

Pupil premium strategy statement for Rivermead Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Rivermead Primary School
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	9% (40)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	Termly
Statement authorised by	Brian Prebble
Pupil premium lead	Gemma Sloan
LAB lead	Mark McCurrie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,275
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	£59,275

Part A: Pupil premium strategy plan

Statement of intent

At Rivermead Primary School, we believe an inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every pupil matter. Through our Rivermead ethos and the curriculum we provide we aim to provide an enriching, engaging and interesting learning environment which enables all children to gain knowledge, master skills, express their individual talents and develop a love of learning. Effective learning and teaching is promoted through an emotionally supportive environment and a culture of mutual respect, high expectations and aspirations. We want our children to be happy and confident, equipped with the attributes, skills and knowledge that will endure beyond their time at Rivermead.

The aim and focus of our pupil premium strategy is to support our disadvantaged pupils to meet our intended outcomes for all of our children. We endeavour to close gaps in attainment and progress between PPG and non-PPG through quality first teaching, targeted interventions and other provisions to support our children to overcome any other barriers that may impact their academic and social & emotional development.

The pupil premium lead in collaboration with the Headteacher and team leaders work together to complete a cycle of monitoring, evaluation and development throughout the academic year to review the provisions in place and impact for the Pupil premium children at the school.

Our key pupil premium statement intends to:

- Increase the basic skills for reading, writing and maths to support children to be working at their age expected curriculum.
- Increase the vocabulary of our children through developing their cultural capital.
- Develop meta-cognitive and cognitive strategies and skills as well as their independent skills
- Support children to have effective skills to manage their social and emotional needs.
- Increase parental engagement with their child's learning through recognising the importance of attending school, arriving on time, supporting with reading and home learning and engaging with the primary education and learning as a whole to support children's future success.
- Support all children to feel a sense of belonging through wearing the school uniform and having the equal opportunities with learning resources and accessing wider school life.

Challenges

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

Challenge number	Detail of challenge
1	Retention and application of prior year groups core curriculum skills including handwriting and letter formation, age appropriate spelling, sentence construction and number fluency and confidence.
2	Individual's display a limited vocabulary with challenges relating to cultural capital understanding and language retention and application.
3	Some children have weaker meta-cognition strategies and skills
4	Individual's ability to manage their social and emotional needs
5	EYFS baseline assessment indicate PPG entry point for language and communication is below non-PPG
6	Attendance and number of late arrivals in the mornings and collections at the end of the day.
7	Parental engagement of some PP families – relating to parents evening attendance, support at home with reading and home learning, modelling positive learning attitudes and supporting social and emotional needs.
8	Financial barrier to supporting children - Children wearing correct school uniform, PE Kit, learning resources, participation in extra-curricular clubs etc

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 % of children across the school demonstrating prior year groups core curriculum skills including handwriting and letter formation, age appropriate spelling, sentence construction and number confidence.	<ul style="list-style-type: none"> • PPG Learning challenges and access document indicate through the termly reviews that any prior year group skills in core subjects that were of a focus are met. • Evidence in children's books show that handwriting and progress with spellings has been made. • Number sense assessments and Maths ticky grids indicate increase in skills children are able to do. Writing and SPAG co-ordinators monitoring visits, book looks, pupil conferencing etc indicate development over time. • Intervention analysis, observations and reviews show children's progress with prior year group skills.
PPG Children to demonstrate an increased vocabulary when speaking and writing. Exposure to experiences and learning opportunities which broaden the children's cultural capital.	<ul style="list-style-type: none"> • Teacher assessment from vocabulary tier 3 assessments demonstrate progress over time. • For children with significant difficulties with their vocabulary the British Picture Vocabulary increase in standardised scores from Spring to summer term. • For PPG children on SALT, progress from Verbo Assessments are clear. • PPG pupil conferencing indicate that the vocabulary children are able to use (prompted by the knowledge organisers) has improved over time when asked to speak about different subject areas. • Children's reading comprehension increases. End of year reading assessment data,

