

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:

Detail	Data
School name	Rivers Primary Academy
Number of pupils in school	451 21/06/2023
Proportion (%) of pupil premium eligible pupils	63% 22/06/2023
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 (Reviewed annually)
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Leanne Bridgwood Executive Head Teacher
Pupil premium lead	Becky Anderson
Governor / Trustee lead	Helen Kinsey

Funding Overview:

Detail	Amount
Pupil premium funding allocation this academic year	£333,944
Recovery premium funding allocation this academic year	£27,581
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	£361,525

Part A: Pupil premium strategy plan

Statement of Intent:

At Rivers, we are a passionate and high-performing school that raises aspirations, power social mobility and enable all students to be successful and active citizens and enable them to access future careers of their choice.

Furthermore we strive to ensure that teaching and learning opportunities meet the needs of all of our pupils. Where identified, additional provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed to ensure sufficient progress is made. Pupil premium funding will be allocated following a needs assessed analysis which will identify priority classes, groups or individuals.

Rivers Primary Academy is committed to ensuring maximum progress for all groups of children and strives to close any gaps. At Rivers we actively promote equality of opportunity for all staff, governors, pupils and parents to create a community where all can succeed. We take a strategic approach to the use of Pupil Premium funding and these plans are integrated into wider school support and improvement systems. These are monitored and evaluated robustly and on a regular basis. In depth analysis will ensure that the correct support and strategies are identified to maximise progress of all pupils. Strong leadership systems will ensure that Pupil Premium funding has the necessary impact. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

A key priority is to close the disadvantage gap by addressing inequalities and raising the attainment of those pupils who face potential barriers in achieving both academic and personal potential. Within our school areas identified as current barriers are: challenges faced by some families in their ability to support at home, for example, lack of oracy within the home affecting communication and language skills. Additionally, some pupils demonstrate the impacts of trauma, reduced attendance and punctuality. Where families have multiple needs is it imperative that the school works in partnership with families to implement immediate family support to ensure any potential barriers to learning and development are identified and addressed in order to have a positive impact on the whole family.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils through quality first teaching
- ✓ For all disadvantaged pupils in school to make better than expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to reach both their personal and academic potential

We aim to do this through

- A rich and varied curriculum
- Quality first teaching in all lessons
- Provision beyond the classroom
- Clear understanding of barriers faced by socially disadvantaged pupils through robust assessment and timely interventions
- Recognising, celebrating and enhancing the individual strengths of pupils as we recognise that not all pupils who receive free school meals will be socially disadvantaged

Achieving these objectives:

The range of provision the school consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved
- Providing additional support to classes through skilled in class support and interventions
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Dedicated Pastoral team to enhance the delivery of behaviour support, attendance support and family support
- Support payment for activities such as educational visits and residential. Ensuring children have first-hand experiences in our 11 before 11 school promise

Challenges:

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

Challenge number	Detail of challenge
1	To further improve teacher effectiveness through instructional coaching ensuring high expectations of students and their outcomes. (Sutton Trust 2011 research)
2	Diminishing the difference that exists in social, emotional and health opportunities of DA pupils compared to non DA pupils.
3	To improve attendance of pupils through rigorous and relentless systems ensuring pupils and parents understand the importance of attending school each day.
4	To ensure that pupils take advantage of the opportunities available to them to achieve their personal potential. To further develop pupil engagement and ensure that pupils enjoy challenges and have high expectations for themselves.

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
To ensure that every disadvantaged pupil receives high-quality teaching so that they make strong progress on their educational journey.	To ensure disadvantaged KS2 outcomes for 2022-2023 close the gap between non disadvantaged. Leaders monitoring shows that the quality of teaching through instructional coaching is improving- Scores to be monitored in performance monitoring sheets.
To ensure that disadvantaged pupils receive a broad range of cultural and aspiration experiences within and beyond the curriculum.	100% of pupils achieve the WAT pledge by the time they leave Year 6 and educational visits enrich pupils' learning. During this academic year the participation of DA pupils in extra-curricular clubs increases by 60% to 75%
Attendance of PP children improves and is nearer to national expectation	PA rate shows a reduction over time and attendance is in line or nearer to national. PP children to have attendance of at least 95% in 2022-2023

Diminishing the difference that exists in social, emotional and health opportunities of DA pupils compared to non-DA pupil	Reduction of incidents or concerns in relation to a range of pastoral needs are measured using a new tracker. Trauma informed schools approach (emotional) shows improvement in ACE scores.
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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 (CPD, Recruitment and Retention):

