



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

Riverview exists to cherish, challenge and inspire children and adults within a Christian community.
Love, respect, trust, forgiveness, hope

Pupil Premium 2017/ 2018

In 2017 – 2018 the school will receive **£86,380 for Pupil Premium. 71 pupils** have benefitted from this funding

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. 30% 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	Summer Term	Overall impact of spend – July 2018
One to one tuition in writing to ensure pupils make at sustained and strong progress.	<ul style="list-style-type: none"> • 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. 	£6,500	Children will meet the National Standard writing. Children will develop a secure knowledge and understanding in reading, writing and maths. Disadvantaged children's progress improves and in line or above others	<ul style="list-style-type: none"> • Termly tracking of pupils that have receive 1-2-1 support • Learning Walks carried out by middle leaders and SLT 	£2,166	In year 6 100% pupils have made expected progress in writing and 9% have made more than expected progress.
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 	£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	<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 	£5,333	In year 6 100% pupils have made expected progress in writing with 9% making more than expected progress. In maths 100% pupils made at least expected progress with 45% making more than expected progress.

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	<p>effectively in lessons, offering clear, direct and timely support. This results in rapid progress.</p> <ul style="list-style-type: none"> • Feedback is incisive and pupils use it effectively. • Identifies pupils not on track for end of year expectations and accelerates progress. 		ages.	<p>middle leaders and SLT</p> <ul style="list-style-type: none"> • Work samples by Maths lead , English and disadvantaged lead 		
<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"> • 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- 	£18000	<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"> • 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>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. 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 not lost to behaviour issues.'</p> <p>Attendance for 2017-2018 has remained the same as 2016-2017 but there has been improved attendance throughout the year. Attendance improved by 2.39% in spring term</p>

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	<p>being and behaviour needs. For example, bed time routines and healthy eating habits.</p> <ul style="list-style-type: none"> • Parent partnership continues to improve. Closer links are forged which improve outcomes for disadvantaged children. • Improve attendance of individuals with targeted support for parents and children 		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		and 1.86% in summer term.
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 	£330	In Nursery pupils have made more than expected progress in most areas of learning and 75% have achieved end of year expectations. In Reception 100% have made at least expected progress with 71% making more than expected progress in reading, 85% making more than expected progress in writing and maths. 86% pupils achieved end of year expectations.
Summer Holiday Play schemes.	<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 		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 emotional well-being 	£2351.90	18 children will have attended playschemes for up to 6 days each throughout the summer holidays. 1 pupil is attending for 15 days.

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	with other children.					
Continue 'Achievement for All Project' – a two year project to improve outcomes for disadvantaged children	<ul style="list-style-type: none"> 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 Raise attainment of disadvantaged children in the Early Years and Foundation Stage Develop effective partnerships with parents taking part in Time for Talk programme. Continue to review and improve lines of communication between school and home 	£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"> Feedback from parents Incremental changes in children's outcomes or behaviours (teacher's observations in learning journeys) Termly tracking of children involved in project carried out by school champion 	£2266	In Nursery pupils have made more than expected progress in most areas of learning and 75% have achieved end of year expectations. In Reception 100% have made at least expected progress with 71% making more than expected progress in reading, 85% making more than expected progress in writing and maths. 86% pupils achieved end of year expectations.
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. 	£4647.60	Curriculum made accessible to all pupils. Opportunities for all children to broaden their life experiences Pupils to be motivated to learn	<ul style="list-style-type: none"> Increased pupil engagement which is evident through learning walks and work samples 	£1000	This has enabled all DC pupils to go on school trips. This term children have visited London, The Story Museum, Hampton Court, Sutton Synagogue, Birdworld, Kew Gardens and Littlehampton.

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			and fully engaged in the school's curriculum			
Purchase and distribute study guides for English, Grammar and Maths	<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 techniques for Year 6 children to ensure that they are well prepared for end of key stage two test situations 	£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"> 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. 		The majority of pupils in KS2 reported using the study guides at home. 'Before using then I would have struggled but now I get it'. Parental engagement improved as the majority of pupils reported asking an adult at home when they did not understand something.'
Purchase set of Pie Corbett Spine books for each child.	<ul style="list-style-type: none"> All DC pupils will have own high quality age appropriate texts. 	£3233	<p>Support parents reading to and with children.</p> <p>Develop reading for enjoyment.</p>	<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. 		<p>Reading</p> <p>Nursery 100% pupils made more than expected progress.</p> <p>Y1 78% pupils have made expected progress</p> <p>Y2 67% have made at least expected progress with 33% making more than expected progress.</p> <p>Y3 93% have made at least expected progress.14% have made more than expected progress.</p> <p>Y4 -58% have made expected progress. Y5 75% have made at least expected progress. 13% have made more than expected progress.</p> <p>Y6 82% have made expected progress.18% have made more than expected progress.</p>
THRIVE training	<ul style="list-style-type: none"> 1 to 1 support for 	£2355	Children develop	Feedback from	£785	The THRIVE approach, used by the family

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	pupils with social, emotional, mental health difficulties.		appropriate skills to manage emotions and be successful learners. Accelerated progress in all subjects.	Attitudes survey. On – line tracking THRIVE. Data analysis.		Support worker with pupils with more complex needs, has enabled greater engagement in learning and less time being spent out of class. Pupils are developing the skills to regulate their emotions more successfully.
One to one and small group teaching assistant support to consolidate and deepen daily in class learning in.	<ul style="list-style-type: none"> One to one or small group 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. 	£14,297	Improved outcomes for children. Further support for individuals in accessing all curriculum subjects with opportunities to deepen or consolidate learning.	<ul style="list-style-type: none"> Work samples carried out by subject leaders and disadvantaged lead Termly tracking of 1-2-1 children carried out by disadvantaged lead 	£14,297	In reading 72% pupils have made at least expected progress with 11% making more than expected progress. In writing 63% pupils have made at least expected progress with 14% making more than expected progress. In maths 65% pupils have made at least expected progress with 11% 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. No interruptions to reading when books are lost.		£845	Y3 93% have made at least expected progress.14% have made more than expected progress. Y4 -58% have made expected progress. Y5 75% have made at least expected progress. 13% have made more than expected progress. Y6 82% have made expected progress.18% have made more than expected progress. 62% pupils receiving end of year books tokens for achievements in Accelerated Reader were DC pupils.
					£35,373.90	

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