

Pupil Premium Strategy 2020/21

1. Summary information					
School	Rivers Primary Academy				
Person responsible	Lucy Wright HT				
LAB member responsible	Helen Kinsey				
Academic Year	2020/21	Total PP budget	£249,030	Date of most recent PP Review	Sept 2020
Total number of pupils	390	Number of pupils eligible for PP	Figure based on 183	Date for next internal review of this strategy	Dec 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths KS2	<i>No statutory data last academic year.</i>	
% making expected progress in reading KS2		

% making expected progress in writing KS2			
% making expected progress in mathematics KS2			
3. Barriers to future attainment (for pupils eligible for PP)			
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)			
A.	Most PP children entering Reception are significantly below national expectations and need to make accelerated progress to meet age related expectations. <i>See EYFS on entry/baseline data</i>		
B.	Poor language, vocabulary and communication skills for some PP children has an impact upon their English and maths skills which makes achieving the higher standard more challenging for some PP children. This has been magnified this year due to COVID lockdown.		
C.	High deprivation, low aspirations and high level of child in need. Low levels of parental engagement in school and homework. Many parents have poor literacy and maths skills themselves. The cost of school visits and residentials are often too high for some of our PP families.		
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)			
D.	There are a high number of vulnerable children, including high levels of safeguarding and behaviour needs, that are addressed through child protection plans, early help and family support. This impacts on the children's emotional well-being and can hinder their academic progress in school. Low attendance of pupil premium children with higher PA as well as low aspirations and parental involvement from some PP families.		
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)			Success criteria
A.	Increase the combined attainment (and therefore progress) of pupils across the school, with a particular focus on those reaching the higher standards in each phase.		Combined attainment for PP children will increase (and at GDS) this will therefore begin to diminish the difference between disadvantaged and non disadvantaged children.

B.	All children are ready to learn	A strong pastoral team will work to support vulnerable families and children. Increasing numbers of children will be fit for learning and therefore make more rapid progress. <i>Continued improvement in behaviour figures/incidents</i>
C.	All PP children can fully access all learning, including home learning, and make progress across the curriculum	All PP children will have increased parental involvement in school by providing workshops to show parents how to support their children across the curriculum. Subsiding trips – including residential and making online learning accessible as much as possible. Increased attainment for pupils.
D.	Increase attendance and therefore dramatically decrease PA	Focused approach to attendance, involving the whole school. Continue to raise the profile further across school. Rewards for children. (See SIP F1)

5. Planned expenditure

Academic year

2020-2021

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Increased attainment and progress for all children</p> <p>Continue to improve the quality of teaching and learning for all pupils across the school.</p> <p>Digital learning</p>	Continued high quality CPD for all staff	<ul style="list-style-type: none"> New teachers to Rivers - ensure the high quality T & L remains. Improvements made in teaching and learning will have an impact for all children - Research QFT 	<ul style="list-style-type: none"> Review at Trust level and ensure the delivery is of high quality. See overview of CPD and PLMs High quality training and resources 	SLT	Half termly and plan for next half term. Review termly - see SIP
	Additional staff	<ul style="list-style-type: none"> Last year improvements were evident with this approach. Focused teaching approach – filling gaps from previous learning. Additional TA in EYFS in afternoons to focus on language and speech across EYFS Focused reading teacher 	<ul style="list-style-type: none"> High quality teaching needed. Staff delivering need to be good or better teachers. Review at each term's data drop 	SLT	Termly – at data drops to measure impact KS2 additional teacher £34,160 KS1 additional teacher £52,000 Part of AM KS1/KS2 £16,143 Half of EYFS TA £11,000
	Trust wide tracking system to be able to track progress and attainment	<ul style="list-style-type: none"> Teachers to continue to take more responsibility for the tracking of progress and attainment for their children with a particular focus on combined Insight – KS1 & 2 £500 Tapestry – EYFS £224 Use of Venn diagrams at ARE and GDS to really focus on individual children - no charge 	<ul style="list-style-type: none"> Teachers know the performance of their PP children. Pupil progress meetings, phase meetings. Regular reviews of implementation, checking class statements and action plans. Action plans, SIP and SEF. Feedback from staff, 	PC – WAT SLT Senco	At data entry points – CT, Phase meetings <ul style="list-style-type: none"> Insight – KS1 & 2 £500 Tapestry – EYFS £224

			improvements in 'groups' data		
	Whole school approach to x tables	<ul style="list-style-type: none"> • Times tables have been a gap in knowledge for many children and this is a key part to mathematical teaching and learning. • Continue with Times table rock stars £115 pa • Improved results in maths 	<ul style="list-style-type: none"> • Parent and pupil voice • Improved whole school agreed approach • Parent sessions to inform • Challenges and competitions across school 	CD	Data drops Pupil voice and parent workshops <ul style="list-style-type: none"> • Times table rock stars £115 pa

Total budgeted cost					£114,142
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ii. Targeted support

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Targeted support / interventions improve outcomes for pupils and meet their individual needs. All children will make at least expected progress from their starting points	Use of targeted support/interventions	<ul style="list-style-type: none"> • Children enter EYFS with very low starting points (see baseline data). 	<ul style="list-style-type: none"> • Careful tracking of children's progress and attainment. • Looking at children's exit destinations for this academic year. 	EYFS phase lead SLT	Impact of this will be seen in data.
	Increase attendance and raise the profile of this across the school.	<ul style="list-style-type: none"> • A member of SLT now oversees attendance to ensure a robust approach. • Free breakfast club open for all children - this has had to be postponed due to COVID restrictions until Jan - to be reviewed. 	<ul style="list-style-type: none"> • SLA with Walsall council to provide challenge and legal guidance £3,600 • Breakfast club staffing Jan - Aug £16,340 	BA & SLT	Daily and weekly attendance figures Half termly <ul style="list-style-type: none"> • Breakfast club staffing £16,340 • SLA with Walsall council £3,600

