



# RIVERVIEW C of E VA PRIMARY AND NURSERY SCHOOL PUPIL PREMIUM INTENDED SPEND AND IMPACT STRATEGY 2017- 2018

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Love, respect, trust, forgiveness, hope

## Pupil Premium 2017/ 2018

In 2017 – 2018 the school will receive **£86,380 for Pupil Premium. 65 pupils** will benefit from this funding (1 of these is LAC).  
The main barriers faced by pupils eligible for Pupil Premium funding are complex social and emotional needs as well as low aspiration. This makes the challenges of the new curriculum a barrier to raising outcomes, particularly at the end of key stage 2. 32% of children have SEND.  
Our Pupil Premium Strategy will be reviewed in September 2018.

Our funding will be used for:

Activity	What this does	Cost	Desired Outcomes	Measuring Impact	Spring Term	Overall impact of spend – March 2018
Access to enrichment activities through clubs	<ul style="list-style-type: none"> <li>Opportunities for disadvantaged children to participate in extracurricular activities. These develop key learning skills of confidence, independence and collaboration which can be transferred to learning.</li> </ul>	£200	Improved self-esteem and confidence	<ul style="list-style-type: none"> <li>Increased engagement in learning. Learning walks and observations carried out by middle leaders</li> </ul>		

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<p>1:1 teaching from a maths specialist</p>	<ul style="list-style-type: none"> <li>• 1 day each week, the maths lead will work 1:1 with DC pupils (6 hours per week)</li> <li>• . Develops mathematical understanding of number concepts which build the early foundations of number.</li> </ul>	<p style="text-align: center;">£6,500</p>	<p>Children will have a secure understanding of early number concepts. This will enable sustained progress so that they meet the end of year expectations.</p>	<ul style="list-style-type: none"> <li>• Termly tracking of pupils that have received support by Class teachers and DC lead</li> </ul>	<p style="text-align: center;">£2,166</p>	<p>Year 6 100% pupils have made expected progress 45% pupils have made more than expected progress</p>
<p>One to one tuition writing to ensure pupils make at sustained and strong progress.</p>	<ul style="list-style-type: none"> <li>• Classteachers plan specific, targeted support for individual children based upon assessments carried out in class. Opportunities for further feedback to be given to support children's understanding of new concepts as well as identify misconceptions.</li> </ul>	<p style="text-align: center;">£6,500</p>	<p>Children will meet the National Standard in maths and writing. Children will develop a secure knowledge and understanding in reading, writing and maths. Disadvantaged children's progress improves and in</p>	<ul style="list-style-type: none"> <li>• Termly tracking of pupils that have receive 1-2-1 support</li> <li>• Learning Walks carried out by middle leaders and SLT</li> </ul>	<p style="text-align: center;">£2,166</p>	<p>Year 6 100% pupils have made expected progress in writing. !00%vpupils have made at least expected progress in maths with 45% making more than expected progress.</p>

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			line or above others			
Senior Leadership Team support target groups in Maths Reading and Writing	<ul style="list-style-type: none"> <li>Highly skilled teachers sustain pupils' interests and challenge their thinking.</li> <li>Within small groups, senior teachers are able to check pupil understanding systematically and effectively in lessons, offering clear, direct and timely support. This results in rapid progress.</li> <li>Feedback is incisive and pupils use it effectively.</li> <li>Identifies pupils not on track for end of year expectations and accelerates progress.</li> </ul>	£16,000	Children will meet the National Standard in reading, writing and maths. Pupils read widely and often, with fluency and comprehension appropriate to their ages.	<ul style="list-style-type: none"> <li>Termly tracking of pupils that have receive additional support by key stage two leader and disadvantaged lead</li> <li>Learning Walks carried out by middle leaders and SLT</li> <li>Work samples by Maths lead , English and disadvantaged lead</li> </ul>	£5,333	<p>Year 6 – 100% pupils have made expected progress or more in reading, writing and maths.</p> <p>18% pupils have made more than expected progress in reading.</p> <p>45% pupils have made more than expected progress in maths</p>

