

RIVERVIEW C of E VA PRIMARY AND NURSERY SCHOOL PUPIL PREMIUM ACTUAL SPEND 2019 - 2020

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OUTCOMES FOR PUPIL PREMIUM CHILDREN 2019

	PP	Non PP
GLD (end of Reception)	33.3%	81%

	PP	Non PP
Phonics (end of Year 1)	88.9%	83.3%

End of KS1	PP	PP with no SEND	Non PP
Reading	40%	66.7%	89.5%
Writing	50%	83.3%	78.9%
Maths	40%	66.7%	89.5%

End of KS2	PP		PP with no SEND		Non PP	
	Attainment	Progress	Attainment	Progress	Attainment	Progress
Reading	66.7%		100%		90%	
Writing	100%		44.4%		81%	
Maths	75%		33.3%		85%	
RWM	33.3%		75%		75%	

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Pupil Premium 2019/ 2020

In 2019- 2020 the school will receive **£93,380 for Pupil Premium. 70 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 termly, where appropriate with a final review in September 2020.

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
Purchase and distribute study guides for English, Grammar and Maths. Focus on times table learning Autumn term for Year 4	<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 	£1000	Focused curriculum support for parents with the new curriculum requirements Ensure that pupils and parents use correct terminology and methods when completing homework Alleviate anxieties for pupils and parents in	<ul style="list-style-type: none"> Feedback from parents in parent's consultation evenings Termly tracking of children in Year 6 carried out by SLT and PPG lead Pupil voice 	<ul style="list-style-type: none"> Provided curriculum support with those parents that engaged with the study guides. Year 6 made adaptations and used in school as well as at home for homework to increase engagement. Pupils in Year 6 preferred this the learning was linked to what was completed in school

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	are well prepared for end of key stage two test situations		relation to end of key stage 2 tests		
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 	<ul style="list-style-type: none"> • Limited progress for children • Staffing issues during lockdown and return meant that Elklan was not implemented and not to be funded next year
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 and accelerates progress. 	£20,000	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 PPG lead • Learning Walks carried out by middle leaders and SLT • Work samples by Maths lead , English and PPG lead 	<ul style="list-style-type: none"> • DHT was on a phased return for Autumn term and resigned in January 2020 • HT deployed in Year 6. Progress accelerated in Autumn term for PPG with no SEND • No further deployment of SLT from March 2020 due to lockdown

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<p>Specialist Intervention Teacher – 3 days a week</p>	<ul style="list-style-type: none"> • Highly skilled teachers sustain pupils interests and challenge their thinking • Provide small group learning with targeted teaching for PP children • Identify gaps within learning and provide consolidation and support • Further improve parental engagement 	<p>£19,483 (Sept – Mar) £13, 915 (Apr- Aug)</p>	<ul style="list-style-type: none"> • Improved outcomes for PPG with SEND as well as SEMH • Gap between PPG and others for specific cohorts closes • Introduce pre-teaching strategies which close the curriculum gap 	<ul style="list-style-type: none"> • Work samples • Learning walks • PPG/ SEND tracking • Parent and pupil voice 	<ul style="list-style-type: none"> • Autumn Term, small group intervention was introduced in Year 5, 2 times a week. Provided pre- teaching and catch up. Some progress was made in Maths • Staffing changes in Spring 1 meant that this was unable to happen
<p>Catch up teacher for ks2 – 1 day a week</p>	<ul style="list-style-type: none"> • Catch up opportunities for ks2 children 	<p>£4,721 (Sept – Mar) £3,370 (Apr – Aug)</p>	<ul style="list-style-type: none"> • Improved outcomes for PPG with SEND • Introduce pre-teaching strategies which close the curriculum gap 	<ul style="list-style-type: none"> • Parent and pupil voice • Work samples • Data reviews 	<ul style="list-style-type: none"> • Specific 1-2-1 teaching in reading increased progress of PPG with no SEND • Pre-teaching was planned for in spring 2 but could not happen due to lockdown
<p>1-2-1 online tuition for Maths at the end of KS2</p>	<ul style="list-style-type: none"> • Accelerated progress for PP children and PPG with SEND that are mild learning • Targeted specific teaching using ongoing assessment • 1 hour a week for 10 weeks (Wednesdays 1530 – 1630) 	<p>£6000</p>	<ul style="list-style-type: none"> • Improved outcomes for PPG with SEND • Accelerated progress for Year 6 cohort from different starting points • Early identification of misconceptions 	<ul style="list-style-type: none"> • Parent and pupil voice • Work samples • Data reviews (scaled score tracking) • Feedback from Year 6 classteacher 	<ul style="list-style-type: none"> • Year 6 maths progress increased for PPG with no SEND in Autumn Term compared to previous years • Pupil Voice- enjoyed having 1-2-1 tutor and felt that it gave them time to review and discuss current learning

