

Pupil premium strategy statement

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

Detail	Data
School name	River Bank Primary School
Number of pupils in school	733
Proportion (%) of pupil premium eligible pupils	192 (26.19372%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	November 21
Date on which it will be reviewed	November 22
Statement authorised by	David Sansom
Pupil premium lead	David Seeley
Governor / Trustee lead	Helen Barnett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£187,614.21
Recovery premium funding allocation this academic year	£24,505 based on 169PP @ £145 per PP child
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£12,834.66
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	£224,973.87

Part A: Pupil premium strategy plan

Statement of intent

The Local Authority in which River Bank Primary School is located in a disadvantaged area, and across all subject areas the LA is placed close to the bottom of all league tables.

At River Bank we constantly review the progress of Pupil Premium children and this is reported to the school governing board. Our Pupil Premium Champion is an important member of the Senior Leadership Team and promotes the interests of Pupil Premium children at staff meetings. Our policy and procedures for the support of Pupil Premium children is reviewed annually.

The Pupil Premium funding is used to support:

- Quality First Teaching
- Academic development and attainment
- Social, emotional and behaviour support and development
- Enrichment activities
- Parental Support

As of the 11th October there are 193 children in the school who are eligible for Pupil Premium funding; this accounts for 26% (26.1%) of the whole school who are on this register. All new staff and current staff will be updated frequently via a staff briefing on Pupil Premium and its aims.

What is the intention of Pupil Premium funding at River Bank Primary School?

- To close the gap in attainment between children who receive the pupil premium grant and those who do not.
- To raise the achievement and aspirations of pupils who are eligible for free school meals, at any point in the last six years.

Steps to success:

- * Work will be aimed at moving all children to at least age-related expectations.
- * Additional learning support (interventions both in and out of class)
- * To allow the children to learn a musical instrument of choice.
- * Behaviour and nurture support.

* Use 'Extended Day' teachers in Y5 and Y6 – small groups work with an experienced teacher with a focus on overcoming gaps in learning.

Challenges

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

Challenge number	Detail of challenge
1	English as an additional language
2	Maintaining good attendance
3	Limited parental support
4	Limited life opportunities and social experiences
5	Education lost due to COVID-19 (children never attending nursery)
6	Children arriving to EYFS with a low entry data

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
All pupils' premium pupils to achieve in line with non-pupil premium children.	<p>Analysis attainment data for all core subjects (English, math, science). Interventions will allow for pre-teaching and the reviewing of difficult concepts.</p> <p>Oversees the work of all staff who provide levels of support to PP children: liaise with specialist teachers to discuss progress and any resources required to support any interventions. Monitor attendance of breakfast/after school clubs. Monitoring the progress of pupils in interventions and review as necessary. Research (John Hattie, Sutton Trust toolkit) has demonstrated that small group interventions with highly qualified staff are effective in promoting pupil progress.</p>
Ongoing poor attendance (below 94%)	Bring pupil premium attendance in line with whole school attendance by involvement of Ed Psych & EWO (Educational Welfare Officer) to support social emotional and mental health needs of pupils and parents

	(evidence towards EHCP (Education, Health and Care Plan) applications) and esp. now with the pandemic. (In July 2021 it was on average 93% for the whole school).
Limited parental support	Family team to work with focus parents to offer support around a range of areas including training and education, returning to work, bereavement, financial advice etc.
All Pupil Premium children to make expected or above progress	Achieve in line or above national average progress scores in KS2 reading, writing and maths.
Pupil Premium children who are working above age related expectations to continue to do so.	Achieve above national average progress scores in KS2 reading, writing and maths.
Children below age related expectations make at least a year or more progress.	

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: £8,070.88

Activity	Evidence that supports this approach	Challenge number(s) addressed
English and maths materials	<ul style="list-style-type: none"> Pupil Premium children need access to a wide range of good quality resources to support their academic development. To make the curriculum more accessible. "Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics" (EEF - Improving Literacy in Key Stage 1, recommendation 2) 	1

RWI training + materials	<ul style="list-style-type: none"> Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. 	1
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £147,953.14

Activity	Evidence that supports this approach	Challenge number(s) addressed
Progress monitoring of PP + Interventions (including nurture + family team)	<ul style="list-style-type: none"> EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment. EEF Improving Literacy guidance report (2019) recommendation 8 “use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy”. 	1,3,4
Academic Intervention and tuition: Employment of a Qualified Teacher to carry high quality interventions (5 days a week 11am – 5pm)	<ul style="list-style-type: none"> EEF Toolkit - +4 months (Small group tuition) Evidence indicates that... “one to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile”. 	1,4,5
Extended days for year 5 and year 6	<ul style="list-style-type: none"> EEF - Extending school time Toolkit, “The average impact of approaches involving extending school time is about an additional three months’ progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average”. 	1,2,3
Swimming	<ul style="list-style-type: none"> This is a requirement of the National Curriculum KS2 	4