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<p>Family support worker is deployed to improve personal development, well-being and welfare of individuals/ groups</p> <p>Family support worker offers support to children and families.</p>	<ul style="list-style-type: none"> <li>• Specific one to one support for children with additional emotional needs. Thrive assessments are used to plan provision and next steps development.</li> <li>• Social skills teaching and development for small groups in specific classes. This develops positive attitudes to learning and enables children to develop the skills necessary to conduct themselves well throughout the school day and beyond.</li> </ul>	<p style="text-align: center;">£18000</p>	<p>Pupils' attitudes towards all aspects of school life are positive. Low self-esteem is no longer a barrier to improved outcomes.</p> <p>Pupils are beginning to understand the importance of education and how it equips them with the skills for their next stage of education</p> <p>Stronger relationships with parents which support the development of the whole child.</p>	<ul style="list-style-type: none"> <li>• Increased pupil engagement in learning with reduction in low level behaviours. Monitored through learning walks and work samples</li> <li>• Reduction in playtime/ lunchtime incidents involving peers. Monitored through behaviour logs</li> <li>• Case studies for individual children/ families on intervention and impact</li> </ul>	<p style="text-align: center;">£6000</p>	<p>Pupils have a positive attitude and are engaged in learning. There has been a reduction in the number of pupils spending time out of class. This term a visiting consultant identified that 'The atmosphere and climate in the school is calm and purposeful. Relationships between pupils and adults are very positive, with pupils confident to talk to adults about their concerns as well as their achievements. Learning time is</p>
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	<ul style="list-style-type: none"> <li>• Support for families and parents with well-being and behaviour needs. For example, bed time routines and healthy eating habits.</li> <li>• Parent partnership continues to improve. Closer links are forged which improve outcomes for disadvantaged children.</li> <li>• Improve attendance of individuals with targeted support for parents and children</li> </ul>		Clarity of education expectations for parents. Effective strategies are used to enhance home school relations which improve outcomes for children.	Attendance data to be analysed half termly		not lost to behaviour issues.'
Elklan trained TA supporting in Early	<ul style="list-style-type: none"> <li>• Targets support for children with</li> </ul>	£1000	Language skills will rapidly	<ul style="list-style-type: none"> <li>• Termly tracking of children</li> </ul>	£330	In nursery 100% pupils are on

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Years.	language difficulties to develop receptive and expressive language.		progress and enable children to achieve a Good Level of Development at the end of EYFS	carried out by EYFS lead and disadvantaged lead <ul style="list-style-type: none"> <li>Learning walks carried out by SLT and middle leaders</li> </ul>		track for end of year expectations in listening and attention, understanding and speaking. In reception 87.5% are on track for end of year expectations.
Breakfast Club	<ul style="list-style-type: none"> <li>Enables children to begin the school day successfully, with a nutritious breakfast which prepares them for learning.</li> <li>Further opportunities to develop and apply social skills to be able to conduct themselves well throughout the day</li> </ul>	£100	Successful start to the school day prepares pupils for learning.	<ul style="list-style-type: none"> <li>Increased attendance.</li> <li>Low level behaviours reduced with learning walks evidencing increased concentration</li> </ul>		
Summer Holiday Play schemes.	<ul style="list-style-type: none"> <li>Children get opportunities to</li> </ul>	£2000	Children have increased	<ul style="list-style-type: none"> <li>Increase in pupil engagement</li> </ul>		

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	take part in a range of activities during the summer holidays. This will raise self-esteem, increase motivation and build relationships with other children.		motivation and improved social skills	seen in lesson observations (SLT) <ul style="list-style-type: none"> <li>THRIVE data shows increase in emotional well-being</li> </ul>		
Continue 'Achievement for All Project' – a two year project to improve outcomes for disadvantaged children	<ul style="list-style-type: none"> <li>Through coaching support, the School Champion (disadvantaged lead) develops leadership capacity to develop good early years practice in EYFS classes. Effective strategies and practice is developed across the school by the disadvantaged lead</li> <li>Raise attainment</li> </ul>	£6800	Accelerated progress from children's starting points in the Foundation Stage. Parent's more engaged with school and the learning journey.	<ul style="list-style-type: none"> <li>Feedback from parents</li> <li>Incremental changes in children's outcomes or behaviours (teacher's observations in learning journeys)</li> <li>Termly tracking of children involved in project carried out by school champion</li> </ul>	£2266	80% pupils in reception are on track for end of year expectations.

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	<p>of disadvantaged children in the Early Years and Foundation Stage</p> <ul style="list-style-type: none"> <li>• Develop effective partnerships with parents taking part in Time for Talk programme. Continue to review and improve lines of communication between school and home</li> </ul>					
Subsidies for School Trips	<ul style="list-style-type: none"> <li>• Funding to be used to ensure that all pupils are able to take part in all educational visits regardless of their parents' ability to contribute to the cost.</li> </ul>	£4647.60	Curriculum made accessible to all pupils. Opportunities for all children to broaden their life experiences Pupils to be motivated to learn and fully engaged in the school's curriculum	<ul style="list-style-type: none"> <li>• Increased pupil engagement which is evident through learning walks and work samples</li> </ul>	£1000 £100	<p>The majority of DC pupils went on school trips. 1 pupil did not go because parents did not want them to.</p> <p>Subsidised pupils on school trip to Grosvenor Hall outdoor activity centre. 35%</p>



