A screenshot of a computer

Description automatically generated**Pupil premium strategy statement**

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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**

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| **Detail** | **Data** |
| Rivington Primary School |  |
| Number of pupils in school | 236 |
| Proportion (%) of pupil premium eligible pupils | 30.1%  2 LACPP |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2023  2023-2024  2024-2025 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | C Powell/C Halliwell |
| Pupil premium lead | R McKenny |
| Governor / Trustee lead | Jen Longman |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £98,310 |
| Recovery premium funding allocation this academic year | £8265 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £106, 575 |

**Part A: Pupil premium strategy plan**

**Statement of intent**

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| Our school vision ‘A place where everyone matters’ underpins our intent for this Pupil Premium strategy.  Our school community serves an area with many challenges, and we have high expectations for our pupils in order to increase cultural capital and narrow gaps. When making decisions about using Pupil Premium funding it is important that we take this into account. We carefully balance the requirement for pupils to reach national expectations and beyond in core subjects, with our wider curriculum aims of providing a full spectrum of thoughtful and enriching experiences which reflect the needs of the school community and extend the children’s life experience further. Our CARE curriculum (Communication, Aspiration, Reflection and Enriching Experience) enables us to do this. We look at the common barriers to learning for our disadvantaged children and ensure that these don’t prevent the children from flourishing. We ensure that all children achieve their full potential in all curriculum areas, through consistent high-quality teaching supported by individualised targeted interventions. Emotional wellbeing is at the heart of our intent for all children’s personal development, and we ensure that our provision is targeted at our disadvantaged learners to ensure all children are emotionally ready to access our CARE Curriculum. All teaching staff are involved in the analysis of data and identification of pupils, so that the appropriate provision is made for pupils who belong to vulnerable groups and that they are adequately assessed and addressed. |

**Challenges**

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

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| **Challenge number** | **Detail of challenge** |
| 1 | Emotional well-being and mental health – Children who struggle to manage their emotions and subsequently their behaviour in school. Children with low self-confidence and low self-esteem. This has been identified by class teachers and the pastoral team. |
| 2 | Poor language and communication skills on entry to school - A number of children in our school eligible for PP have speech and language difficulties. This is quite significant in children on entry to our Foundation Stage and therefore these children start below ARE. This has been identified through our Foundation Stage baseline data, observations made by staff and referrals to specialist services. Our Baseline entry data is below national data. |
| 3 | Attainment – Majority of our PP children are not achieving ARE in reading, writing and maths. Our Pupil Premium trackers show that writing is a particular weakness in some class eg 40% ARE in Y1, 43% ARE in Y2 and 36% ARE in Y3. |
| 4 | Attendance – Our disadvantaged pupils have a higher rate of persistent absence and poor punctuality. |
| 5 | Limited opportunities and life experiences - Children that have not been exposed to a variety of experiences and therefore lack cultural capital. Children eligible for PP quite often have low aspirations and this has an impact on their progress. This has been identified by class teachers and the pastoral team. |

## 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.

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| Intended outcome | Success criteria |
| 1. Emotional needs to be addressed with particular children so that this will not be a barrier to their learning and therefore they will reach ARE. | Children with emotional and behaviour needs to be part of a nurture group or a range of interventions that address their needs so that they have a better chance of reaching ARE.  Children to be able to access pastoral support which will then help them to focus on their learning in school and make good progress. |
| 1. Children with speaking and listening as a barrier to learning will make good progress in reading, writing, and numeracy. | Assessment tracking systems will show that children with speaking and listening difficulties have made good progress throughout the year. The percentage of children requiring speech therapy will reduce as they move through Key Stage 1. |
| 1. Improved attainment in line with national benchmarks in reading, writing, and maths. | By the end of each academic year, PP children will have made rapid progress so that they are meeting age-related expectations in their current age group.  Closing the gap between children who receive effective support at home to those that don’t. Ensuring that extra support in school is given to those children who do not receive this at home. Children who are eligible for PP to make rapid progress by the end of the year in reading, writing, and maths so that they meet age-related expectations and we, therefore, narrow the gap  Children eligible for PP, who are identified as high ability to make as much progress as none PP HA children.  Monitoring of teaching standards and of children’s books with show clear progression.  Intervention strategies will be fully embedded across the school and evident in children’s books. |
| 1. Increased attendance rates for children eligible for PP. This group of children having an attendance that is in line with non PP pupils. | Ensuring children eligible for PP have an attendance of 95%+ or that all possible actions have been taken to address attendance issues. |
| 1. Children eligible for PP to have high aspirations and be offered a variety of experiences and opportunities in line with non-disadvantaged peers. | Discussions with these children will highlight their aspirations. Experiences in school will promote and encourage their aspirations. A high uptake of extra-curricular activities in line with peers. |

