# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

## 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

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| Detail | Data |
| School name | Riverdale Primary |
| Number of pupils in school | 194 |
| Proportion (%) of pupil premium eligible pupils | 36.08% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 21-22 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | February 2022 |
| Statement authorised by | K Reilly |
| Pupil premium lead | M Clements |
| Governor / Trustee lead | S Rawlinson |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £96840.00 |
| Recovery premium funding allocation this academic year | £10440.00 |
| 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 | £107280.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Priority 1 | Ensure Pupil Premium children close identified gaps in learning caused by prior attainment and time missed in school through lockdown. Key areas identified are the PRIME areas in EYFS, phonics, reading, writing and maths- number fluency and application  High quality first teaching and learning strategies used to provide appropriate challenge and engagement.  Feedback, peer tutoring and active learning strategies show high pupils engagement.  Higher attaining pupils receive focused intervention and additional support.  Additional staffing levels lead to smaller groups to ensure effective differentiation.  Children to have more frequent opportunities to see learning concepts demonstrated with concrete resources to secure the link between concrete and abstract. | |
| Priority 2 | Pupils have access to high quality teaching through an appropriately modified curriculum supported with high quality resources to engage, motivate and meet identified needs in reading, writing and application of number, both in school and at home.  Pupils use appropriate technologies to support and consolidate learning.  Use of remote learning resources to support communication of learning priorities. | |
| Priority 3 | Pupils have their emotional and health needs met so they attend school regularly and access wider support services as appropriate.  Additional support provided for children who require specific work around social interaction, learning together and building relationships. | |
| Barriers to learning these priorities address | Pupils will have received a variable experience during lockdown which may impact upon their motivation, stamina, knowledge, recall and understanding.  Pupils may experience a fractured period of attendance caused by self isolating or bubbles closing.  Identified pupils will need an appropriately differentiated curriculum supported by a catch up program.  Younger children will also take time to adapt to effective learning strategies used in the classroom which were not always present due to Covid – 19 organisation e.g. flexible group working or active learning within the classroom space.  Attendance is variable with some families showing persistent absence. This has a negative impact upon progress. | |

## 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 | Acquiring and retaining key facts across both English and Maths which includes both Early Reading skills and Reasoning skills in Maths as priority areas |
| 2 | Number fluency and reasoning  Helping children to catch up and keep up with their development and skills |
| 3 | Choosing vocabulary for effect across a variety of genre  Developing Communication, Language and Vocabulary skills |
| 4 | Internalise language structures to improve quality writing |
| 5 | Attendance and Punctuality issues. |
| 6 | Addressing Social and Emotional challenges including supporting our families within school |

## 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 |
| Quality of  teaching for all | Improved attainment in reading, writing and maths. |
| Targeted Academic Support | High quality teaching will be supported by additional work completed in small groups or 1-1. Pupils make accelerated progress. |
| Enrichment  Beyond the  Curriculum | Maximise opportunities to consolidate and extend learning through a wide range of experiences and support for our children e.g.  being able to resume visits outside of the classroom which will provide children with vital learning experiences that can be then applied to work within the classroom |