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						pupils were DC.
Purchase and distribute study guides for English, Grammar and Maths	<ul style="list-style-type: none"> <li>• Provide structured homework for pupils which supports raised expectations of the new curriculum</li> <li>• Provide practice and consolidation of new skills and knowledge in order that learning is deepened</li> <li>• Develop examination techniques for Year 6 children to ensure that they are well prepared for end of key stage two test situations</li> </ul>	£820.80	<p>Focused curriculum support for parents with the new curriculum requirements</p> <p>Ensure that pupils and parents use correct terminology and methods when completing homework</p> <p>Alleviate anxieties for pupils and parents in relation to end of key stage 2 tests</p>	<ul style="list-style-type: none"> <li>• Feedback from parents in parents consultation evenings</li> <li>• Termly tracking of children in Year 6 carried out by SLT and disadvantaged lead.</li> <li>• Analyse attitudes survey termly.</li> </ul>		
Purchase set of Pie Corbett Spine books for each child.	<ul style="list-style-type: none"> <li>• All DC pupils will have own high quality age appropriate texts.</li> </ul>	£3233	<p>Support parents reading to and with children.</p> <p>Develop reading</p>	<ul style="list-style-type: none"> <li>• Analyse attitudes survey termly.</li> <li>• Termly data tracking</li> </ul>		<p><b>Reading</b></p> <p>Y1 100% pupils have made expected progress</p>

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			for enjoyment.	reading. <ul style="list-style-type: none"> <li>• BPVS data.</li> <li>• Track reading records to identify changes in home reading.</li> </ul>		Y2 100% have made expected progress Y3 93% have made expected progress.7% have made more than expected progress. Y4 -77% have made expected progress.23% have made more than expected progress Y5 75% have made expected progress. 25% have made more than expected progress. Y6 82% have made expected progress.18% have made more than expected progress.
Educational	<ul style="list-style-type: none"> <li>• Assess pupils to</li> </ul>	£2300	Ensure pupils	<ul style="list-style-type: none"> <li>• Feedback from</li> </ul>		

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Psychologist	<ul style="list-style-type: none"> <li>identify need.</li> <li>Clinic for parents</li> </ul>		<ul style="list-style-type: none"> <li>have needs met.</li> <li>Identify pupils who need EHCP</li> <li>Enable parents to support pupils at home</li> </ul>	<ul style="list-style-type: none"> <li>parents</li> <li>Data tracking</li> <li>THRIVE tracking</li> </ul>		
THRIVE training	<ul style="list-style-type: none"> <li>1 to 1 support for pupils with social, emotional, mental health difficulties.</li> </ul>	£2355	<ul style="list-style-type: none"> <li>Children develop appropriate skills to manage emotions and be successful learners.</li> <li>Accelerated progress in all subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from Attitudes survey.</li> <li>On – line tracking THRIVE.</li> <li>Data analysis.</li> </ul>	£785	<ul style="list-style-type: none"> <li>The THRIVE approach, used by the family Support worker with pupils with more complex needs, has enabled greater engagement in learning and less time being spent out of class.</li> <li>Pupils are developing the skills to regulate their emotions more successfully.</li> </ul>
One to one and small group	<ul style="list-style-type: none"> <li>One to one or small group</li> </ul>	£14,297	Improved outcomes for	<ul style="list-style-type: none"> <li>Work samples carried out by</li> </ul>	£14,297	100% have made at least expected

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teaching assistant support to consolidate and deepen daily in class learning in.	support carried out by a higher level teaching assistant class. Skills, knowledge or understanding within all curriculum subjects is identified by the classteacher through daily on-going assessments and provides the basis support.		children. Further support for individuals in accessing all curriculum subjects with opportunities to deepen or consolidate learning.	subject leaders and disadvantaged lead <ul style="list-style-type: none"> <li>• Termly tracking of 1-2-1 children carried out by disadvantaged lead</li> </ul>		progress in reading with 17% making more than expected progress. 100% pupils have made at least expected progress with 9% making more than expected progress. In maths 93% pupils have made at least expected progress with 24% making more than expected progress.
Additional Accelerated Reader support.	Weekly monitoring to ensure regular reading at home and school.  Replacing lost reading books.	£854	Children developing independent reading skills. Improved outcomes for reading.		£845	Y3 93% have made expected progress.7% have made more than expected progress. Y4 -77% have

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			No interruptions to reading when books are lost.			made expected progress.23% have made more than expected progress Y5 75% have made expected progress. 25% have made more than expected progress. Y6 82% have made expected progress.18% have made more than expected progress.
					£35,288	