	Comprehension assessments (standardised/percentile) and RWI bands demonstrate improvement.
Greater proportion of PP children demonstrating a stronger meta-cognition strategies and skills as well as independent learning skills. Identify and address children's individual barriers to learning	<ul style="list-style-type: none"> • Student and staff questionnaires over the year show progress with children's meta-cognition strategies and skills. • Learning challenges and access document indicate progress/overcoming of challenges over time.
Children have the skills to manage their social and emotional needs.	<ul style="list-style-type: none"> • PSHE assessment for PSHE indicate PPG children working at secure or above. • SEMH wave provisions and Nurture pre and post assessments indicate progress with children's management of skills from provisions. • The Emotional Literacy assessment completed for children with higher SEMH needs indicate progress • Evidence of children using the Zones of Regulation knowledge and strategies to support their emotional regulation.
Children make accelerated progress with language and communication skills, reading, writing and maths to be secure by the end of EYFS	<ul style="list-style-type: none"> • End of the year data shows PPG children at secure
Increase the attendance figures for PP children and reduce the number of late arrivals and collections.	<ul style="list-style-type: none"> • Half termly attendance figures show increase of attendance. • Half termly records show a decrease in late arrivals.
Increased parental engagement of all PP families with school meetings and with hearing their child read and access home learning.	<ul style="list-style-type: none"> • Achieve 100% attendance at Parent/teacher consultations • Achieve 100% attendance at SEND meetings. • Increase in frequency of PPG children reading at home. • Increase in frequency of PPG accessing home learning at home.
All children wear school uniform and have the required learning resources to meet the curriculum and access wider school opportunities.	<ul style="list-style-type: none"> • All children to wear the Rivermead School uniform. • Children to have appropriate learning resources. • PPG children have access to extra-curricular activities either in or out of school.



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: £ 32,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality first teaching all children receive to improve outcomes and progress especially for children from disadvantaged backgrounds.	The Education Endowment Foundation state that: "The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them."	1, 2 and 3