## 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: £*43320.00*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Additional staffing across school* | Effective interventions and well trained TAs make improved outcomes for children (EEF)  TAs work within the classroom to support children with key areas of learning including PRIME, CLL, phonics, reading , writing and maths skills  TAs work before and after school to support planning , preparations and interventions | 1,2,3,4 |
| *MAT subject leader groups* | Termly meetings with subject leaders across the Ironstone MAT will share best practice in the teaching and learning of English and maths. CPD to be identified and delivered. | 1,2,3,4 |
| *Maths Dashboards* | In addition to daily maths lessons, Daily Maths Dashboards across the school take place each day. These focus on key repeated skills in measures which allows more time to be dedicated to number fluency and its application in the daily maths lesson. The daily dashboards allow children to access relevant data to use in context and apply their skills across other curriculum areas.  Having staff available to take children in smaller groups ensures that the learning can be differentiated appropriately and vulnerable children can be targeted for extra support under the direction of class teachers.  EEF research recognises the importance of dedicating time for children to learn mathematics and integrate mathematics across the school day and also the importance of using high quality targeted support with brief, regular sessions. | 1,2 |
| *Use of Manipulatives and Representations* | Each daily maths lesson is supported with manipulatives and representations for the children to use to allow children to develop their skills using practical equipment to develop a greater understanding of abstract concepts. Practical work in mathematics provides a chance for learners to study and explore the outside world where the concepts, terms and principles of mathematics are used, which in return ensures they become more equipped in the theoretical part of mathematics. Increased opportunity and application of hands on, concrete mathematical modelling to secure concepts.  EEF research shows the importance of the ‘use of manipulatives and representations to develop understanding’ | 1,2 |
| *Fully Embed Talk for Writing* | Children in school do not have a strong internalised writing voice which impacts on their writing abilities. Their use of vocabulary is limited which impacts on the effectiveness of their writing and their reading comprehension. The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through ‘talking the text’, as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully. The key phases of the Talk for Writing process, as outlined below, enable children to imitate orally the language they need for a particular topic, before reading and analysing it, and then writing their own version. EEF research states the importance of reading texts aloud and discussing them, teachers modelling inference making by thinking out loud and pupils articulating their ideas verbally before they start writing. | 1, 3, 4 |
| *Whole Class Reading Texts*  *Key reading strategies including whole class reading texts (focus specifically on developing the use of non fiction texts), developing vocabulary and language through books* | Effective use of vocabulary and accuracy of punctuation were barriers to children’s attainment. Exposing the children to a wide variety of literature will allow them to develop a wider vocabulary use, which they can then implement in to their independent writing. Modelling (and discussing) the use of punctuation for effect, will facilitate the children’s accurate use of punctuation within their work.  Each class has a text that an adult reads aloud regularly to them and these texts are a range of fiction, non fiction and poems and rhymes. As well as reading the text to the children they discuss it together in order to develop a ‘love of reading’ and develop their comprehension skills.  A reading spine is in place for each year group to ensure the children are exposed to high quality texts to support their reading and writing skills.  EEF research states the importance of reading texts aloud and discussing them, teachers modelling inference making by thinking out loud and pupils articulating their ideas verbally before they start writing. | 1,3,4 |
| *Sentence Composition* | Effective modelling of sentence composition to build strong writing habits in regards to oral rehearsal, punctuation and meaning.  Use of colourful semantics to support this process with children having concrete apparatus to support the different elements of sentence construction and increased complexity. Children to have explicit criteria to self-check against. Use of visualiser and home learning technology to share writing with a real audience. | 1,4 |

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

Budgeted cost: £*44206.00*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *School-Led Tutor* | Tailored academic support to be provided by school led tutor. Working with groups of 3 children at a time, the tutor will liaise closely with the class teacher to plan and deliver targeted support for PP children across the year. | 1,2,3,4 |
| *Additional tutoring* | Additional tutoring to target other children not accounted for in the school –led funding as well as additional hours for those where 15 hours has proved not enough. | 1,2,3 |
| *One to one and small group Reading and Phonics intervention groups* | EEF research on Literacy shows the importance of the ‘use of high quality interventions to help pupils who are struggling with their literacy’. Following this research we also ensure that adults have been trained to deliver the activity and that the activity is brief, regular and sustained. Adults have structured supporting resources alongside plans with clear objectives. | 1,2,3, |
| *Communication and Language support – one to one speech and language support and small group interventions*  *e.g. BLAST, Talk Boost, T Kit, Early Talk, support, individual support based upon the recommendations of our SALT service* | EEF research states that schools need to ‘prioritise the development of communication and language’ and we also follow the guidance of ‘recognising that students from disadvantaged backgrounds are more likely to have less extensive vocabulary’ so we make this a key priority for our targeted intervention support right from the beginning of our children’s journey through school. | 1,2,3,4 |
| *Physical Development Interventions to support gross and fine motor skills* | The aim of these intervention groups is to meet the aim of EEF research which states the importance of ‘supporting children to develop the foundations of a fast, accurate and efficient handwriting style. ‘It is important to carefully monitor appropriate support and intervention in this area’. | 1,2 |
| *Lexia –reading* | Children to be closely monitored in their progress using the program and how this is implemented in their independent work. | 1,3,4 |
| *Reading Support* | 1:1 Reading sessions – 3x week with adult in school . | 1,3,4 |
| *Support for targeted resources for Y6* | Pupils to have effective revision material to support their learning | 1,2,3,4 |
| *Thrive* | 1:1 and small group work twice a week to focus on specific emotional targets. Sessions to include group work specific to social skill acquisition and building relationship. | 1,2,3,4,5,6 |

