

Pupil premium strategy statement 2024-2027

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Rivacre Valley Primary School
Number of pupils in school	295 pupils Reception to Year 6 29 Nursery Total: 324
Proportion (%) of pupil premium eligible pupils	112 pupils Reception - Year 6 who are pupil premium = 38 % 110 = PP Ever 6 FSM 1 = Service 3 = PP LAC
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2025 to 2026 - 2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	K. Docherty Headteacher
Pupil premium lead	T. Stokes
Governor / Trustee lead	I. Aspden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Pupil Premium Primary (PP Ever 6)= £1,480 per pupil Looked after children (PP LAC)= £2,570 per pupil Service children (Ever 6 Service)= £340	£160, 490
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	£160, 490

Part A: Pupil premium strategy plan

Statement of intent

At Rivacre Valley, our whole-school vision for our children is: Oh, the places we'll go... Together, we want our children to experience as much as possible and grow into well-rounded young people in addition to academic attainment and progress. Our priorities and strategy reflect this.

Our intention is that all of our children, irrespective of their background or the challenges they face, make at least good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who may be young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. In the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Number	Detail of challenge
1	Attendance Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 4 - 7% lower than for non-disadvantaged pupils. 2023/24 D = 88% Non-DA = 94.9% difference = 7% 2022/23 D = 88% Non-DA = 94% difference = 6% 2021/22 D = 90% Non-DA = 94% difference = 4% 42% of disadvantaged pupils have been '<i>persistently absent</i>' compared to 12% of their peers during 2023/24 (overall persistently absent percentage for all PP and Non-PP children in 2023/24 was 23%) these figures have however improved on last year's statistics. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and in some cases their wellbeing too. Overall attendance in 2023/24 has improved slightly on the previous year (2022/23) at 92.7% for all pupils compared to 91.6% in 2022/23. 88% for disadvantaged pupils and 94.9% for non-disadvantaged pupils. The gap between disadvantaged and non-disadvantaged pupils has however widened to 6-7% despite our target being less than 5% In light of this data, attendance continues to be a focus of our current plan. Our assessment of the reasons for the lower attendance outcomes points to a higher percentage of parents taking unauthorised holidays due to the increase in holiday prices out of term time and this making travel extremely challenging for some of our families in the current economic climate.
2	2023/2024 End of year data pp and all- July 2024 - Google Docs Attainment: Writing Internal assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils Year 5: Non-DA = 47% DA = 36% <i>at or above ARE</i> Year 4: Non-DA = 46% DA = 40% Year 3: Non-DA = 68% DA = 64% Year 2: Non-DA = 78% DA = 75% Year 1: Non-DA = 64% DA = 50% Attainment: Reading Internal assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Year 5: Non-DA = 53% DA = 43% <i>at or above ARE</i> Year 4: Non-DA = 59% DA = 55%

	Year 3: Non-DA = 75% DA = 65% Year 2: Non-DA = 80% DA = 75% Year 1: Non-DA = 74% DA = 63% Attainment: Maths Internal assessments indicate that Maths attainment among our disadvantaged pupils is below that of non disadvantaged pupils. Year 5: Non-DA = 59% DA = 50% <i>at or above ARE</i> Year 4: Non-DA = 69% DA = 60% Year 3: Non-DA = 85% DA = 77% Year 2: Non-DA = 84% DA = 81% Year 1: Non-DA = 87% DA = 82%
3	Attainment at Greater Depth: 2022/23 At the end of KS2, the outcomes for disadvantaged pupils were broadly in line with non-disadvantaged pupils for reading. However, in Maths and Writing, outcomes for disadvantaged pupils were below those achieved by non-disadvantaged pupils: Reading: 15/22 (68%) DA pupils achieved the expected standard, whereas 10/16 (63%) of Non DA pupils achieved the expected standard. Only one child achieved Greater Depth in Reading and that pupil was DA. Writing: 13/22 (59%) DA pupils achieved the expected standard or above, whereas 12/16 (75%) of Non-DA pupils achieved the expected standard. Only one child achieved Greater Depth in Writing and that pupil was DA. Maths: 12/22 (55%) DA pupils achieved the expected standard, whereas 12/16 (75%) of Non DA pupils achieved the expected standard. 2/22 (9%) DA pupils achieved Greater Depth in Maths, whereas 4/16 (25%) Non-DA pupils achieved Greater Depth in Maths. 2023/24 At the end of KS2, the outcomes for disadvantaged pupils were well-below those achieved by non-disadvantaged pupils across all three core subjects: Reading: 9/19 (47%) DA pupils achieved the expected standard, whereas 20/32 (63%) of Non DA pupils achieved the expected standard. 2/19 (11%) DA pupils achieved Greater Depth in Reading, whereas 7/32 (22%) Non-DA pupils achieved Greater Depth in Reading. Writing: 6/19 (32%) DA pupils achieved the expected standard or above, whereas 13/32 (41%) of Non-DA pupils achieved the expected standard. 1/19 (5%) DA pupils achieved Greater Depth in Writing, whereas 4/32 (13%) pupils achieved Greater Depth in Writing. Maths: 7/19 (37%) DA pupils achieved the expected standard, whereas 18/32 (56%) of Non DA pupils achieved the expected standard. 1/19 (5%) DA pupils achieved Greater Depth in Maths, whereas 5/32 (16%) Non-DA pupils achieved Greater Depth in Maths.
4	Oral Language Skills Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This impacts on their ability to decode the phonic code, become fluent readers and proficient writers. This in turn impacts across all subject areas as reading is a fundamental skill.
5	Emotional Wellbeing and Enrichment Opportunities Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment

