



RIVERVIEW C of E VA PRIMARY AND NURSERY SCHOOL PUPIL PREMIUM STRATEGY STATEMENT 2020 2021

Every child matters, every moment counts

Riverview exists to love, challenge and inspire children and adults within a Christian community.

Love, respect, trust, forgiveness, hope

SCHOOL OVERVIEW	
Pupils in school	181
% PPG	30.9% (56 children)
Disadvantaged funding allocation for this academic year	£98,111
Published date	October 2020
Review date	October 2021
Statement authorised by	Mercy Atkins Headteacher
Pupil Premium Leader	Kelly Barnett
Governor responsible for PPG	Phil Cairns

OUTCOMES FOR PUPIL PREMIUM CHILDREN 2019

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

Phonics (end of Year 1)	PP	Non PP
	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%



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End of KS2	PP		PP with no SEND		Non PP	
	Attainment	Progress	Attainment	Progress	Attainment	Progress
Reading	66.7%	-0.97	100%	1.76	90%	2.16
Writing	100%	-2.39	44.4%	2.31	81%	-0.57
Maths	75%	-6.56	33.3%	-0.89	85%	1.85
RWM	33.3%		75%		75%	

OVERALL STRATEGY AIMS FOR DISADVANTAGED PUPILS	
Aim 1	To increase the percentage of disadvantaged children to reach the expected standard or better in Reading, Writing and Maths.
Aim 2	To ensure disadvantaged children have wider cultural capital experiences which improve access to the curriculum and life chances.
Aim 3	To continue to improve the attendance for disadvantaged children so that it is closer to non PPG children.
What socio economic disadvantages impact on learning at Riverview?	<ul style="list-style-type: none"> • Cultural capital deficit for children • Self-regulation skills are limited (knowledge of self/ task/ knowledge of strategies/ facing challenges/ sustaining focus when challenged) • Parental skills and knowledge of the curriculum so that they are able to support their children at home • Social and emotional needs with children experiencing ACEs • Weak speech and language skills when entering EYFS • Prioritising educational achievement for parents where survival is a priority • Limited access to high quality reading materials to support reading and the wider curriculum
Projected Spend	Autumn and Spring £59,666 Summer £38,445



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PUPIL PREMIUM CONTEXT

In 2020- 2021 the school will receive **£69,666 for autumn and spring term with a possible £38,445 for summer term in the new financial year.** 56 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. 30.3% of children have SEND 64.75% have social and emotional needs.

Our Pupil Premium Strategy identifies our projected spend over two financial years. **Items that are highlighted are covered by the next financial year with an underestimate on projected funding.**

Improve outcomes – Aim 1 and 2

Activity	What this does	Cost	Desired Outcomes	Measuring Impact	Overall impact of spend
Purchase class reading books to improve engagement and access to reading curriculum	<ul style="list-style-type: none"> • Class text purchased for PPG children • Access to high quality texts all of the time – not just in class • Increase exposure to texts • Promote love of reading 	£1,900 March 2021	<ul style="list-style-type: none"> • Outcomes in reading improve • PPG engagement and enjoyment of reading increases 	<ul style="list-style-type: none"> • Data review – reading • Pupil voice • Parent voice 	Feedback from classteachers showed that pupil engagement in reading increased, promoting a love of reading. Exposure to high quality texts increased and developed pupil interest in alternative books
Year completion of 'Delight In Watts' art project	<ul style="list-style-type: none"> • Children have experience of art and galleries • Opportunities to develop art in relation to a specific theme • Exhibit work in a gallery • Expose parents to a gallery 	£1,100 December 2020 Planned for June 2021	<ul style="list-style-type: none"> • Improve cultural capital experiences with focus on galleries • Develop self esteem and pride in achievements which are shared with a wider audience 	<ul style="list-style-type: none"> • Pupil voice • Parent voice • Delight evaluation 	Experience of visiting an art gallery and exhibiting did not happen because of Covid. Opportunities to develop art skills were developed beyond the school curriculum offer. Children were proud of their achievements and producing something different from the art experiences at school. Knowledge of artists improved.



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<p>Senior Leadership Team support target groups in Maths Reading and Writing</p>	<ul style="list-style-type: none"> • Highly skilled teacher 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. 	<p>£10, 032</p> <p>£3,344 Sep £3,344 Jan £3,344 Apr</p>	<p>Children will meet the national standard in reading, writing and maths.</p> <p>Pupils read widely and often, with fluency and comprehension appropriate to their ages.</p>	<ul style="list-style-type: none"> • Termly tracking of pupils that have receive additional support by SLT • Learning Walks carried out by middle leaders and SLT • Work samples by Maths lead , English and PPG lead 	<p>SLT targeted support enabled NQTs to further develop knowledge and skills to teach PPG children.</p> <p>Focus on formative assessment was modelled and developed in individual classes to ensure that progress was sustained and not impacted by inexperience teachers.</p>
<p>Assistant Headteacher- 1 day a week, focus on curriculum access for PPG/ phonics intervention for Autumn and Spring term</p>	<ul style="list-style-type: none"> • Strategic overview of curriculum design which improves PPG outcomes • Identify gaps within learning and provide consolidation and support • Further improve parental engagement 	<p>£8,132</p> <p>£2,710 Sep £2,710 Jan £2,710 Apr</p>	<ul style="list-style-type: none"> • Improved outcomes for PPG without SEND • 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 	<p>Increase focus on the curriculum offer for PPG means that all staff are clear about the expectations. Planning/ assessment adaptations were made so that teachers were more skilled in gap analysis which resulted in stronger in year progress for PPG across KS1 and KS2.</p> <p>0820 Club provided catch up/ pre teaching opportunities for PPG. Feedback from pupils demonstrated that pre-teaching enabled them to access Maths learning better than they would have done previously.</p>