	Interventions for English and maths	<ul style="list-style-type: none"> Smaller group additional teaching of English and maths for target children. Focus on those 'cusp' children who are close to reaching ARE and combined ARE using Venn diagrams 	<ul style="list-style-type: none"> Year 6 booster classes and Easter school session = £2147 3xteachers and 1 x TA-first aid and site Accelerated learning for all year groups Resources for this – books £800 RWI Fresh start aimed at Y5 & 6 £299 RWI Spelling starting with Y2 £245 	SLT	<p>Half termly and data drops</p> <ul style="list-style-type: none"> Resources for this – books £800 Easter school session = £2147 RWI Fresh start aimed at Y5 & 6 £299 RWI Spelling starting with Y2 £245
Total budgeted cost					£23,431
iii. Other approaches					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>The safeguarding and welfare needs of PP children are met and improve outcomes</p> <p>All PP children can fully access, gain experiences and make progress across the curriculum</p>	<p>Continue with a strong Pastoral team</p> <p>Use of Votes for Schools System £500</p>	<ul style="list-style-type: none"> Barriers to learning for many of our families due to high levels of deprivation and children in need. High proportion of vulnerable PP children High proportion of PP needing additional family support. Hugely successful in school last year and research based evidence. Brings the curriculum alive for children and discuss and debate real life and topical issues. Positive 	<ul style="list-style-type: none"> Pastoral lead for the team £24,806 Learning mentor £24,013 Safeguarding officer £15,522 Pastoral support assistant -£17,731 Safeguarding Service Level Agreement £300 CPOMS recording system £1000 pa Continue to keep it high profile across the school. 	<p>SLT</p> <p>DHT curriculum</p>	<p>Ongoing but at least termly Link to attendance data. Pupil survey</p> <ul style="list-style-type: none"> Pastoral lead for the team £24,806 Learning mentor £24,013 Safeguarding officer £15,522 Pastoral support assistant £17,731 Safeguarding Service Level Agreement £300 CPOMS recording system £1000 pa

		feedback from staff, children and parents/carers.	<ul style="list-style-type: none"> Use of PSHE resource - online PSHE membership cost £120 	and PSHE leader	<ul style="list-style-type: none"> Use of PSHE resource - online PSHE membership cost £120 Use of Votes for Schools System £500
Student rewards (including attendance) £5,000	<ul style="list-style-type: none"> High proportion of children needing behaviour support are PP Work of Paul Dix – research focus on positives and adult behaviours. 	<ul style="list-style-type: none"> Continue with positive rewards See learning mentor above 	CD & BA	Pupil and staff voice ongoing and termly. Student rewards (including attendance) £5,000	
Home learning support & workshops	<ul style="list-style-type: none"> Supporting learning at home can improve attainment and progress. Online packages proved successful during lockdown. 	<ul style="list-style-type: none"> Monitoring of workshop Quality of staff leading Use of homework books to set higher expectations of home learning. Parent/carer workshops 	Phase leaders, pastoral team and SC SLT	Evaluations of workshops, pupil and parent/carer voice After each one and termly IXL cost - £2,573 Spelling and Maths shed £250	
Subsidising trips and Y6 residential £10,000	<ul style="list-style-type: none"> Additional learning for children – giving them real life and hands on experiences that they have not ever had before. Bringing learning to life. This year (certainly term 1) we will probably have more workshops into school rather than taking children out. 	<ul style="list-style-type: none"> Ensure value for money Checking quality of venues and links to learning 	Phase leaders	Trip evaluations after each one Termly Subsidising trips and Y6 residential £10,000	

	Increase the progress of SEND children	<ul style="list-style-type: none"> SEND progress is lower than we would like. After some good gains last year, more work is needed. 	<ul style="list-style-type: none"> High quality SEND training for all staff £500 Resources £500 	MS	At data drops , SEND reviews Staff feedback after training Training £500 Resources £500
	Saturday school	<ul style="list-style-type: none"> Giving children additional experiences that they may not have. Focus y 3 and 4. Costs of staffing and resources £2,000 	<ul style="list-style-type: none"> Quality staff leading Clear plan To begin in the autumn term 	SC (SLT)	3 weeks into and at the end of the 6 week block <ul style="list-style-type: none"> Saturday school £2,000
	Healthy snack at break time for all children in the school	Ensuring that all children are given toast and/or fruit at breaktime. Some children may not have had any breakfast and research shows that children learn better when they have had food.	<ul style="list-style-type: none"> Kitchen to make toast for break times, Bread Cost £3,735 Cost of £2,407 for additional staff to make it 	Phase leaders oversee	Ongoing but at least termly <ul style="list-style-type: none"> Kitchen to make toast for break times, Bread Cost £3,735 Cost of £2,407 for additional staff to make it
	Ensure that children are ready for school	Not all children come to school with the correct uniform and equipment eg PE kit, bags etc	<ul style="list-style-type: none"> Children will receive additional equipment where there is a need. Cost £500 	Pastoral team	At least termly Cost £500
Total budgeted cost					£111,457
					£249,030

6. Additional detail