	opportunities during school closure and also as a result of the significant rise in the cost of living. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased and we now have <i>three</i> ELSA trained staff working with children for one full day each week.
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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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2026/27 demonstrated by: - the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. - the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 8% higher than their peers.
Improved attainment in all subjects for disadvantaged pupils at the end of KS2.	KS2 outcomes in 2026/27 show that Disadvantaged pupils without SEN are in line with Non-Disadvantaged pupils.
Improved attainment at greater depth in the core subjects for disadvantaged pupils at the end of KS2.	KS2 outcomes in 2026/27 show that Disadvantaged pupils without SEN are in line with Non-Disadvantaged pupils.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils and ensure access to enrichment activities.	Sustained high levels of wellbeing from 2026/27 demonstrated by: - qualitative data from student voice, student and parent surveys and teacher observations - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £ 134, 854

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement with a DfE validated Systematic Synthetic Phonics Programme (Read, Write, Inc.) to secure stronger phonics teaching for all pupils. We will fund teacher release time to embed key elements of programme in EYFS and KS1 and to engage with Ruth Miskin Development days.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3, 4
Purchase of DfE validated mathematics mastery scheme (Power Maths) to secure stronger mathematical teaching for all children	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:	2, 3,
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time (1.5 days per week) to embed key elements of guidance in school and to access Cheshire and Wirral Maths Hub resources and CPD (including Teaching for Mastery training and Mastering Number Programme).	Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: EEF Maths EY KS1 Guidance Report EEF Guidance Report KS2 and KS3	2, 3
We will continue to engage with early language intervention Wellcomm in EYFS and KS1 where required.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2, 3, 4

	There is strong evidence that Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. Communication and language approaches EEF	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5, 702

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide school-led tutoring targeted at specific needs. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 3, 4, 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (lowest 20%). This will be delivered in collaboration with Ruth Miskin Training. TA to deliver interventions	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 4
Engagement with the following interventions to support disadvantaged pupils who have low skills within the core subjects, of reading, writing and maths: Wellcomm Read, Write Inc. Beanstalk Number Stacks Maths	Interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 3, 4
We will fund ongoing support from a Speech and Language teacher in school	We recognise that some of our children need specialised Speech and Language support in order for them to be able to	4

	develop their speech and then their language acquisition.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35, 520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and support Admin officers to improve attendance. Arbor 2x mornings allotted for attendance (KR) 1x morning attendance monitoring by Headteacher	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Magic Breakfast	EEF findings suggest that, where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club. Magic Breakfast EEF	All
Contingency fund for acute issues.	Based on our experiences we have identified a need to set aside a small amount of funding so we can respond quickly when a need arises, which has previously not yet been identified. (examples, transport, parents' health, involvement with CSC ...)	All
In order to continue to improve wellbeing, we have adopted Jigsaw PSHE- a whole-school programme with weekly lesson plans which focus on the promotion of wellbeing. The programme teaches children and young people emotional	EEF research shows Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. However, it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to	5

