

# Pupil premium strategy statement for Riverview CofE Primary and Nursery School VA

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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
Number of pupils in school	157 Nursery 7 School 150
Proportion (%) of pupil premium eligible pupils	48.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	
Date this statement was published	September 2024 September 2025

Date on which it will be reviewed	July 2025 July 2026
Statement authorised by	GB
Pupil premium lead	Mrs M Atkins
Governor / Trustee lead	Mrs Elaine Letchford

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,040 TBC £110,945
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£110,945

## Part A: Pupil premium strategy plan

### Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Our intention is that we fulfil our school's vision where all pupils, irrespective of background and starting point, make strong progress and attainment so that they can break the cycle of disadvantage. The focus of our pupil premium strategy is the 'whole child' by supporting social, emotional and academic barriers.

We consider each individual child and the barriers that they face. Examples from our community; limited parenting capacity, mental health, limited resilience and being a young carer. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Being 'ready to learn' and high-quality teaching are central to 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. Implicit 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.

A significant proportion of our disadvantaged children are also children with SEND. Providing advice, guidance and support for parents is another key focus of our strategy. A complex SEND system serves as a barrier for parents that we can successfully remove by targeting support and help.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic. Our analysis of our school correlates with national data and research – the gap remains wide and attendance is a key issue for disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and a thorough understanding of children and families - 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.

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped <b>oral language skills</b> and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>This also impacts on listening and attending skills which are decreasing over time. On entry to Reception class in the last 3 years, between 75-80% of our disadvantaged pupils arrive below age-related expectations compared to 27-50% of other pupils</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>reading</b> than their peers.</p> <p>On entry to Reception class in the last 3 years, between 73-90% of our disadvantaged pupils arrive below age-related expectations compared to 46-60% of other pupils. This gap narrows but remains steady to the end of KS2 and is dependent on the proportion of disadvantaged children with SEND.</p>
3	<p>Internal and external assessments indicate that <b>maths</b> attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p>

	<p>On entry to Reception class in the last 3 years, between 75-90% of our disadvantaged pupils arrive below age-related expectations compared to 9-36% of other pupils. This gap remains steady to the end of KS2 and is dependent on the proportion of disadvantaged children with SEND.</p>
4	<p>Internal and external assessments indicate that <b>writing</b> attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 3 years, 75-90% of our disadvantaged pupils arrive below age-related expectations compared to 23-50% of other pupils. This gap remains significant to the end of KS2 and is dependent on the proportion of disadvantaged children with SEND.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified <b>social and emotional</b> issues for many pupils, notably lack of enrichment opportunities and low resilience. Demands are limited outside of school with the greatest demands on children being school. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain high. 66 pupils (50 of whom are disadvantaged) currently require additional support with social and emotional needs, with 40 (X of whom are disadvantaged) receiving small group interventions.</p> <p>Suspensions of disadvantaged males has significantly increased. There are a number of factors that are the cause of this – demands of the curriculum, low resilience, demand avoidance and low aspiration as they reach KS2.</p>
6	<p>Our attendance data over the last 3 years indicates that <b>attendance</b> among disadvantaged pupils has been between 8- 12% lower than for non-disadvantaged pupils.</p> <p>24-38.2% of disadvantaged pupils have been 'persistently absent' compared to 8.4- 15.4% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## 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
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.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils with no SEND met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils with no SEND met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys, teacher observations and Thrive data</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils being no more than X%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%.</li> <li>• the percentage of all pupils who are persistently absent being below 25% and the figure among disadvantaged pupils being no more than 8% lower/higher than their peers.</li> </ul>

## 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: £ £22,086

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>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:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	<p>1, 4,5</p>
<p>Embed high quality teaching and learning across the school. This will ensure stronger outcomes and achieved. Purchasing WalkThrus will provide CPD which will be tailored to individual staff needs</p>	<p>Strong evidence that WalkThrus improve consistency and culture of a school whilst reducing workload. The wealth of resources available can be tailored to individuals in appraisal meetings</p>	<p>1,2,3 £1000</p>
<p>Coaching and mentoring of all teaching uses SLT to ensure PPG outcomes are achieved and not impacted by new/ less experienced</p>	<p>Research demonstrates that guidance and a 'critical friend' supports retention of good staff. Ongoing dialogue enables further development which increases PPG outcomes</p>	<p>1,2,3 £13,145</p>