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

Budgeted cost: £19754.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional support at lunch times | Additional staffing support pupils progress in the key areas of social, emotional, physical and communication and language. | 5,6 |
| Increased life experiences though support for school trips and additional events | Pupils are exposed to a wide range of social /cultural and sporting experiences through a broad and varied curriculum (subject to Covid government guidelines). Ongoing experiences within and beyond the curriculum to help support and engage the children (subject to government guidelines). Disadvantaged pupils attend events/visit places they would not usually be exposed to (where possible).  Broad and balanced curriculum for all ensures pupils have enhanced social and life experiences.  Children have the opportunity to engage in timely, seasonal and relevant events and activities to help mark the year and signpost their progress and achievements. These to be linked to pupil’s own life events, and the wider community if appropriate. | 1,2,3,5,6 |
| Develop positive learning behaviours and provide emotional support for vulnerable pupils | Through the use of the Thrive approach across school pupils will be engaged, resilient, independent and self-motivated learners.  The revised behaviour policy will increase their understanding of behaviour expectations whilst supporting their actions in a restorative way to be able to manage their feelings and behaviour appropriately.  Increased engagement in learning leading to fewer behaviour incidents recorded for pupils on the school system (without changing recording practices or standards).  Weekly newsletter communication using Marvellous Me and Seesaw to help share positive experiences and learning between home and school. Children encouraged to share out of school learning through Seesaw platform so that additional recognition can be gained from teachers and peers. | 1,2,3,4,5,6 |
| Prepare pupils for the wider world and their future lives | Implement the new RSHE Curriculum based on DFE Guidance ‘Personal, Social, Health and Economic Education (PSHE).  Provide support for vulnerable pupils with their Personal and Social Development. EEF research states the importance of ‘Creating a positive and supportive environment for all pupils without exception’. | 5,6 |
| Improved Attendance | Provision of attendance officer and additional office support to maintain systems and communicate effectively and quickly with parents  Rigorously monitor the attendance across the school, inc. of groups of pupils (e.g. SEND, PP, different year groups) so that support can be targeted carefully. Ensure whole school accountability for promoting excellent attendance through whole school strategies & targeted support meetings (esp. for those who with poor attendance history in previous years). | 5,6 |

**Total budgeted cost: £107280.00**

# 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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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?* |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

|  |  |
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| Programme | Provider |
| Lexia |  |
| White Rose Maths |  |
| Early Words Together |  |
| BLAST |  |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

