



RIVERVIEW C of E VA PRIMARY AND NURSERY SCHOOL PUPIL PREMIUM INTENDED SPEND AND IMPACT STRATEGY 2018 – 2019- September – April 2019 review

Riverview exists to cherish, challenge and inspire children and adults within a Christian community.
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Pupil Premium 2018/ 2019

In 2018 – 2019 the school will receive **£82, 820 for Pupil Premium. 62 pupils** will benefit from this funding. This increases throughout the school year.

The main barriers faced by pupils eligible for Pupil Premium funding are complex social and emotional needs, low aspiration and academic resilience. This makes the challenges of the curriculum a barrier to raising outcomes, particularly at the end of key stage 2. 26.25% of children have SEND. 64.75% have social and emotional needs.

Our Pupil Premium Strategy will be reviewed in September 2019.

Our funding will be used for:

Improve outcomes					
Achievement for Pupil Premium children is prioritised so that children are challenged and ready for the next stage of learning					
Activity	What this does	Cost	Desired Outcomes	Measuring Impact	Overall impact of spend – Spring Term Review
Purchase and distribute study guides for English, Grammar and Maths. Focus on times table learning in the Spring Term	<ul style="list-style-type: none"> • Provide structured homework for pupils which supports raised expectations of the new curriculum • Provide practice and consolidation of new skills and knowledge in order that learning is deepened • Develop examination 	£900	Focused curriculum support for parents with the new curriculum requirements Ensure that pupils and parents use correct terminology and methods when completing homework	<ul style="list-style-type: none"> • Feedback from parents in parents consultation evenings • Termly tracking of children in Year 6 carried out by SLT and disadvantaged lead. • Analyse attitudes survey termly. 	Study guides evaluations from parents told us that the guides enabled parents to... <i>'To work together and expand on similar materials as in the books. Work together and work on additional examples. Going over and over for reinforcement. They have</i>

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	techniques for Year 6 children to ensure that they are well prepared for end of key stage two test situations		Alleviate anxieties for pupils and parents in relation to end of key stage 2 tests		<i>helped my daughter learn new things. Learn more and explain things better. We have discussed the Maths and English whilst my child has completed the tests.'</i>
Elklan trained TA supporting in Early Years.	<ul style="list-style-type: none"> Targets support for children with language difficulties to develop receptive and expressive language. 	£1000	Language skills will rapidly progress and enable children to achieve a Good Level of Development at the end of EYFS	<ul style="list-style-type: none"> Termly tracking of children carried out by EYFS lead and disadvantaged lead Learning walks carried out by SLT and middle leaders 	PP are making expected progress from September 2018. Additional speech and language teaching training has been provided to the TA, to further develop her skills.
Purchase set of Pie Corbett Spine books for each child.	<ul style="list-style-type: none"> All PP pupils will have own high quality age appropriate texts. 	£3600	Support parents reading to and with children. Develop reading for enjoyment.	<ul style="list-style-type: none"> Analyse attitudes survey termly. Termly data tracking reading. BPVS data. Track reading records to identify changes in home reading. 	Pie Corbett spine books feedback from parents stated...' After reading the book, try and recap the story and select key words for spelling and explanation, to encourage my son to engage in a book and complete the whole thing in time. Encourage my son to read books until they are complete instead of changing daily, enjoy reading together, spend

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					quality time together. My son is really loving reading and learning so much from it, improve my daughter's reading and fluency of her reading.' If we decide to use PP funds for books again, a consideration would need to be for SEND children so that the reading level is appropriate to develop enjoyment of reading.
Senior Leadership Team support target groups in Maths Reading and Writing	<ul style="list-style-type: none"> • Highly skilled teachers sustain pupils interests and challenge their thinking. • 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. • Feedback is incisive and pupils use it effectively. • Identifies pupils not on track for end of year expectations 	£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"> • Termly tracking of pupils that have receive additional support by key stage two leader and disadvantaged lead • Learning Walks carried out by middle leaders and SLT • Work samples by Maths lead , English and disadvantaged lead 	Y6 PP with no SEND have made just above expected progress in writing and expected progress in maths from the end of KS1. They are all on track to make expected progress from the end of KS1. Y5PP with No SEND have made expected progress from the end of KS1 with in year progress being just above expected in reading and maths. Demonstration teaching, for low good/ RI has been carried out by the HT to ensure feedback/ questioning targets PP throughout all aspects of teaching (April 2019)

