

# Rivers Primary Academy

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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:	Rivers Primary Academy
Number of pupils in school:	420
Proportion (%) of pupil premium eligible pupils	56% (191)
Academic year/years that our current pupil premium strategy plan covers	2021 – 2022 current academic year
Date this statement was published	December 2021
Date on which it will be reviewed	April and June 2022
Statement authorised by	H Kinsey
Pupil premium lead	Lucy Wright (HT)
Governor / Trustee lead	Helen Kinsey (LAB Chair)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£298,950
Recovery premium funding allocation this academic year	£32,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£331,140

## Part A: Pupil premium strategy plan

### Statement of intent

There are high expectations of all children at Rivers regardless of their background. All children are expected to aim high and achieve well. We have a high number of disadvantaged children who generally perform well due to well targeted planning and spending in previous years. However, as it is a changing world with different children and taking into account the impact of COVID, a slightly adjusted and renewed approach has been necessary this year. Our trust and school vision is to unlock not only academic, but also personal potential. Our spending is focused on achieving excellence in both.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has proven to have the greatest impact 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 the progress of their disadvantaged peers. This is also key to accelerating the learning of all learners.

This strategy works towards a three-tiered approach that balances approaches to improve quality first teaching, targeted academic support, and wider strategies.

### Challenges

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

Challenge number	Detail of challenge
1	Lower attendance and higher rates of persistent absenteeism
2	The impact of COVID 19 and loss of direct teaching has had impact on the academic attainment of all pupils.
3	Social and emotional experiences in home life impact significantly on family input into the education of a child. This can include the impact of mental health on the pupils and their families. Often, there is limited access to resources e.g. books, uniform and technology.
4	Children frequently lack experiences, vocabulary and aspirations. Children enter the early years much lower than expected on entry.
5	Parental/Carer engagement in school and learning is often lower, with many having poor literacy and maths skills themselves.
6	A high number of vulnerable children, including high levels of safeguarding and behaviour, have needs that are addressed through child protection plans,

	early help and family support. This frequently impacts upon the children’s emotional well-being and can hinder their academic progress in school.
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## 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
Increase attendance and therefore dramatically decrease PA	Focused approach to attendance, involving the whole school. Continue to raise the profile further across school, including rewards for children. Target set 97% <b>(See SIP F1)</b>
All disadvantaged children can fully access all learning, including home learning, and make progress across the curriculum	Children will have increased parent/carer involvement in school by providing workshops to share ways to support their children across the curriculum. Subsidising experiences and trips, including residential. All children needing a device and wifi will have access.
All children are ready to learn	A strong pastoral team will work to support vulnerable families and children and raise aspirations. Increasing numbers of children will be fit for learning and therefore make more rapid progress. <i>Continued improvement in behaviour figures/incidents</i> <b>(See SIP F5)</b>
Accelerate learning to increase the combined attainment (and therefore progress) for all pupils across the school, with a focus on those reaching the higher standards in each phase.	Combined attainment for all children will increase, including at GDS. <i>See challenging targets set.</i> <b>(See SIP F2&amp;3)</b>

## 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: £48,403

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching to develop teacher expertise through planning clinics, team teaching, IRIS reflections and other CPL. Costs of training and cover	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending "Teaching quality is important. It is arguably the greatest lever at our disposal for improving the life chances of the young people in our care (Hattie, 2015), particularly for those from disadvantaged backgrounds." (William, 2016).	2, 4 & 6
Additional teaching assistant in EY to meet the needs of most vulnerable learners with a focus on phonics and language skills.	High quality structured interventions are a key component of effective pupil premium strategy and can have huge positive outcomes for struggling pupils. EEF (2018) suggests there is evidence that early literacy programmes that include activities related to phonemic awareness and phonics skills lead to better literacy outcomes than programmes without these components.	2 & 4

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

Budgeted cost: £179,295

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated learning teachers x 2 and 2 x HLTAs	Evidence from Education Endowment Foundation- reducing class sizes + 2months (July 2021) "...studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers." Our internal data shows that this approach has been highly effective in closing the gap. See above for interventions also.	2 & 4

<p>Online teaching programmes to support learning</p>	<p>Lexia, TTRS, Spelling Shed &amp; IXL, Helps educators track student progress, provides powerful data-driven reports, help teachers track student progress. Provides insight into how to support classrooms or individual learners.</p>	<p>2, 4 &amp; 5</p>
<p>Devices for children - iPads</p>	<p>EEF report - Using digital technology to improve learning.</p>	<p>3 &amp; 5</p>
<p>Additional support for children requiring intervention Easter and summer school. <i>Also see wider strategies</i> -</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit 2 - Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p>	<p>2 &amp; 4</p>
<p>1-3 small group tuition provided by school staff</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit 1. Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. 3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. 4. Providing training to the staff that deliver small group support is likely to increase impact. 5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy</p>	<p>2 &amp; 4</p>
<p>Additional speech and language support and intervention led by specialist</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit On average, individualised instruction approaches have an impact of 4 months' additional progress. Weak Language and Communication skills. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently</p>	<p>2 &amp; 4</p>
<p>Delivery of speech and language booster sessions - Nuffield Early Language Intervention (NELI) to improve listening, narrative and vocabulary skills. (Reception)</p>	<p>The Nuffield Early Language Intervention (NELI) is found to improve children's language and early literacy skills. The programme involves a trained teaching assistant providing short small group and individual teaching sessions to around 3-6 pupils for 20-weeks. Robust evaluations found NELI children made on average 3</p>	<p>2 &amp; 4</p>

	months of additional progress in language. See above for additional TA also	
Pupil progress meetings and phase provision maps. Use of Insight to track children's data	EEF implementation requires ongoing evaluation and adjustments according to impact of interventions.	2, 3,

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

Budgeted cost: £103,442

Activity	Evidence that supports this approach	Challenge number(s) addressed
A strong and experienced pastoral team to support vulnerable children and families.	Family liaison – our internal evidence base shows that working with the families of pupil premium children to address individual needs has a positive impact on the academic and social outcomes for the children. Use of CPOMS for safeguarding and LA safeguarding SLA ensures that consistent and thorough tracking and monitoring take place. SLA ensures that all staff are appropriately trained	1, 2, 3, 4, 5 & 6
Wider enrichment opportunities e.g. clubs, holiday camps etc.	Many pupils do not have access to activities, which promote cultural capital. "Out of school activities and the education gap" Dr Emily Tanner   Professor Liz Todd "After school club attendance was associated with positive academic and social outcomes for disadvantaged children in particular." "Organised physical activities were associated with higher attainment and better social, emotional and behavioural outcomes at age 11."	3
Additional attendance & pastoral support and rewards	EEF report (2015) states that pupils need to be in school to learn and achieve and that there is a direct link between pupil achievement at KS2 and KS4. Pupils with no absence are 1.6 times more likely to achieve level 4 or above, and 4.7 times 3 4 8 more likely to achieve level 5 or above, than pupils that missed 15-20 percent of all sessions	1
All children receive healthy snack at break time	Ensuring that all children are given toast and/or fruit at break time. Some children may not have had any breakfast and research shows that children learn better when they have had food	6
Accelerated Reader/MyOn to improve pleasure for reading and comprehension skills	Evidence from Education Endowment Foundation – 'Teaching and Learning Toolkit': Reading Comprehension Strategies	2, 3, 6

	= +6 months “some indications that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.”	
Resources	Not all children come to school with the correct uniform and equipment e.g. PE kit, bags and swimming kit. Support is given for children to be able to join in with their peers.	3, 4 & 6

**Total budgeted cost: £331,140**

## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes**

*See separate review for 2020/21*