<p>Specific activities include:</p> <ul style="list-style-type: none"> • Action research – Waved provision and support documents to be used across the curriculum to ensure adaptations. Continue training for all teaching staff – T and Tas on how wave 1 quality first teaching provisions have a positive effect on pupil progress during lessons and over time. Teachers and TAs to develop increasingly effective practice. • Writing Leaders to complete RWI phonics and spelling development days with a qualified trainer to enable them to run in house training, coaching and mentoring for teachers and supporting TAs. • RWI leader to run weekly coaching and training for all staff delivering the RWI Phonics and reading programme from RWI Leader – Includes focused training for Interventions and 1:1 coaching. • Embed Master readers programme for all children post RWI. Staff to attend training sessions, reading leader to be released for coaching and training and school to have CPD development sessions. • Implement research findings from previous two year’s action research project on effective marking and feedback and Wave 1 quality first teaching approached. Continue to monitor in class strategies and impact. • BPET Learning reviews and support with consultants on subject development. 	<p style="text-align: center;"><u>(1. High-quality teaching EEF</u> <u>(educationendowmentfoundation.org.uk)</u></p> <p>“Fast and accurate spelling of an extensive vocabulary is a key component of writing fluency. There is limited high- quality evidence about how to teach spelling, but it is clear that spelling should be actively taught rather than simply tested. Phonics provides a foundation for effective spelling but it is not the only skill needed. By analysing the types of spelling errors pupils make it is possible to provide support specific to their needs.” (https://educationendowmentfoundation.org.uk/tools/guidancereports/literacy-ks-two/)</p> <p>The reason for having our RWI lead running frequent training and coaching for all staff who teach RWI (Including TAs) is because the research states: “Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading.” and “Evidence suggests that the effectiveness of phonics is related to the pupil’s stage of reading development, so it is also important that teachers have professional development in effective assessment as well as in the use of particular phonic techniques and materials”. <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p> <p>The Education Endowment Foundation shares that Mastery of learning has high impact:</p> <div style="text-align: center;"> <h3>Mastery learning</h3> <p>High impact for very low cost based on limited evidence.</p>  </div> <p><u>Mastery learning EEF</u> <u>(educationendowmentfoundation.org.uk)</u></p> <p>The Education Endowment Foundation shares that effective feedback has high impact.</p> <div style="text-align: center;"> <h3>Feedback</h3> <p>Very high impact for very low cost based on extensive evidence</p>  </div> <p><u>Assessment and feedback EEF</u> <u>(educationendowmentfoundation.org.uk)</u></p> <p>The school are adopting the principles as recommended by the guidance by the EEF</p> <div style="display: flex; justify-content: space-around;"> <div style="background-color: #008080; color: white; padding: 5px; text-align: center;"> 1 Lay the foundations for effective feedback </div> <div style="background-color: #008000; color: white; padding: 5px; text-align: center;"> 2 Deliver appropriately timed feedback that focuses on moving learning forward </div> <div style="background-color: #008000; color: white; padding: 5px; text-align: center;"> 3 Plan for how pupils will receive and use feedback </div> </div> <p><u>Teacher Feedback to Improve Pupil Learning.pdf</u> <u>(d2tic4wvo1iusb.cloudfront.net)</u></p> <p>Effective use of assessment information is important for planning. The Education Endowment Foundation state:</p>	
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	<p>“Taking account of prior knowledge is essential if pupils’ learning needs are to be met. Anticipating common misconceptions, and using diagnostic assessment to uncover them, forms an important part of this process.</p> <p>Careful attention needs to be given to the purposes of assessment and the actions that will be undertaken in response to the information it provides. Common reasons for using assessment include:</p> <p>Tracking of pupil progress to inform school-level decisionmaking;</p> <p>Identifying ideas and concepts which might need revisiting or re-teaching by the class teacher; Highlighting pupils whose misunderstandings or misconceptions require targeted individual support through intervention or tutoring”</p> <p><u>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</u></p>	
<p>Improve the Oracy skills – Particular focus on vocabulary.</p> <p>Specific activities include:</p> <ul style="list-style-type: none"> • Expand the use of Verbo to parents and continue to provide training for all staff using training material and SALT specialist sessions. • Half termly Oracy monitoring time for Oracy leaders to attend CPD, carry out research and reviews on whole school practice and areas for development. • CPD for teachers and TAs on Oracy benchmarking and strategies for implementing successful oracy across the curriculum. • Oracy to be further established as a driver for the whole school curriculum with monitoring, coaching and mentoring by oracy leads to support its successful impact. • Oracy assemblies to run weekly with a particular focus on oracy and developing cultural capital. 	<p>The English-Speaking Union is a charity working to give young people the speaking and listening skills and the cross-cultural understanding they need to thrive. They have collated some importance evidence into the difference teaching Oracy makes.</p> <ul style="list-style-type: none"> • Children with good communication skills are four times more likely to get five A*-Cs at GCSE (Better Communication Research Programme) • High-quality spoken dialogue in primary classrooms can significantly improve children’s educational attainment, from improving SAT results in maths and science to improving reading, writing and reasoning skills (The Communication Trust) • Cognitively challenging classroom talk for children in Year 5 not only improves their language skills, but can also lead to gains equivalent to about two months’ additional progress in mathematics and science (Dialogic Teaching, Education Endowment Foundation) • Oracy improves literacy, including reading comprehension, spelling and writing (LKMco & Voice 21) • Spoken language plays a key role in cognitive development, helping children understand the world around them (LKMco & Voice 21) • 97% of teachers, 94% of employers and 88% of young people believe that life skills such as confidence, motivation, resilience and communication are as or more important than academic qualifications (Sutton Trust) • Evidence shows that oracy has a positive impact on academic and cognitive outcomes, self-esteem, well-being and mental health, social mobility, employability and civic engagement (Jay et al.; Hanley P P, Slavin R and Elliot L; Nagda B and Gurin P) • Social and emotional learning (SEL) which debate, public speaking and cultural exchange all foster, appear to be particularly beneficial for disadvantaged or low-attaining pupils (Education Endowment Foundation) <p><u>What is oracy and how can you teach it? English-Speaking Union (esu.org)</u></p>	2
<p>Improve the Growth Mindset and meta cognition skills of children.</p> <p>Specific activities include:</p> <ul style="list-style-type: none"> • Mindset lessons to take place for children termly. 	<p>The Education Endowment Foundation states: “Evidence suggests the use of metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well.”</p> <p><u>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</u></p>	3