EAL teacher to work with children with English as an additional language	<ul style="list-style-type: none"> • EEF, Special Educational Needs in Mainstream Schools, March 2020, recommendation 4, “High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress”. 	1,3,4
Support for pupils with additional needs (SENCo)	<ul style="list-style-type: none"> • EEF, Special Educational Needs in Mainstream Schools, March 2020, recommendation 1, “An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils’ needs, and promotes high standards and the fulfilment of potential for all pupils”. 	2,3

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

Budgeted cost: £68,949.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational psychologist & EWO support	<ul style="list-style-type: none"> • Attendance and Punctuality issues. Attendance figures are currently good for all pupils. Ideally, we would to improve attendance and lateness or at least to maintain this. • EEF Toolkit - Parental engagement suggests +3 months progress. 	1,2,3
Magic words (speech and language)	<ul style="list-style-type: none"> • EEF Toolkit - +6 months (Communication and language approaches) “On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds”. 	1

Nurture + family group budget	<ul style="list-style-type: none"> Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. EEF Toolkit - Social and Emotional Learning +4 months A child's birth becomes its destiny. 'The Matthew Effect' suggests the disadvantaged will get more disadvantaged over time. (The Matthew Effect: What Is It and How Can You Avoid It In Your Classroom? By Saga Briggs) 	1,2,4
Breakfast club including holiday club	<ul style="list-style-type: none"> Food deprivation is high at River Bank Primary School. Having a free breakfast club provision ensures children are not hungry as research shows hungry children do not perform as well. "Research shows that a good breakfast can help improve children's reading, writing and maths performance" (The benefits of breakfast clubs, Toby Lester, 2018) 	2,4
Uniform vouchers	<ul style="list-style-type: none"> EEF – School Uniform, "Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline... Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms". 	2,4
Trips (mini bus)	<ul style="list-style-type: none"> EEF Toolkit - +4 months for outdoor adventure learning A huge number of children at River Bank only experience time away from home during the year is on school residential so both Y4 and Y6 will have the opportunity of a residential visit this year. 	1,2,4

Total budgeted cost: £200,468.87

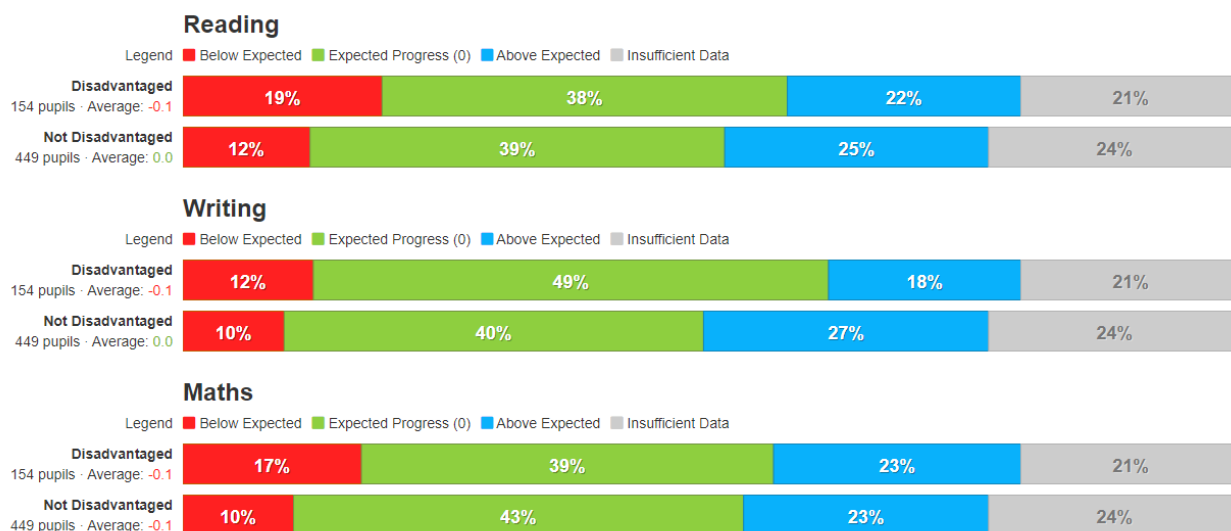
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Whole school data

After analyses of attainment for Pupil Premium children in R,W,M (Reading, Writing, Maths) against attainment for non-Pupil Premium children and has found that in the majority of subjects and in reading, writing and maths PP children attainment is broadly in line with the rest of the pupils (based on Summer term 2 - 2021 data).