<p>staff. Ongoing guidance from an experienced teacher will further develop teachers</p>		
<p>Improve provision for children with SEND through specialised advice and guidance from an educational psychologist. This advice will strengthen the quality of teaching and address any attendance issues that are affected</p>	<p>Research, teacher surveys and parent voice demonstrates that expert advice enables better provision for children. A greater understanding of needs and how to address these is provided</p>	<p>1,2,3,4,5,6 £6341</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	<p>1,2,3,4,5,6</p>
<p>Exposure to high quality texts increases reading and enjoyments of reading. Having an individual copy of a text would increase engagement and enjoyment of reading. Allocation of £1600 for KS2 to purchase 10 class texts for whole class reading</p>	<p>Extensive evidence into reading for pleasure and developing the habits at a young age increases GCSEs grades for disadvantaged</p> <p><a href="https://www.booktrust.org.uk/what-we-do/impact-and-research/Research/the-benefits-of-reading/#:~:text=Children%20who%20regularly%20read%20for,of%20mental%20wellbeing%20and%20happiness.">https://www.booktrust.org.uk/what-we-do/impact-and-research/Research/the-benefits-of-reading/#:~:text=Children%20who%20regularly%20read%20for,of%20mental%20wellbeing%20and%20happiness.</a></p>	<p>1 £1,600</p>

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

Budgeted cost: £92,596

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduction of 'Nurturing Team' to provide whole child/ family social and emotional support. Lead by the school's FSW with Attendance Officer and ELSAsto provide individualised/ family support packages which will impact education at all levels</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p> <p>The school is part of the Surrey <a href="#">Nurturing Schools Programme</a> which will also be incorporated into this.</p> <p>Fruit in classes to ensure that children are fed and able to focus and attend</p>	<p>1,2,3,4,5,6</p> <p>£47,095 (FSW) £23,111 (ELSA ) £225 ( ELSA Supervision)</p> <p>My Happy Mind Wellbeing Program £2515</p> <p>£1000</p>
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1,2,3,6</p>
<p>1-2-1 mentoring from <a href="https://buddyupcharity.org/">https://buddyupcharity.org/</a> will provide targeted social and emotional support for</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p>	<p>5,6</p> <p>£2000</p>

children that are at risk of suspension/ exclusion Use of Alternative Provision for group support for males	<a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a> <a href="https://www.sportingchances.org/mini">https://www.sportingchances.org/mini</a>	NEAT £2000
External agencies continue to suggest sensory breaks for more and more children. Listening and attending is key to learning and retaining information. Sensory breaks provide time to regulate independently so that children are ready to learn.	Purchase Sensory Pathway. This is to be used when children have a sensory break	All 2024 2025 £1,650
Being ready for learning means having sufficient resources to hand. Fund to supplement fund for children's resources for writing so that this barrier is removed	Organisation of resources takes time for a proportion of disadvantaged children as they do not see the purpose. Some children will SEND have damaged resources due to dysregulation. This then impacts on accessing learning	All £7,000
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All £3,000
Staff led extra-curricular clubs which complement and enrich the school curriculum offer	Research shows that disadvantaged children have limited experiences	All £3,000

**Total budgeted cost: £ 114,682**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that the gap between PPG with no SEND and non PPG with no SEND is closing in all statutory assessments. When we analyse with children with SEND, the gap widens. This is also the case for internal data.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that disadvantaged children are served well and are the centre of all decisions. Informal monitoring shows that teachers 'target' disadvantaged children in all subjects, to ensure that their understanding is clear. Leaders monitor disadvantaged children consistently which is evident through their monitoring reports. This provides a clear understanding of how effective our curriculum is overcoming barriers.

Parents voice is overwhelmingly positive. Parents know that the school will support and assist. One parent stated ' *Thank you for all the love and support through the good times, the hard times and the worse of time of all our lives. Without your support and don't think we would be where we all are today*'.

Based on all the information above, the performance of our disadvantaged pupils *met and did not meet* expectations – we met expectations for those disadvantaged without SEND. We are at present on course to achieve the outcomes we set out to achieve by 2025/26, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the deployment of SLT across the school was effective and improved outcomes. The development of a pastoral team meant that more children were able to be in class learning rather than dis regulated.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i>
<b>How our service pupil premium allocation was spent last academic year</b>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*