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

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	135 Nursery 7 School 142
Proportion (%) of pupil premium eligible pupils	47.8%
Academic year/years that our current pupil premium strategy plan covers	2026/ 2027 – funding figures are for autumn and spring term due to changes
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	GB
Pupil premium lead	Mrs M Atkins
Governor / Trustee lead	Mr Malu Nkonko

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (two terms)	£113,150
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years	0

Total budget for this academic year – September 2026 – April 2027	£113,150

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that we fulfil out 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, variable school attendance, limited engagement in education due to demands of life, mental health, limited resilience, SEND needs (identified and not) and being a young carer. The activities we have outlined in this statement is 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	Assessments, observations, and discussions with pupils indicate underdeveloped **oral language skills** 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. This also impacts on listening and attending skills which are decreasing over time. On entry to Reception class in the last 3 years, between 34-75% of our disadvantaged pupils arrive below age-related expectations compared to 27-40% of other pupils
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with **reading** than their peers. On entry to Reception class in the last 3 years, between 43-75% of our disadvantaged pupils arrive below age-related expectations compared to 18-45% 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.
3	Internal and external assessments indicate that **maths** attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years, between 42-75% of our disadvantaged pupils arrive below age-related expectations compared to 27-40% of other pupils. This gap remains steady to the end of KS2 and is dependent on the proportion of disadvantaged children with SEND.
4	Internal and external assessments indicate that **writing** attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years 42-75% of our disadvantaged pupils arrive below age-related expectations compared to 27-60% of other pupils. This gap remains significant to the end of KS2

<table>
<tr><td></td><td>and is dependent on the proportion of disadvantaged children with SEND.</td></tr>
<tr><td>5</td><td>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional 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.

<table><tr><td rowspan="2">Vulnerable Children (see Vulnerability Matrix)</td><td>Red (16+)</td><td>Amber (6-15)</td><td>Green (0-5)</td></tr><tr><td>7 (7.4%)</td><td>37 (39.3%)</td><td>50 (53%)</td></tr></table>
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.</td></tr>
<tr><td>6</td><td>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 5.3-7.6% lower than for non-disadvantaged pupils. This has been decreasing over time.

32.4-38.9% of disadvantaged pupils have been ‘persistently absent’ compared to 13.5-32.1% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. This has also decreased over the last three years and is closer to national averages when ‘leavers’ are removed from our data.</td></tr>
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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
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 2026/27 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 2026/27 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.	Sustained high levels of wellbeing by 2026/27 demonstrated by: • qualitative data from student voice, student and parent surveys, teacher observations and Boxall Profile data • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: • the overall unauthorised absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. • 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.

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: £ £17,222 (autumn and spring term)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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 | Teaching and Learning Toolkit | EEF NELI Programme (funded by DfE)	1, 4,5
Coaching and mentoring of all teaching uses SLT to ensure PPG outcomes are achieved and not impacted by new/ less experienced staff. Ongoing guidance from an experienced teacher will further develop teachers.	Research demonstrates that guidance and a 'critical friend' supports retention of good staff. Ongoing dialogue enables further development which increases PPG outcomes	1,2,3 £7,700
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	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.	1,2,3,4,5,6 £4297
Social and emotional literacy and self esteem are barriers to achievements. Boxall Profiles identifies barriers to	Research shows that strong emotional literacy and self esteem enables learners to flourish	1,2,3,4,5,6 £325

plan provision and interventions		
Improve reading fluency. Purchase reading fluency tests/ screening to provide precise information to remove barriers. Proportion of vulnerable children struggle with reading fluency	Purchase Talemo https://www.talamo.co.uk/for-schools	2 £1000
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): Improving Social and Emotional Learning in Primary Schools | EEF	1,2,3,4,5,6
Changes in EYFS leadership mean a new teacher in our Reception Class. Mentoring and development from previous EYFS leader to ensure processes/ assessments/ parent partnership strengths are maintained	https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school Autumn and Spring Term 15 days development and coaching from experienced EYFS lead	1,2,3,4,5,6 £3,900

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

Budgeted cost: £64,872 (autumn and spring term)

Activity	Evidence that supports this approach	Challenge number(s) addressed

Introduction of 'Nurturing Team'/ to provide whole child / family social and emotional support. Lead by the school's FSW with Attendance Officer and ELSAs to provide individualised / family support packages which will impact education at all levels	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): Improving Social and Emotional Learning in Primary Schools | EEF The school is part of the Surrey Nurturing Schools Programme which will also be incorporated into this. Fruit in classes to ensure that children are fed and able to focus and attend	1,2,3,4,5,6 £24,890 (FSW) £13,727 (ELSA) £225 (ELSA Supervision) My Happy Mind Wellbeing Program £2443 £1000
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Refreshments for parent / carer events in school, as part of school's engagement strategy / Coffee Club resources Attendance incentives for pupils	1,2,3,6 £2000 £2000
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. Break and lunchtimes are	Use ideas from Opal Play to develop outdoor experiences for children • Storage for equipment to use that is accessible • Waterproof clothing for staff (going out in most weathers) • Equipment / changes to the environment to enhance outdoor provision (school council to lead on this)	1,2,3,4,5,6 £7000

sometimes challenging for children with low attendance/ social and emotional needs. 20% of school week is a break/ lunchtime Develop provision that is engaging and a 'pull' for all children.		
Limited music opportunities for the children which would support cultural capital. Instrumental lessons for juniors	Surrey Music Hub and supporting charity fund instrumental classes. 20% of teacher is subsidised by the school Year 1- Samba Y2/3 – Ukelele Y4- Trumpet Y5- guitar Y6 – Djembe	£1242
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 Develop regulation stations in each classroom	All £5,000 £1000
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 £2,000
Staff led extra-curricular clubs which complement and enrich the school curriculum offer	Research shows that disadvantaged children have limited experiences Enrichment activities for end of each half term	All £5,000

Total budgeted cost: £ 82,391 *(28,759.00 underspend to factor in changes to funding for the summer term)*

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 local authority disadvantaged audit identified the following strengths in July 2026

· *Strong leadership commitment to inclusion*

· *Clear rationale for behaviour policy changes*

· *Significant investment in staff development*

· *Early evidence of positive cultural shift*

· *Effective targeted support for high-need pupils*

· *Honest and reflective leadership approach*

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.

Statutory Assessments (PPG with no SEND)

KS2 combined RWM	78%
KS2 Reading ARE GD	89% 33%
KS2 Writing ARE GD	78% -
KS2 Maths ARE GD	78% 11%
KS2 GPS ARE GD	78% 11%
MTC	40%
PSC	50%
EYFS GLD	57%

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 creating an environment that is so nurturing that the children are allowed to bloom and indeed thrive.'*

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 at the end of KS2. Where outcomes are not as strong as we would want, plans are underway to address this for next year with targeted coaching and mentoring. Reviewed engagement plan for pupils and parents will also form part of the SIP for 2026 2027.

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. Despite suspensions being high, many of these children would be out of education as a result of being permanently excluded.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. Reductions in spend as a result of changes in criteria for PPG mean that a large proportion will go on effective staffing to bridge the gap between home and school.

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