<ul style="list-style-type: none"> • CPD for staff on metacognition and its impact. • CPD to support, coach and mentor staff on metacognition skills. • Parent information sessions and hand-outs to support the development of these skills at home. 	<p>The Education Endowment Foundation report on Metacognition recommended that the following takes place:</p> <div style="display: flex; justify-content: space-around;"> <div style="background-color: #f4a460; padding: 5px; width: 30%; text-align: center;"> <p>1</p> <p>Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge</p> </div> <div style="background-color: #e85c33; padding: 5px; width: 30%; text-align: center;"> <p>2</p> <p>Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning</p> </div> <div style="background-color: #d93025; padding: 5px; width: 30%; text-align: center;"> <p>3</p> <p>Model your own thinking to help pupils develop their metacognitive and cognitive skills</p> </div> </div> <p>EEF Metacognition and self-regulated learning.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 16,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Interventions to be planned and run for children with planned SMART targets: • RWI tutoring and 1:1 • Number Sense/ Sandwell • Handwriting • Regular readers 	<p>“Use TAs to deliver high quality one-to-one and small group support using structured interventions. Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. “</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>“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. “Phonics EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Wave 2 pre-teaching vocabulary/knowledge organisers for reading and curriculum subjects – Cultural capital development as required</p>	<ul style="list-style-type: none"> • “Children can feel more positive about intervention prior to the lesson and, therefore, it can boost their confidence and selfconcept” (Polak, 2017; Trundle, 2017; Earle and Rickard, 2017; Munk et al, 2010; Lalley and Miller, 2006). • “Pre-teaching prevents/minimises experiences of ‘failure’ in the lesson, where as re-teaching occurs after the difficult experience in the classroom” (Lalley and Miller, 2006). • “When schools intervene after a lesson, the child has already struggled and may have negative feelings towards re-visiting work they have already found challenging” (Polak, 2017). • “Pre-teaching is more effective than re-teaching as it can transform the way a child sees themselves” (Minkel, 2015). <p>The impact of a pre-teaching intervention in mathematics (ntu.ac.uk)</p>	2

Continue to improve and expand the SEMH and Nurture provisions on offer across the school.

Specific activities include:

- Rolling out the Zones of Regulation training to all staff and children.
- Embedding the tiered approach to SEMH provisions across the school. SLT to meet half termly to plan all SEMH provisions in the school.
- SLT to meet with Nurture to plan wave 3 provisions with targets and programmes on offer.
- Train 2 more Nurture assistants. One in EYFS and one in Upper School.
- assistants access Nurture networks and CPD as required.
- Mental health first aid training for PSHE leaders

Social and emotional learning

Moderate impact for moderate cost, based on extensive evidence.



(<https://educationendowmentfoundation.org.uk/resources/teachinglearning-toolkit>)

Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months)

[Social and emotional learning | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk)

“Independent research and evaluation shows that taking part in a Mental Health First Aid course raises awareness of mental illnesses, encourages early intervention to aid recovery, increases confidence in dealing with mental illnesses and reduces stigma.”

[Mental health first aid training courses | St John Ambulance \(sja.org.uk\)](https://www.sja.org.uk)

The Nurture provision at wave 3 will have a focus on self-management strategies to support children’s management of their emotions and behaviour choices.

Behaviour interventions

Moderate impact for low cost based on limited evidence

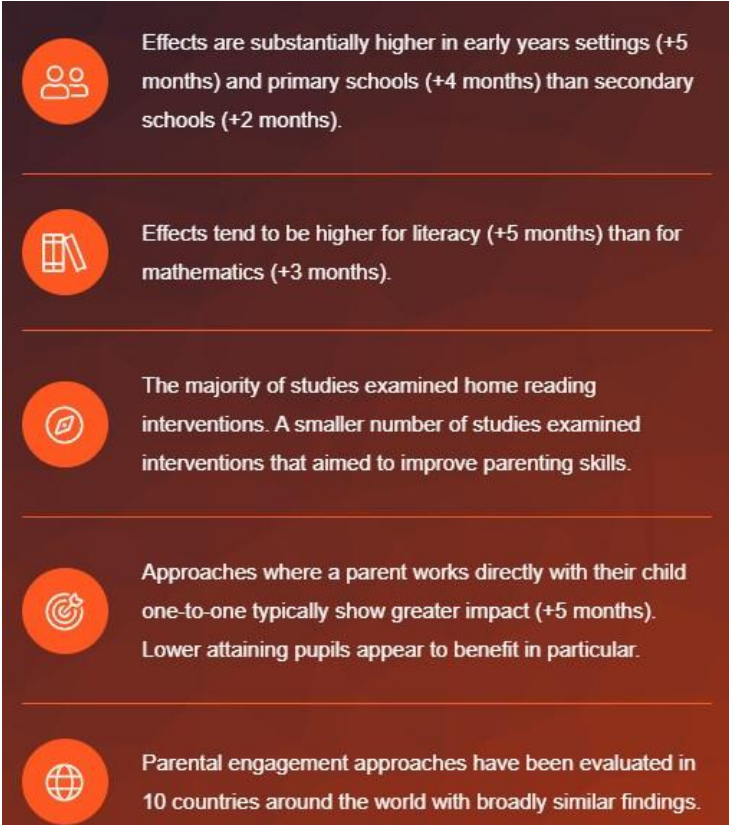
Implementation cost	Evidence strength	Impact (months)
£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4 months

“Approaches which focus on self-management and those involving role play or rehearsal are associated with greater impact.”