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	and accelerates progress.				
Delight Book Fair to be held at Riverview	<ul style="list-style-type: none"> • Opportunities to purchase significantly discounted books for children to have at home • Improve enjoyment of reading 	£115	<ul style="list-style-type: none"> • Further opportunities for children to enjoy reading • Provide a breadth of reading materials 	<ul style="list-style-type: none"> • Pupil voice • Outcomes in reading 	Book Fair held in March 2019 All children chose 2 books from the book fair and enjoyed reading them. PP with no SEND have made expected progress in reading from September which has supported their progress from KS1 which is expected and in line with others
Purchase PE kits and bags for children	<ul style="list-style-type: none"> • Enable all PP children to access PE curriculum 	£200	<ul style="list-style-type: none"> • Access to the whole curriculum 	<ul style="list-style-type: none"> • PE involvement through informal observations 	All PP children have been involved in PE this term. As a result, they have accessed the whole curriculum.
Additional Accelerated Reader support.	<ul style="list-style-type: none"> • Weekly monitoring to ensure regular reading at home and school • Replacing lost reading books. 	£1600	<ul style="list-style-type: none"> • Improved outcomes for reading. • Increased enjoyment of reading seen through pupil voice/ monitoring of reading records 	<ul style="list-style-type: none"> • Monitoring of reading records • Evaluation from support on impact on PP 	Progress of PP in KS2 is expected and above from the start of the year. 40% of reading certificates for the end of year were PP which is an increase from last year of 10%. 40% of the reading certificates issued at end of spring term were for PP children which is an increase on the previous year/ term. 42% of children are reading every day.

Personal development, behaviour and welfare

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Children are emotionally ready for learning and barriers are removed				
<p>Family support worker (Hayley) 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"> • Specific one to one support for children with additional emotional needs. Thrive assessments are used to plan provision and next steps development. • 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. • Support for families and parents with well-being and behaviour needs. For example, bed time routines and healthy eating habits. • Parent partnership continues 	<p>£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> <p>Clarity of education expectations for parents. Effective strategies are used to enhance home school relations which</p>	<ul style="list-style-type: none"> • Increased pupil engagement in learning with reduction in low level behaviours. Monitored through learning walks and work samples • Reduction in playtime/ lunchtime incidents involving peers. Monitored through behaviour logs • Case studies for individual children/ families on intervention and impact <p>Exclusions for the Autumn term and reduced from Autumn 2017 (1 exclusion compared to 7). Spring term exclusions for PP are 1 which is reduction from Spring 2018</p> <p>FSW has further developed individual strategies for PP/ SEND to access learning and manage anxieties within class. Focused support for one traveller family have seen improvements in attendance. Training for key workers (support staff) has resulted in better skills in talking to PP children to help overcome their social and emotional needs which impact on learning. There has been a reduction in fixed term exclusions for PP children which the FSW has supported with. 3 children are from the same family who are travellers and joined us from another school. Their attendance at their previous school was between</p>

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	<p>to improve. Closer links are forged which improve outcomes for disadvantaged children.</p> <ul style="list-style-type: none"> • Improve attendance of individuals with targeted support for parents and children 		improve outcomes for children.	Attendance data to be analysed half termly	30% - 52%. Currently, at Riverview, their attendance is between 70% - 83%. This has been achieved by close links with the LA Traveller support and increased support from FSW/ HT. This has resulted in a positive relationship. 1 child has received a 100% attendance award for the week which was welcomed by mum. PP attendance is reducing. It is still higher than national averages for 2018 but higher than school figures for 2018. (6.77%)
1-2-1Mentoring from Kick London	<ul style="list-style-type: none"> • 10 week mentoring program for individuals to improve resilience and engagement in school • Supports with talking about feelings and how to deal with them • Sets personal targets based child's next steps emotionally 	£3000	Improved self-esteem and resilience in challenging situations Positive male role model for individuals	<ul style="list-style-type: none"> • Assessments at the beginning and end of mentoring period 	KickLondon mentoring continues to support males with SEB needs. Pupil voice identifies that they have learnt strategies to focus on learning and how to calm down. Sport has also been introduced which has enabled children to begin to self-regulate.
Educational Psychologist	<ul style="list-style-type: none"> • Assess pupils to identify need. • Clinic for parents 	£2000	Ensure pupils have needs met. Identify pupils who need	<ul style="list-style-type: none"> • Feedback from parents • Data tracking • THRIVE tracking 	EP reports for 2 EHCP applications have been completed. 1 has reached the threshold for assessment by the LA (March 2019). Both reports will also