Above: Progress Overview for all Pupils (from 2020-2021) with No SEN – 2019-2020 Summer 2 to 2020-2021 Summer 2 Main Assessment

2020/2021 data

Below are the percentages of pupil premium pupils who are working in line with or above year group expectations in Y1

Reading: 86% PP compared with 88% Non PP

Writing: 86% PP compared with 88% Non PP

Maths: 86% PP compared with 87% Non PP

Below are the percentages of pupil premium pupils who are working in line with or above year group expectation in Y2

Reading: 60% PP compared with 66% Non PP

Writing: 60% PP compared with 74% Non PP

Maths: 66% PP compared with 72% Non PP

Below are the percentages of pupil premium pupils who are working in line with or above year group expectations in Y3

Reading: 75% PP compared with 74% Non PP

Writing: 90% PP compared with 81% Non PP

Maths: 85% PP compared with 74% Non PP

Below are the percentages of pupil premium pupils who are working in line with or above year group expectations in Y4

Reading: 61% PP compared with 67% Non PP

Writing: 75% PP compared with 80% Non PP

Maths: 68% PP compared with 80% Non PP

Below are the percentages of pupil premium pupils who are working in line with or above year group expectations in Y5

Reading: 73% PP compared with 72% Non PP

Writing: 83% PP compared with 82% Non PP

Maths: 66% PP compared with 67% Non PP

Below are the percentages of pupil premium pupils who are working in line with or above year group expectations in Y6 **(this is now year 7)**

Reading: 50% PP compared with 78% Non PP

Writing: 50% PP compared with 50% Non PP

Maths: 50% PP compared with 74% Non PP

EYFS data 2021/2022

As of 14.10.21, EYFS on entry assessment shows that Literacy is the weakest area, in total 60% of children are working below or are not on track with comprehension. For word reading 80% of children are working below or are not on track. In writing, 81% of children are working below or are not on track. 48% of children are below with speaking on arrival and 52% are below in listening, attention and understanding. The above data is calculated using a mixture of the 3 / 4 statements in Development Matters.

Maths: Number – 50% of pupils are not on track. Numerical patterns - 56% of pupils are on track. As it currently stands 83% of the cohort would not achieve GLD.

25/117 children in EYFS are currently on the PP register. From this 84% of these children are not expected to achieve GLD. 1 PP child is expected to achieve GLD based on current data and 2 PP children have no data as they have not joined yet and 1 PP child is new to the school therefore on entry data has not yet been completed.

On arrival an assessment is carried out by a EYFS practitioner “The Wellcomm Assessment” shows a delay of speech and language acquisition.

Summary

After lockdown three, three teachers were allocated to work with PP children - it was decided to use the current staff's skills set as they had already a relationship with the children and were fully aware of these children's needs. This was after Easter 2021 when Pupil Premium review meetings were held with year leads to discuss Pupil Premium pupils in each year group and how they had settled back to school and into their learning. These meetings allowed teachers to discuss which, if any, of the Pupil Premium children were a 'cause for concern' i.e. regressed in terms of attainment or perhaps having issues settling back into the routines of school etc. Year leads were asked to highlight these children to via a Pupil Premium review meeting proforma which was then used to help monitor the interventions and the impact they have in helping these children close the gap. The form allowed year leads and to create an individualised action plan for the interventions. These review meetings gave teachers an opportunity to use their teacher assessments (summative) to highlight any Pupil Premium children who they felt still were struggling to make progress due to the lockdown or were at risk of not making age related expectations.

It was decided that the continuation of a free breakfast club was to continue as it did have a positive impact on the number of children attending the previous year. From speaking with class teachers of children who attended, the feedback was that they were more alert and focused during lessons.

Extended days took place and teachers in year 5 and 6 worked with small targeted groups focusing on needs as specified by their class teacher. The impact was seen and the children at the end of the year were making good progress as a result.

After meeting with the family worker team it was evident that money allocated had been used well by the family team for families in crisis. It was decided that this must continue this year esp. after the events of the last two years and the pandemic.

The family worker team have continued to work and support families as needed esp. due to the pandemic. The results are very positive and result in a good attendance when school bubbles were allowed from these key families.

Successes over the year:

- Intervention groups – these have been a successful support for the PP pupils, led by TAs. These members of staff have been given support and strategies for how to lead interventions that will develop the pupils’ skills and confidence.
- Extracurricular clubs have continued and been offered to all PP pupils, including breakfast club, this will continue next year.
- Financial support will continue to enable PP pupils in Year 4 and Year 6 to attend residential visits.

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
Speech and language Therapy	Magic Words
Tables Rockstars	Times Tables Rockstars
French online lessons	Duolingo
Class Dojo	Class Dojo
SumDog	SumDog
RWI	RWI

Service pupil premium funding (optional)

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

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?	
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