## 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: £26,720

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To provide a high-quality coaching model which supports staff across the school in improving teaching standards. A particular focus will be on early reading and maths. | EEF Guidance to Implementation (2019) states that ‘an increasing body of evidence demonstrates the impact of coaching on improving implementation and learning outcomes.’ | 2, 3, |
| To implement a marking and feedback policy that ensures that there is the highest possible impact on learning for all pupils. | EEF Guide to Effective Feedback, June 2021: “Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit.”  “Teachers should provide opportunities for pupils to use feedback.”  “Verbal methods of feedback can improve pupil attainment.” | 2, 3, |
| High level of TA support – TAs to deliver targeted interventions that are aimed at closing the gap, e.g. a modified curriculum, bottom 20% readers, maths ‘keep up’ sessions. | EEF (2022) School Planning Guide on flexible grouping: “Allocate groups temporarily, based on current level of attainment. This could, for example, be a group that comes together to get some additional spelling instruction based on current need before re-joining the main class” | 2, 3, |
| To improve the teaching and learning of phonics in line with the early reading strategy through the subscription to the RWInc online platform and an external consultant to evaluate early reading provision and provide CPD. | EEF study into the teaching of phonics  Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. | 2, 3 |
| Assessment tracker – purchase new assessment tracker ‘Insight’ to ensure that vulnerable groups and intervention programmes are having a positive effect. | EEF – Embedding Formative Assessment  Formative assessment can improve students’ learning.  The EEF toolkit suggests that the provision of high-quality [feedback](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) can lead to an average of eight additional months’ progress over the course of a year. | 3 |

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

Budgeted cost: £65,120.39

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Internal interventions -Specialist after school support for individual children and small targeted groups in maths.  School led tutoring | * 1. tuition has proved to be successful   with the children in previous years with many targeted children achieving SATs targets.  EEF Study into one to one tuition: “Evidence indicates that one to one tuition can be effective, delivering ap- proximately five additional months’ progress on aver- age.” | 3 |
| Deployment of a fulltime teaching assistant in all classrooms to ensure effective support in lessons and also to deliver immediate feedback from teacher or TA (where possible) Interventions to be delivered daily to identify misconceptions.  TAs to deliver individual speech and language programmes for children with significant difficulties and deliver the WELCOMM programme.  TAs to also deliver specific, individualised interventions where required during afternoon sessions based on teacher assessments and use of assessments. approach.  Purchasing of specific intervention programmes, including digital programmes, as required (Reading Plus, Tables Times Rockstars) led by teaching assistants where adult support is required. | EEF study into feedback:  EEF research shows that feedback and self regulation are high impact strategies – this can be promoted and embedded in classrooms with additional staff and training.  EEF study into teaching assistants:  Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average.  EEF (2022) School Planning Guide on diagnostic assessments: Diagnostic assessments  provide  opportunities to reflect on pupils’ thinking, strengths, and weaknesses. They can give useful insights into learning, adding to the richness of the information teachers hold about their pupils.  EEF (2022) School Planning Guide on TARGET approach:      EEF research into oral language intervention:  “Overall, studies of oral language interventions con- sistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language inter- ventions make approximately five months' additional progress over the course of a year.”  “All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months'  additional progress).” | 2, 3 |
| Academic mentor - Employ additional teaching staff to teach specific groups of children. These children will have been identified as having significant gaps and currently not on track. | Small group interventions with highly qualified staff have been shown to be effective in previous years.  Information from pupil progress meetings demonstrate pupils in target groups make good progress.  TAs to deliver individual speech and language programmes for children with significant difficulties. | 2, 4 |