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			EHCP Enable parents to support pupils at home		support special school placements in the future. 1 EP report has provided successful strategies for behaviour management within school for a child with 6 ACEs.
LA Behaviour Support time	<ul style="list-style-type: none"> Assess pupils to identify barriers to learning and needs Provision is adapted for individuals depending on need 	£1380	Ensure pupils have needs met. Identify pupils who need EHCP Enable parents to support pupils at home Children at risk able to access the curriculum	<ul style="list-style-type: none"> Learning Walks Observations of individuals 	INSET in January 2019 to provide additional training for all staff on complex SEBH. Strategies for individual children were discussed. Staff were upskilled in skills for anxiety/ attachment support. Teachers gained further strategies to s
Play Therapist	<ul style="list-style-type: none"> Provides therapeutic services for vulnerable children Individuals that are struggling to access learning will have additional provision to develop emotionally 	£2000	Children at risk are able to access the curriculum Improved self-esteem and confidence	<ul style="list-style-type: none"> Learning walks Reports on individual children 	Therapy undertaken for 4 children. Parental engagement increased. Concerns that the therapy was not the right time for 2 children due to ongoing social and emotional needs. Therapy has stopped in the summer term.
Enrichment Opportunities					
Children are inspired by learning and education					
Summer Holiday Playschemes.	<ul style="list-style-type: none"> Children get opportunities to take part in a range of activities during the Summer holidays. This will raise self-esteem, increase motivation and build relationships with 	£2000	Children have increased motivation and improved social skills	<ul style="list-style-type: none"> Increase in pupil engagement seen in lesson observations (SLT) THRIVE data shows increase in 	

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	other children.			emotional well-being	
Access to enrichment activities through clubs	<ul style="list-style-type: none"> • Opportunities for pupil premium children to participate in extracurricular activities. These develop key learning skills of confidence, independence and collaboration which can be transferred to learning. 	£200	Improved self-esteem and confidence	<ul style="list-style-type: none"> • Increased engagement in learning. Learning walks and observations carried out by middle leaders 	
Subsidies for School Trips	<ul style="list-style-type: none"> • 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. 	£3000	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"> • Increased pupil engagement which is evident through learning walks and work samples 	
Breakfast Club	<ul style="list-style-type: none"> • Enables children to begin the school day successfully, with a nutritious breakfast which prepares them for learning. • Further opportunities to develop and apply social skills to be able to conduct 	£100	Successful start to the school day prepares pupils for learning.	<ul style="list-style-type: none"> • Improved attendance • Low level behaviours reduced with learning walks evidencing increased 	1 child has accessed Breakfast Club. This has been erratic. No further children have been supported in the spring term.

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	themselves well throughout the day			concentration	
Delight in Shakespeare	<ul style="list-style-type: none"> Drama opportunities to develop confidence and performance skills 	£750	<ul style="list-style-type: none"> Improve confidence and resilience within different situations Development of communication and language 		<p>PP children are engaged in writing. Use of challenging language evident in writing. 90% of children said that they now feel more confident and 70% said that they felt able to share ideas and take risks. All children enjoyed their learning and were proud of their achievements.</p> <p>80% of PP children in y5 have made expected or above expected progress in writing at the end of Spring.</p>
52 Things to do before a child is 11 ³ / ₄	<ul style="list-style-type: none"> Provide extra-curricular opportunities for children to experience new activities that are limited 	£500	<ul style="list-style-type: none"> Extend children's experiences and opportunities Develop new skills and ways of learning 	<ul style="list-style-type: none"> Curriculum is more engaging through informal walks/ pupil voice 	

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STRATEGY 2018 – 2019- September – April 2019 review

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