Budgeted cost: £120,109

Activity	Evidence that supports this approach	Challenge number(s) addressed
Instructional coaching for all Teachers	<p>SLT and other key colleagues have been appointed and trained as coaches in school to ensure maximum progress is made across the school. These colleagues complete instructional coaching alongside working closely to improve the quality first teaching across school.</p> <p>Instructional coaching is individualised, intensive, sustained, and context-specific professional development programme. Lead coaches have been trained by Jon Hutchinson who states that by using this sustained approach in coaching that it can address the disadvantage gap by improving teaching in every classroom.</p> <p>Instructional coaching has been deemed an effective way to support and develop teaching staff as a continual form of CPD. The Sutton Trust has identified that one-third of all teachers leave within five years of qualifying and that disadvantaged pupils are at risk of being a whole year behind their peers because of ineffective teaching. Instructional coaching gives identified colleagues the tools and skills they need to overcome challenges. As a result, more pupils should have access to effective teachers and high-quality education.</p> <p>Staff across the school that have been instructionally coached have been identified as hotspots of excellence across the school.</p> <p>Instructional Coaching</p>	1,4
Quality first teaching	<p>CPD is ongoing across all subjects with a big focus on Maths, reading and writing. This is delivered by experienced leads within that area working alongside the Windsor Academy Trust. Another key area is assessment and data analysis. CPD is delivered throughout the year to ensure staff use this to raise both attainment and progress of individual needs within their class. With this in mind, teachers then attend Pupil Progress meetings which track progress of PP pupils and ensure that appropriate, timely interventions are put in place.</p>	

<p>Purchase of iPads/ Chromebooks to strengthen the use of technology within the classroom.</p>	<p>EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice. Technology can be used to improve the quality of explanations and modelling. Dual coding has improved children’s exposure to vocabulary during our reading lessons which has been enhanced using technology. Years 4-6 all children have an individual iPad which they can use in school and at home, ensuring the link between home and school education strengthens. Year 3 children will also have access to an iPad to further enhance their learning.</p> <p>Technology offers ways to improve the impact of pupil practice. Technology can play a role in improving assessment and feedback EEF- Using Digital Technology to Improve Learning</p> <p>A WAT trust led approach iPads for Learning creates inspiring experiences that maximise student learning and learning progress and unlock academic and personal potential.</p> <p>Evidence shows that where similar projects have been run at other schools, they improve maths, English and communication skills, and support an increase in achievement. As an example, at one school, attainment increased by 20% for students who used iPads and there was a huge increase in engagement in learning. WAT- iPads for Learning</p>	<p>2,4</p>
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Targeted academic support (tutoring, one-to-one support structured interventions):

Budgeted cost: £161,049

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Accelerated Reading targeted intervention for our most disadvantaged pupils.</p>	<p>The EEF lists Accelerated Reader as a promising programme for use during the transition between primary and secondary school. EEF- Accelerated Reader</p> <p>With a well trained deliverance from an experienced AR advocate, we deliver the AR programme to all children with a targeted provision for our bottom 20% children.</p> <p>Last year 97% of pp children partaking in AR made better than expected progress, with 42% making more than 1 year +. In addition, as a result of QFT, more of our Year 2 children are now accessing AR at a younger age.</p>	<p>3</p>
<p>Phonic booster sessions across KS1/LKS2</p>	<p>With phonics being delivered through homogenous groupings, we ensure that children are exposed to the correct sounds daily. Children are also exposed an additional 3 times a day through ditty time. A dedicated RWI trained teacher has been released daily to drive forward the outcomes of phonics across EYFS, KS1 and lower KS2,</p>	<p>2</p>

<p>Dedicated AR lead in school</p> <p>Phonics lead teacher - coaching all teachers delivering RWI phonics.</p>	<p>coaching RWI teaching daily and ensuring the necessary interventions are in place and having significant impact.</p> <p>The EEF shows that phonics intervention can improve progress by 5+ months.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Other targeted interventions</p>	<p>Specific and targeted interventions at key groups or individuals e.g Trauma informed approaches Same day catch-up, Mental, wellness groups, one to one reading, after school booster sessions in Y6</p>	2
<p>Tutoring</p>	<p>We have appointed a number of HLTAs and Pastoral Support to ensure pupils receive swift and targeted support across school.</p> <p>The EEF research finds that small group tuition has a positive impact and on average has an impact of four months' additional progress over the course of a year.</p> <p>Small group tuition EEF</p>	1

Wider strategies (Attendance, Behaviour, Wellbeing):