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

Budgeted cost: £14,734.61

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Employ an Education Welfare Officer.  Pastoral Manager (ML), including the appointment of an attendance officer to improve attendance and punctuality of PP children to ensure they are in school and ready to learn.  To work alongside  authority’s EWO service to target PAs and those PP children at risk of being a PA. | It has been proved to be successful to have an Education Welfare Officer work with these families. EWO organises a number of interventions to improve the attendance for these children.  EEF (2022) School Planning Guide on attendance “There is some evidence of promise for several strategies including parental engagement approaches and responsive interventions to target the individual causes of low attendance.” Attendance Interventions Rapid Evidence Assessment (EEF, 2022)”  DFE Improving Attendance at School: “There is a clear link between poor attendance at school and lower academic achievement.”  DFE Link between attendance and attainment: “in gen-  eral, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of  KS2.” | 1, 4 |
| Pastoral Leader – To employ a fulltime pas- toral lead to lead on behaviour across school.  To track behaviour through CPOMs, offer early intervention, work alongside parents and external professionals where necessary.  Staff to provide pastoral support.   * 1. play sessions.   Rainbow club  Butterfly counselling sessions.  Access advice and referrals from BIT, Barnados, Philippi Trust.  Mental Health Nurse – 1 day a week | Many children eligible for PP at Rivington have barriers to learning involving social and economic issues in the family. These barriers can present in challenging behaviours. Addressing these issues through Rivington Support has had a proven effect in raising attendance and achievement.  EEF study into social and emotional interventions: “On average, SEL interventions have an identifiable and valu- able impact on attitudes to learning and social relation- ships in school. They also have an average overall impact of four months' additional progress on attainment.”  EEF study into behaviour interventions:“ Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for  universal interventions or whole school strategies.”  EEF study into social and emotional interventions: “On average, SEL interventions have an identifiable and valu- able impact on attitudes to learning and social relation- ships in school. They also have an average overall impact of four months' additional progress on attainment.” | 1 |
| Provide extra-curricular activities – open for all children with priority given to disadvantaged children.  Subsidise opportunities for experiential learning including school trips, residential trips and resources.  External providers coming into school – Reading Fairy, Literacy Kicks, Sports for Kids. | Children eligible for PP are less likely to participate in these activities due to financial costs.  EEF study into extending school time: “The evidence in- dictates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months’ additional progress.”  EEF (2022) School Planning Guide in relation to transition: “A main area for development is support for pupils from disadvantaged backgrounds transitioning between primary and secondary school—anticipating risk points and deliberately building the support needed to set every child up for success” | 5 |

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

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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| During the academic year 2022-2023, in some classes the PP children had not been progressing as well as their peers. As a result of this we have changed our Pupil Premium plan to meet the needs of these children and we have looked at different approaches that we can use. There has however been an impact on some of our PP children and the key areas of impact are listed below.  Key areas of impact –   * Targeted support – a teaching assistant has been delivering the WellComm program in Nursery and this has had an impact as 80% of the PP children were assessed at being ARE. * Targeted support – we have continued to provide support and deliver interventions that are driven by the children’s specific needs. These have been to support gaps in learning, additional phonic groups, additional reading sessions, pastoral needs and support in developing resilience. Some children have also been given an alternative curriculum due to their behaviour and refusal to engage in class. All of these have been delivered by teaching assistants and the nurture groups have been delivered by our Pastoral Lead. * Our safeguarding team have supported a significant number of children and families requiring support this year such as help with referral forms, applying for funding, food parcels, clothing, furniture. * The progress of children on the RWInc programme has been good and the gap between the progress of PP children and is reducing. 70% PP children in the Year 1 cohort passed their check in June 2023 (compared to 40% in 2022) and 100% PP children in the Year 2 cohort passed their check in December 2022. * Specialised after school support for individual children and small targeted groups in writing and maths were provided for our children but unfortunately were not attended well. * We have purchased more age-appropriate reading books for children to read in school and at home. * Attendance – specific children have received extra support in improving their attendance from our Pastoral Lead. Other approaches are now in place to improve it further, along with our Attendance Officer targeting specific families. Other approaches include rewards for children with 100% attendance, weekly attendance data reported on the school newsletter. * Children who have had time set aside to discuss with a TA their needs and circumstances has had a positive impact on their learning. For a small group of these children they have achieved ARE at the end of the academic year. * We have enabled more children eligible for PP to take part in extra-curricular activities and have broadened their experiences, e.g. a trip to the Anglican Cathedral and The Philharmonic. These experiences and opportunities have had an impact on the children’s writing as the trips have provided them with a wider range of vocabulary to use and experiences to draw upon. Children are more inspired to write and are given extended vocabulary to enhance their writing. |

## Externally provided programmes

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| Programme | Provider |
| Education Welfare Officer | St Helens LEA |
| Reading Plus | Reading Solutions |
| Phonics and spelling | Read Write Inc |

# Further information (optional)

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| Planning, implementation and evaluation –  At the beginning of each academic school year teachers look at the group of PP children in their class and familiarise themselves with the challenges that each child presents. These challenges are based on evidence from sources of data, engagement in class, book monitoring, conversations with parents, and previous class teachers. Plans are then made to ensure that these challenges are supported throughout the year to ensure the children make rapid progress throughout the year. The support put in place is reviewed each term and adapted were necessary.  Discussions also take place between the SLT and the Safeguarding Team to ascertain other challenges and approaches that can be used to support these children. |