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| *Summary of End of Year Internal Assessment Data*  *() whole class numbers and percentages*  *Maths assessment – number only not reasoning papers*   |  |  |  |  |  | | --- | --- | --- | --- | --- | | *Nursery* | *Number* | *Emerging* | *Expected* | *Exceeding* | | *Reading* | *6 (21)* | *50%*  *(33%)* | *50%*  *(67%)* | *0%*  *(0%)* | | *Writing* |  | *33%*  *(24%)* | *67%*  *(71%)* | *0%*  *(5%)* | | *Maths* |  | *33%*  *(10%)* | *50%*  *(71%)* | *17%*  *(19%)* | |  |  |  |  |  | | *Reception* | *6 (22)* |  | *GLD* |  | | *Reading* |  | *12%*  *(18%)* | *88%*  *(82%)* | *0*  *(0%)* | | *Writing* |  | *33.4%*  *(50%)* | *66.6%*  *(50%)* | *0%*  *(0%)* | | *Maths* |  | *0%*  *(23%)* | *100%*  *(77%)* | *0%*  *(0%)* | |  |  |  |  |  | | *Year 1* | *7 (23)* | *Working Towards* | *At expected* | *Exceeding expected* | | *Reading (phonics)* |  | *71%*  *(48%)* | *29%*  *(39%)* | *0*  *(13%)* | | *Writing* |  | *71%*  *(39%)* | *29%*  *(42%)* | *0%*  *(9%)* | | *Maths* |  | *42%*  *(26%)* | *58%*  *(67%)* | *0%*  *(13%)* | |  |  |  |  |  | | *Year 2* | *8 (21)* |  |  |  | | *Reading* |  | *12.5%*  *(14.3%)* | *87.5%*  *(61.9%)* | *0%*  *(23.8%)* | | *Writing* |  | *12.5%*  *(19.4%)* | *87.5%*  *(71.4%)* | *0%*  *(9.5%)* | | *Maths* |  | *16.7%*  *(9.5%)* | *83.3%*  *(76.2%)* | *0%*  *(14.3%)* | |  |  |  |  |  | | *Year 3* | *10 (28)* |  |  |  | | *Reading* |  | *20%*  *(21.4%)* | *80%*  *(67.8%)* | *0%*  *(10.7%)* | | *Writing* |  | *60%*  *(46.4%)* | *40%*  *(53.57%)* | *0%*  *(0%)* | | *Maths* |  | *20%*  *(32%)* | *80%*  *(68%)* | *0%*  *(0%)* | |  |  |  |  |  | | *Year 4* | *14 (29)* |  |  |  | | *Reading* |  | *42%*  *(22.1%)* | *71%*  *(67.9%)* | *0%*  *(0%)* | | *Writing* |  | *64%*  *(48.3%)* | *42%*  *(51.7%)* | *0%*  *(0%)* | | *Maths* |  | *42%*  *(34.48%)* | *35.7%*  *(64.2%)* | *20.6%*  *(24%)* | |  |  |  |  |  | | *Year 5* | *15 (26)* |  |  |  | | *Reading* |  | *53.3%*  *(42.3%)* | *33.3%*  *(42.3%)* | *13.3%*  *(15.4%)* | | *Writing* |  | *53.3%*  *(57.7%)* | *33.3%*  *(34.6%)* | *6.6%*  *(7.7%)* | | *Maths* |  | *60%*  *(42.3%)* | *20%*  *(38.5%)* | *20%*  *(19.2%)* | |  |  |  |  |  | | *Year 6* |  |  |  |  | | *Reading* |  | *26%*  *(18%)* | *32%*  *(46%)* | *42%*  *(36%)* | | *Writing* |  | *21%*  *(14%)* | *74%*  *(79%)* | *5%*  *7%* | | *Maths* |  | *32%*  *(29%)* | *42%*  *(50%)* | *26%*  *(21%)* |   *Home learning and remote provision was strong overall (85% engagement) and will be to build upon for this year.*  *School encouraged more vulnerable children to physically attend school during lockdown to ensure they still received quality face to face teaching as we found in the previous lockdown home support was more challenging for these families for different reasons.*  *As a school we placed high emphasis on emotional wellbeing and we saw good progress across school in children’s wellbeing from their return in September particularly within the early years.*  *Children’s life experiences suffered during the lockdowns, so we will provide children with opportunities to learn outside of the classroom. The children will then be able to apply these learning experiences to their classroom work.*  *Whilst engagement was strong during the periods of remote working, writing was the subject children engaged least with and as the majority of work submitted was done electronically the mechanical aspects and presentation of writing dropped on the children’s return The lack of correct levels of punctuation and grammar in finished pieces prevented the children from reaching age-appropriate standards and extra time will need to be provided for editing to allow the children to think of and include these SPaG elements. This will be done alongside the new approach to writing we have introduced –Talk4Writing. The Talk4Writing approach allows children to internalise language structures needed to write through talking a text before following these closely in their own compositions.*  *Children’s arithmetic skills in general were retained and were a key focus within class on their return to school. Children’s lack of ability to access the reasoning aspect of maths is evident on their return and is a key focus within the school improvement plan for this year.*  *Phonics scores reflected the time away from school to embed the higher level phonics sounds needed to achieve a pass at the end of the academic year and most were working at approximately a half term behind where they would have normally having already starting at a lower point at the start of the year after previous lockdown when schools were not providing the same level of remote learning. The attainment gap widened with our children in the bottom 20% during lockdown and reflect in the cohort results when they were not able to receive the additional face to face support they would normally receive in school.* |