[Behaviour interventions | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk)

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

Budgeted cost: £ 10,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Track and follow up booking for L&T meetings, Parent/Teacher consultation and SEND meetings.</p>	<p>“Evidence indicates that parental involvement continues to have a significant effect on achievement into adolescence and even adulthood. Research using data from the National Child Development Study (NCDS) to explore the effect of parents' involvement on achievement at 16 in English and Maths (and average grades across all public exams) found that very high parental interest is associated with better exam results compared to children whose parents show no interest.”</p> <p>(https://www.ucy.ac.cy/nursery/documents/ThemaVdomadas/DCSF-Parental_Involvement_1.pdf)</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	6
<p>Pupil Premium Leader to give learning updates to parents and hold learning drop in sessions for parents to discuss their children's learning and find ways to support at home.</p> <p>Financial support available for children eligible for FSM and parents who have met with the school to discuss personal circumstances to fund trips, uniform and 1 club a term if deemed beneficial for the child.</p>	 <p>Effects are substantially higher in early years settings (+5 months) and primary schools (+4 months) than secondary schools (+2 months).</p> <p>Effects tend to be higher for literacy (+5 months) than for mathematics (+3 months).</p> <p>The majority of studies examined home reading interventions. A smaller number of studies examined interventions that aimed to improve parenting skills.</p> <p>Approaches where a parent works directly with their child one-to-one typically show greater impact (+5 months). Lower attaining pupils appear to benefit in particular.</p> <p>Parental engagement approaches have been evaluated in 10 countries around the world with broadly similar findings.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	7 and 8

Total budgeted cost: £ 55,545

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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

From analysing the data we can see that our target for improving outcomes for our disadvantaged pupils within EYFS continues to be effective. All of the PPG pupils achieved expected outcomes in Physical development and personal, social and emotional development. 75% of the PPG children are expected in shape, space and measure and comprehension in literacy. All children have been learning their speedy workds in phonics within tutoring session and they have made good progress as they are confident with an increased number of sounds.

The PPG children within this cohort really benefited from the additional work regarding their feelings and the teaching of the colour monster through PSHE. All PPG children are able to talk about their emotions and recognise the feeling they have. This will help them as they transition to Year 1 and learn about the Zones of Regulation.

The PPG who did not pass the phonics screening at the end of year 1 continued to make excellent progress and came off the phonics scheme by October 2023. The Year 1 cohort have particularly benefitted from the work around vocabulary and being able to use it to describe their thoughts, feelings and needs. We have noticed that the combined work in PSHE, Nurture sessions with the vocabulary work has resulted in a decrease in physical interactions where children are now more able to communicate with staff and children. This has also resulted in the children being more able to access the learning during lessons which have required adaptations.

End of Year 2 SATS data for disadvantaged pupils fell in line with or was above national for children working at or at greater depth for Reading and Writing. This was achieved for reading and writing the ongoing Read Write Inc. provision with phonics, reading and Get Writing provided teachers with a rigorous structure during early writing skills not only during year 2 but also within EYFS and Year 1. Children needing additional support received this through careful planning by the Phonics leader and 1:1 tuition. Greater Depth was supported through the introduction of Master Readers in Year 2 which helped provide more challenging opportunities and evidence for deeper thinking. This cohort for PPG need to receive additional support in maths to support a greater proportion to be working at Expected.

The year 4 PPG cohort really responded positively to the small group teaching of maths. Although this hasn't yet come through in their data, the children's confidence and fluency with number and arithmetic has improved and increased signifantly. These children particularly struggled during the Covid 19 pandemic as they missed significant schooling in year 1 and year 2 where significant time is spent building the foundations of KS2 maths. From small group teaching and adaptations the children were able to fill multiple gaps from KS1 curriculum to then build into the KS2 learning. These children also benefited from the work on meta cognition and their learning attitudes developed significantly.

Within key stage 2 the proportion of disadvantaged children on track for their target (based on EYFS and KS1) continued on the same trajectory from previous years.

Overall attendance for PPG in 2021/22 was 91%. We want to continue to increase the attendance of our disadvantaged pupils and have identified children where their families will require continued support in 2022-23 with the assistance of EWO and other services.

Children who attended Nurture provisions during 2022-2023 continued to make progress within the curriculum despite experiencing various social and emotional barriers. We continue to see the number of referrals for Nurture from children, families and staff increase and will continue to review and develop our SEMH offer at school. Our aims to build on what we learned from 2022-2023 and have adapted our strategic plan for PPG through the activities outlined above in this plan.

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