literacy, social and lifelong skills, RSE/RSHE and resilience in an age-appropriate manner. Jigsaw also aims to provide children with the tools to make decisions and choices so they have the best possible life, giving them agency to make their way through the world.	children and young people even if it does not translate to reading or maths scores. https://EEF/education-evidence/teaching-learning-toolkit/social-and-emotional	
Continue to provide access to 3 ELSA (Emotional Literacy Support Assistant) in order for children with identified mental health concerns to be supported via this programme. We will fund staff release to attend Supervision sessions led by the Educational Psychology Service. 3x ELSA trained staff (each have one full day)	Guidance Report IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS	5
Continue to provide enrichment opportunities across the curriculum including specialist music teachers with opportunities for all children in Key Stage 2 to learn a musical instrument and dance taught by a specialist teacher.	EEF findings show that Arts participation (defined as involvement in artistic and creative activities, such as dance, drama, music) can have a positive impact on academic outcomes in other areas of the curriculum. Arts participation EEF	5
To support the overall improvement in children's behaviour and wellbeing, we have purchased the Commando Joe programme. It uses a robust, well-rounded, and fun-filled approach to empower young people so that they can reach their potential. Lessons are split between the classroom and outdoor activities playing a leading role in the positive shaping of resilient and confident young people.	Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) Case Study Archives - Commando Joe's (commandojoes.co.uk)	5

Total budgeted cost: £176, 076

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 2023 to 2024 academic year.

Review of 2023/2024- July 2024

At the end of KS2 this year, the outcomes for disadvantaged pupils were below those achieved by non-disadvantaged pupils:

Reading: 9/19 (47%) DA pupils achieved the expected standard, whereas 11/13 (85%) Non DA pupils achieved the expected standard. 2/19 (11%) DA pupils achieved Greater Depth in Reading, whereas 5/13 (38%) Non DA pupils achieved Greater Depth in Reading

Maths: 7/19 (37%) DA pupils achieved the expected standard, whereas 11/13 (85%) Non DA pupils achieved the expected standard. 1/19 (5%) DA pupils achieved Greater Depth in Maths, whereas 4/13 (31%) Non DA pupils achieved Greater Depth in Maths

Writing: 6/19 (32%) DA pupils achieved the expected standard or above, whereas 12/13 (93%) Non-DA pupils achieved the expected standard. 1/19 (5%) DA pupils achieved Greater Depth in Writing, whereas 4/13 (31%) Non DA pupils achieved Greater Depth in Writing

Our assessment of the reason for this discrepancy between disadvantaged and non-disadvantaged pupils in our Year 6 cohort this year is linked to the high numbers of SEND/ EAL refugees within the 19 disadvantaged pupils: 58% of these children have identified SEND (including 3 with EHCPs) in addition to 2 EAL/refugee children.

Across the remainder of the school, end of year teacher assessments show that outcomes for disadvantaged pupils are broadly in line with non-disadvantaged pupils- particularly in Years 1-3 where the majority of all pupils are working within age-related expectations in reading, writing and maths.

A range of interventions have taken place across the school to promote outcomes for children. These include: ReadWriteInc (RWI) 1:1 tutoring, RWI Fresh Start, Literacy Gold, Number Stacks and smaller maths groups for identified groups of children. RWI tutoring has had a positive impact on the children who have accessed this. All children have shown improvement in their phonic knowledge and have made progress. For children in Key Stage One, there has been clear improvement on children recognising their sounds and being able to complete the phonics screen check with greater confidence too. RWI Fresh Start has benefitted a number of UKS2 children who have shown improvement in their sentence composition and confidence. Number Stacks (a maths intervention) was delivered to children in Key Stage 2 and children enjoyed this but it is too soon to assess the impact of this due to when it was delivered. Children in KS2 benefited from small breakaway maths groups throughout this year and have all made increased progress as well as reduced maths anxiety. Our assessment of Literacy Gold was that it was not having the expected impact on children's progress and was therefore not effective so has been discontinued.

Despite continued high-quality teaching across the school and good progress being

demonstrated by all pupils, the outcomes we aimed to achieve linked to attainment were not realised. This will continue to be a focus for us next academic year with the aim of promoting this for all children- disadvantaged and non-disadvantaged children.