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			are addressed through tuition		
			<ul style="list-style-type: none"> Increased engagement in Maths 		
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 	<ul style="list-style-type: none"> Engagement in PE increased from previous years across the school Those that 'forgot' kits were also able to access PE more often than previously
Additional Accelerated Reader support.	<ul style="list-style-type: none"> Weekly monitoring to ensure regular reading at home and school <ul style="list-style-type: none"> Replacing lost reading books. 	£2000	<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 PPG 	<ul style="list-style-type: none"> Focused specific support on selection of books was provided to encourage enjoyment of reading. This was in the autumn term only. Member of staff resigned due to health reasons. Not to be budgeted for next year
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 to improve. Closer links are 	<p>£20,000</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</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 	<ul style="list-style-type: none"> • High impact on vulnerable and PPG children • During lockdown, maintained contact with PPG families where needed • Specific support for PPG in 'school' was provided to support social and emotional needs during lockdown

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	<p>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 		relations which improve outcomes for children.	Attendance data to be analysed half termly	
1-2-1 Mentoring 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 • Decrease in low level behaviour issues which impact on learning • Pupil voice feedback 	<ul style="list-style-type: none"> • 1-2-1 support for PPG males enabled greater understanding of social and emotional needs and remove barriers • Males could 'wait' to see coach and know that they would have an opportunity to discuss worries
Educational Psychologist	<ul style="list-style-type: none"> • Assess pupils to identify need. • Clinic for parents 	£2000	Ensure pupils have needs met Provide alternative strategies for individual children to access the curriculum	<ul style="list-style-type: none"> • Feedback from parents • Data tracking • THRIVE tracking • Pupil voice feedback 	<ul style="list-style-type: none"> • Limited use of EP due to lockdown. • CPD for staff in May 2020 provided wellbeing support and strategies to build on with children • Carry over to next year

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			Identify pupils who need EHCP Enable parents to support pupils at home		
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 	<ul style="list-style-type: none"> Support for NQT provided to further develop behaviour management strategies 1-2-1 observations and support for PPG males resulted in greater understanding and differentiation to enable access to learning
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 other children. 	£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 emotional well-being 	<ul style="list-style-type: none"> Parental engagement proved to be a barrier to attendance for the holiday club Those that attended regularly, benefited from coaching and structure in preparation for

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					returning to school
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. 	<p>£8,000</p> <p>Sept- £3,000 Jan – £2,000 April £3,000</p>	<p>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</p>	<ul style="list-style-type: none"> Increased pupil engagement which is evident through learning walks and work samples 	<ul style="list-style-type: none"> Pupil voice – 'trips help learning make sense' Subsidies enabled all PPG to access trips. Parental permission was a barrier for 3 children
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 Provide cultural opportunities/ experiences which improve social skills Development of communication and language 	<ul style="list-style-type: none"> Pupil and parent voice. Drama experiences encourage further opportunities Outcomes in art improve for PPG 	<ul style="list-style-type: none"> Deferred to next year due to lockdown
Delight in Watts	<ul style="list-style-type: none"> Art opportunities to develop wider curriculum experiences 	£1000	<ul style="list-style-type: none"> Improve confidence and resilience within different situations Provide cultural opportunities/ 	<ul style="list-style-type: none"> Pupil and parent voice- art experience encourages further opportunities Outcomes in art improve for PPG 	<ul style="list-style-type: none"> Deferred to next year due to lockdown

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			experiences which improve social skills		
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