Budgeted cost: £80,367

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Highly promote attendance within our community</p> <p>Internal Attendance officer</p> <p>Education Welfare Officer appointed</p>	<p>Our attendance officer has driven standards forward working collaboratively with a local Educational Welfare Officer to ensure attendance percentages improve across the school and that persistent absence reduces in line with national.</p> <p>Our focus will be on persistent absence across the school and lateness. With 22.2% persistently absent rate compared to the national 9.9%, we are providing breakfast clubs to children to support both children's attendance but building positive relationships with parents alike.</p> <p>New rewards are purchased to provide extrinsic motivation to attend school, however our approach to attendance is throughout everything we do. We believe by making our curriculum exciting and enriching pupils will want to come to school and this is the greatest motivator to improve attendance.</p>	2,3,4
<p>Pastoral Team providing</p>	<p>To provide early help for families to ensure there is the right help at the right time to allow families to flourish.</p>	2,4

<p>family support and nurture groups</p>	<p>Pastoral teams are completing work with families in order to support families with finance, wellbeing, parenting, basic needs and housing. This will include interagency working and 2 colleagues completing an 11 day intensive training package to become trauma informed practitioners.</p> <p>Transition work between schools is supported so children have a positive life long journey.</p> <p>Ensure best practice in safeguarding families.</p>	
<p>Provide varied opportunities for children to before and attend after school clubs, both academic and in sports provision.</p> <p>Sports coaches</p>	<p>Within our school grounds, we are developing a Forest school for all year groups on rotation, and ensure there is a full complement of clubs available at no charge for pupils.</p> <p>The EEF shows that there is a positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils have access to high quality physical activity for the other benefits and opportunities it provides. EEF- Physical Activity</p> <p>Our ASPIRE values/virtues will be a continuum moving into 2022-2023-ensuring wider experiences/opportunities are linked throughout our curriculum.</p> <p>We now offer the opportunity for a wider variety of both academic and sports provision to be offered throughout this academic year promoting a higher percentage of pp the opportunity to attend with clubs of their choice.</p>	<p>2,4</p>
<p>Informed Practitioners; diminishing the difference that exists in social, emotional and health opportunities of DA pupils compared to non-DA pupils</p> <p>Pastoral Team deployed including:</p> <p>Family support Worker</p>	<p>Two colleagues are completing the Trauma Informed school 11 day training: Trauma Informed Practitioner status Level 5 to support all key stages.</p> <p>Teachers continue to use a variety of strategies to enable children to self-regulate their feelings, including ‘ come dine with me clubs’ and Calm corners.</p> <p>The EEF acknowledges that with self regulation a child can be present, engaged and behave appropriately, ready to learn. EEF -Self Regulation</p> <p>The EEF support tailored programmes for mental health and wellbeing to support disadvantaged pupils and can be found in: EEF toolkit- Parental engagement</p> <p>Dedicated family support worker in the role, works with families to build a positive, trusting relationship providing support when required, leads to improved relationships with school and home lives for the whole family. Pastoral identity and support our most vulnerable families.</p> <p>EEF (+4)</p>	<p>4</p>

<p>Attendance Officer</p> <p>Behaviour Mentor</p> <p>Educational Welfare Officer</p> <p>Trauma Informed School</p>	<p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>EEF- Social and Emotional Learning</p>	
<p>Cultural capital experiences promoted in the curriculum. (Subsidised trips/residential)</p> <p>Minibus to transport pupils across the borough and beyond.</p> <p>Forest School /Sports coach</p>	<p>Learning is contextualised in concrete experiences and language rich environments. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>The EEF states that ‘Adventure Education’ involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion, it also links to metacognition and self- regulation.</p> <p>EEF- Outdoor Learning Adventure</p>	<p>4</p>

Total budgeted cost: £361,525

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.

Key Stage 2 Outcomes:

	Reading		Writing		Maths		Combined		SPaG	
	No.	%	No.	%	No.	%	No.	%	No.	%
Disadvantaged	23 / 40	58%	25 / 40	63%	25 / 40	63%	19 / 40	48%	19 / 40	48%
Not Disadvantaged	9 / 17	53%	9 / 17	53%	9 / 17	53%	6 / 17	35%	10 / 17	59%

EYFS and Key Stage 1 Outcomes:

	Reading		Writing		Maths	
	2022 National = 67%		2022 National = 58%		2022 National = 68%	
	EXS+	GDS	EXS+	GDS	EXS+	GDS
Key Stage 1 Data	64%	15%	64%	15%	71%	18%
Phonics Data	Year 1	73%				
	Year 2	72%				
EYFS	GLD	80%				

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

Programme	Provider
Ready to Progress	Maths Mastery

Fresh Start	RWI
Century Tech	Century Tech
NELI	NELI
Talk Boost	Speech and Language UK

