40% FSM Ever 6)	44%	56%	31%
	Year 4 (22% of cohort has SEND / 30% FSM Ever 6)	57%	100%	86%
Year 5 (52% of cohort has SEND / 31% FSM Ever 6)	64%	64%	81%	
Year 6 (25% of cohort has SEND / 46% FSM Ever 6)	79%	79%	71%	
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.			

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

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	When will you review implementation?
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 each week 	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.	Thorough briefing for member of staff. Procedure in place for trigger points. Monitor uptake of mini bus / car and Early Start club – to check that targeted children accessing	KD	Weekly review for PA children Daily monitoring of absence At end of each term review impact of strategies on overall attendance levels.

	<ul style="list-style-type: none"> • School mini bus / car • Breakfast club (S4YC) • Focus Early Start club (academic focus linked to key skills) 				
Cost: £11,099					
Early morning club – specific focus on phonics / high frequency words / spellings / times tables (8:15am – 8:45am)			2 x Grade 7 TA's		
Attendance initiatives / rewards			£4,312		
School mini bus – collections to get children into school (10 children out of 15 available spaces)			£295		
Supervision on mini bus			£2,159		
			£4,333		
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: 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	<ul style="list-style-type: none"> • Additional teachers: 1.6 FTE Teacher in upper KS2 to provide interventions, additional set / booster sessions. • Small class sizes across the school (maximum of 25 children in each class) 	<p>Small group work / 1:1 intervention (NFER) + 4 months (EEF toolkit)</p> <p>Regular dedicated 1;1 reading support + 3 months (EEF toolkit)</p>	<p>Appraisal of staff</p> <p>SLT meetings</p> <p>Book scrutinies</p> <p>Data / tracking</p> <p>PP meetings</p> <p>Case studies</p> <p>Earwig / Tapestry</p>	KD & SLT (YC / JH)	<p>End of each term – staff complete Rag Rated assessment grids.</p> <p>Case studies will also be updated at this time.</p> <p>Book scrutinies each half term in Literacy / numeracy to identify if PP children are making desired progress</p>

	<ul style="list-style-type: none"> • Very small class sizes in Reception = 16 and 17 • Transition work for Y1 for children still requiring a EYs offer (Autumn and spring term) • Beanstalk reading scheme for KS1 and KS2. • Phonics in KS2. • Specialist support for writing – external providers (literacy Company / Literacy Counts) • Specialist support for maths: Part of North West Maths Hub to develop mastery approaches across school • S&L teacher • 1 x per week Wellcomm (S&L) 	<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) Staff skills enhanced – aware of the challenges of the curriculum and how best to tackle it</p> <p>Children need to be able to pronounce sounds correctly in order to use phonics</p>	<p>JH meetings with S&L teacher and termly SEND</p>	<p>TS / JD</p> <p>JH / YC</p> <p>YC</p> <p>KD</p> <p>SC / TS</p> <p>JH</p>	
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	<ul style="list-style-type: none"> • Editing in KS1 and 2 • Beanstalk reading programme in Nursery 	<p>within their reading and writing + 5 months (EEF toolkit)</p> <p>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)</p> <p>Develop a love of books and language based games + 6 months (EEF toolkit)</p>	<p>review data meetings</p> <p>Book scrutinies Data / tracking PP meetings Case studies Earwig / Tapestry</p> <p>YC / JH liaise with Beanstalk readers / monitor impact on reading and comprehension outcomes / data / case studies</p>	<p>TS / YC</p> <p>JH / YC</p>	
<p>Cost: £110,071.80</p>					

Small class sizes in Upper Key Stage 2 (3 vertically grouped classes in Y5 & 6) Additional teacher to boost UKS2 0.6FTE Effective feedback Precision teaching ELSA Small group support with literacy / numeracy S&L Memory club Beat dyslexia 1:1 reading Reading comprehension groups Spelling / phonics support Inclusion Manager – manage deployment of staff and monitor impact of above strategies Educational Psychologist – additional sessions in school to assess and work with identified children Speech and Language Teacher in school Beanstalk readers Magic skills Additional resources (literacy / numeracy) ELSA training (1 new ELSA) ELSA network (existing ELSA) IGNITE cluster for ELSA’s (6 training days) Literacy / numeracy / EYFS / NQT / RQT training (IGNITE and Edsential)		£18,842 £11,174 No cost to budget 7 x TA’s used across KS1 and KS2 £64,451 1.5 days per week £5,923 (40% of full costs) £684 £4,050 (cost to work with 8 children over year) £642 (cost for working with 2 children) £535.80 (cost for working with 6 children) £2,000 £600 £150 £420 £1,600			
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.</p> <p>(The attainment Gap / 2017: EEF)</p>					
Lack of personal experience to draw upon	<ul style="list-style-type: none"> Residential visits in Y4 / 5 / 6 	Outdoor adventure learning: + 4months (EEF toolkit)	Regular meetings with KS leads and SLT	KD	End of each term Full review at end of academic year