Overall attendance in 2023/24, was broadly similar to last year. Overall attendance was 92.3%, with 88.2% for disadvantaged pupils and 94.9% for non-disadvantaged pupils. (2021/22 was 91.6% for all pupils, 88.2% for disadvantaged pupils and 94.4% for non-disadvantaged pupils.) The gap between disadvantaged and non-disadvantaged pupils remains at about 6% despite our target being less than 4%. In light of this data, attendance continues to be a key focus of our current plan. Our assessment of the reasons for the lower attendance outcomes points to some children across the school with medical conditions as well as those classed as persistent absentees [children with attendance below 90%] Disadvantaged pupils = 40.9%, whereas non-disadvantaged = 13.1% (overall 24% persistent absenteeism). These children are tracked closely and parents are invited to meet with the headteacher to discuss attendance and how it can be improved.

Magic breakfast continues to be a success and allows a calm transition into school as well as a healthy breakfast for all children. This encourages more children to come into school on time and with the fuel to begin their day. StudyBugs was changed to Arbor in the Summer Term and parents are beginning to download the app to report absences.

Our next aim of improving the oral language skills and vocabulary among disadvantaged pupils has continued to be a priority. We have had an in-house Speech and Language Therapist for most of this year, who not only worked with children identified, but also supported staff in delivering interventions. We also have a whole-school focus on language acquisition, starting with helicopter stories in EYFS and throughout Key Stage 1 and 2 with a prioritisation of engaging, high-quality texts and exposure to more adventurous vocabulary. As part of this, reading, in particular 'reading for pleasure' has been a focus this year. In Key Stage One, prefects work with KS1 classes each week with a mobile lending library for children to choose from. This has age-appropriate books for children to enjoy in addition to their weekly reading book linked to their phonics work. Children across the school are encouraged to read multiple times each week at home (as well as in school) and those who do are rewarded with tickets that can be redeemed each half term in our 'shop' where they can buy prizes such as pencils, sweets, bouncy balls, books or even 'more expensive' items such as gift vouchers and footballs! As a result, we have noticed a marked increase in children's engagement with reading and therefore their exposure to language.

Our final aim is to increase access to a wider range of experiences both in school and out of school hours and also to achieve and sustain improved wellbeing for all pupils. This has continued to be a success and a strength of our school. Children embrace and look forward to our Wow Starters to each term/ Topic and these memorable learning experiences add the enrichment of our curriculum. We have been able to invite a range of visitors into school, such as the local police, theatre company 2engage. We have maintained our offer of specialist teaching for a range of subjects including Dance, Gymnastics and Music. Across the whole school this year, all children have been taught by music specialist, Mr Barrie. Children in Key Stage 2 have had the opportunity to learn a musical instrument including the recorder, drums, the ukulele, trumpet, trombone, saxophone and clarinet. No disadvantaged pupils have been prevented from attending the three residential visits that take place in Key Stage 2

(Barnstondale in LKS2, PGL in Year 5 and London in Year 6)

Outdoor learning has also been promoted this year with children throughout the school having Forest School sessions timetabled throughout the year as well as the introduction of 'Commando Joe' for all children in Key Stage Two. This programme helps to build children's self-esteem, confidence and character through weekly 'missions' led by 'Commando Nicole'. The children in Key Stage Two have all engaged well with this and are beginning to demonstrate increased resilience as well as team work skills.

In order to improve wellbeing, we have continued to use Jigsaw PSHE planning (a whole-school programme with weekly lesson plans which focus on the promotion of wellbeing, social and lifelong skills, RSE/RSHE and resilience in an age-appropriate manner). This programme has ensured staff are equipped to deliver lessons to all pupils across the school each week ensuring coverage of PSHE. This is supplemented by our work on raising aspirations, British Values, SMSC and our very own Rivacre dinosaurs.

We have also maintained two ELSA trained staff who each spend a full day each week providing ELSA sessions for children across the school. Numbers of children referred for ELSA have continued to rise so this will remain a focus. Another member of staff will undertake training next year to deliver this too as numbers of pupils requiring this increased.

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
ELSA	LOCAL AUTHORITY EDUCATION PSYCHOLOGY SERVICE
Number Stacks	Number Stacks Maths Intervention
Jigsaw	Jigsaw PSHE
Commando Joe	Commando Joe's - Commando Joe's (commandojoes.co.uk)