	<p>(Burwardsley / PGL / London)</p> <ul style="list-style-type: none"> • Educational visits: Museums / places of local interest (Hooton Park / Chester Zoo / National Waterways / Rivacre Valley / Beach / Stokley Farm / Greenacres ...) • Visitors to school (cultural / sports) • After school provision: Sports clubs / minecraft / art and crafts / dance • In school clubs: Homework / gymnastics • School library • Focus Early Start club – support with basic skills in maths and English • Early Start club – games / toys • S4YC – breakfast and after school club • Peripatetic music lessons – piano 	<p>+ 4 months (EEF toolkit)</p> <p>Sports participation + 2 months (EEF toolkit)</p> <p>Sports participation + 2 months (EEF toolkit)</p> <p>Extending school time + 2 months (EEF toolkit)</p> <p>Arts participation: + 2 months (EEF toolkit)</p>			
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	<ul style="list-style-type: none"> • Wider opportunities music tuition Y5 & 6 • Music specialist for Nursery to Y4 • Dance and gymnastics specialist – whole school • Swimming • Magic 	Sports participation + 2 months (EEF toolkit)			
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Cost: £18,210.80

Educational visits	£6,000
Visitors to school	£1,500
Out of hours learning / after school clubs	£1,500
Wider opportunities (Y5&6)	£1,020
Swimming (KS1 & KS2)	£970.80
Music tuition	£220
Before and after school provision (inc. S4YC breakfast club)	£1,500
Uniform (EYFS new jumpers for attending phonics workshops)	£180
Beanstalk readers	Costs in above section
Magic	Costs on above section
Specialist staff (Music)	£3,800
Specialist teachers to support curriculum offer (Dance / Gymnastics)	£1,520

Summary of spending of PPG 2018 / 2019 – 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
- Maths – to ensure progress is accelerated in order to narrow gap between school and national default position – Use of SLE and KS1 lead to support development of “greater depth” / mastery opportunities – Linked to Maths Hub
- 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, Mid Day 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

Review of expenditure:

Quality of teaching for all

Desired outcome	Chosen approach	Estimated impact (Did you meet the success criteria?)	Lessons learned	Cost
% of children entitled to PPG working securely within ARB or narrowing the gap towards this goal	<p><u>Staffing:</u> High staff to pupil ratio throughout school</p> <p><u>Effective feedback:</u> Marking policy applied consistently across whole school Peer and self assessment used Clear next step marking – 2 stars and a wish! Editing/ focus marks</p>			

Targeted support

Desired outcome	Chosen approach	Estimated impact	Lessons Learned	Cost
% of children entitled to PPG working securely within ARB or narrowing the gap towards this goal	<p><u>Early intervention:</u> TA training (phonics, literacy, ELSA, ELKLAN) Inclusion Manager (1 ½ day per week)</p>			

	<p>Use of interventions / strategies / setting (including cross phase setting)</p> <p><u>One to one and small group tutoring / SATs booster sessions:</u> Focus area – maths and writing Small group work for 3 x afternoons per week – spring term</p> <p>Beanstalk reading Magic course</p> <p><u>Additional Staffing:</u> SALT Educational Psychologist (Additional sessions purchased to accommodate current level of need)</p> <p><u>Educational Visits and experiences:</u> Support towards the cost of attendance on Residential / educational visit</p> <p>Weekly swimming sessions for Y3 and Y6 child.</p>			
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	Weekly wider opportunities music sessions for each class			
Desired outcome	Chosen approach	Estimated impact	Lessons Learned	Cost
Attendance for children eligible to PP to improve	<ul style="list-style-type: none"> • 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) • Focus Early Start club (academic focus linked to key skills) 			
Desired outcome	Chosen approach	Estimated impact	Lessons Learned	Next Steps
Lack of personal experience to draw upon	<ul style="list-style-type: none"> • Residential visits in Y4 / 5 / 6 (Burwardsley / PGL / London) • Educational visits: Museums / places of local interest (Hooton 			

	<p>Park / Chester Zoo / National Waterways / Rivacre Valley / Beach / Stokley Farm / Greenacres ...)</p> <ul style="list-style-type: none"> • Visitors to school (cultural / sports) • After school provision: Sports clubs / minecraft / art and crafts / dance • In school clubs: Homework / gymnastics • School library • Focus Early Start club – support with basic skills in maths and English • Early Start club – games / toys • 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 			
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	<ul style="list-style-type: none">• Magic			
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