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<p>PPG Leader as part of the Inclusion Leader role</p>	<ul style="list-style-type: none"> • Strategic overview of PPG provision • Develop quality first teaching for all staff • Track progress and outcomes 	<p>£8,132</p> <p>£2,710 Sep £2,710 Jan £2,710 Apr</p>	<ul style="list-style-type: none"> • Improved outcomes for PPG • More outstanding teaching and learning across the school • All staff successfully identify gaps and address swiftly so that PPG are not disadvantaged 	<ul style="list-style-type: none"> • Parent and pupil voice • Work samples • Data reviews 	<p>Strategic overview has been distributed across SLT to ensure that PPG have high focus and priority. CPD provided for staff enabled clarity on barriers at Riverview and ways to overcome them. Clear distinction between PPG barriers and other barriers was further developed amongst all staff. Specific focus on language and vocabulary barriers resulted in more direct/ specific over teaching of tier 2/ 3 words</p>
<p>1-2-1 intervention teacher to provide specific catch up teaching</p>	<ul style="list-style-type: none"> • Gaps are identified and specific targeted teaching accelerates progress • Improvement in reading engagement and outcomes for PPG 	<p>£ 11,856</p> <p>£3,409 Sep £3,409 Jan £4,940 Apr</p>	<ul style="list-style-type: none"> • Improve outcomes for PPG in reading/ phonics 	<ul style="list-style-type: none"> • Pupil voice • Data reviews 	<p>PPG with no SEND made expected progress in reading. Enjoyment of reading increased as a result of a stronger reading culture across the school</p>
<p>1-2-1 online tuition for Maths at the end of KS2- Third Space</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> <p>£1,990 Sept £1,990 Jan £2,000 Apr</p>	<ul style="list-style-type: none"> • Improved outcomes for PPG with SEND • Accelerated progress for Year 5 and 6 cohort from different starting points • Early identification of misconceptions are addressed through tuition • Increased engagement in Maths 	<ul style="list-style-type: none"> • Parent and pupil voice • Work samples • Data reviews (scaled score tracking) • Feedback from Year 6 class teacher 	<p>Limited impact on outcomes as a result of Third Space in Year 6. During the summer term, children across KS2 benefited which saw increase in confidence and engagement in Maths. Children chose specific gaps to address which enabled them to be more engaged</p>



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Private Speech and Language Therapist	<ul style="list-style-type: none"> • Provide SaLT for PPG to improve communication • Upskill support staff and teachers in ways to teach specific speech techniques 	<p>£1000- April</p> <p>£1000 moved to private EP – March 2021</p>	<ul style="list-style-type: none"> • Improve access to the curriculum for PPG with SaLT • Gap between PPG and others closes in speaking and listening • Support for parents in developing SaLT 	<ul style="list-style-type: none"> • Parent and pupil voice • Feedback from staff on learning from SaLT • Data reviews 	Was not commissioned
Personal development, behaviour and welfare - Aim 1, 2, 3					
<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-being and behaviour needs. For example, bed time routines and healthy eating habits. 	<p>£39,220</p> <p>£8,170 Sep</p> <p>£8,170 Jan</p> <p>£16,341 Apr</p>	<p>Pupil's 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 	Continued increase in the use of Thrive has removed many social and emotional barriers to learning for PPG. Relationships are strong will all PPG parents. Transition to secondary school was supported by FSW and has made it smoother for many PPG families in relation to paperwork/ uniform. During lockdown, home visits were carried out to a minority of PPG who were not engaging with remote education. Packs were created so that education could continue.



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	<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	
1-2-1 Mentoring from Kick London	<ul style="list-style-type: none"> • 14 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 	£7400 £2800 Sep £2200 Jan £2400 Apr	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 	The children enjoy their time with their mentor. Next year- focused targets for each child will be used to structure the sessions.
Educational Psychologist	<ul style="list-style-type: none"> • Assess pupils to identify need. • Provide strategies to use in class so that gaps are addressed • Improve quality first teaching • Clinic for parents 	£2000 Additional £1000 allocated	Ensure pupils have needs met Provide alternative strategies for individual children to access the curriculum Identify pupils who need EHCP Enable parents to support pupils at home	<ul style="list-style-type: none"> • Feedback from parents • Data tracking • THRIVE tracking • Pupil voice feedback 	Strategies have been shared and implemented for individual children, in order that they can access learning. Support and advice has been given for PPG with SEND which has given evidence for EHCP applications.

Enrichment Opportunities – Aim 1,2,3



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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 	Not planned
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. 	£5,000 Sept- £1,000 Jan – 0 April £3,000	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 	The re-introduction of trips has increased cultural capital opportunities for PPG.
Music opportunities to develop wellbeing	<ul style="list-style-type: none"> One cohort to take part in 'Music Box'. 10 week program to develop wellbeing and musicality. Cohort to experience African drums 	£450	Opportunities for children to learn a musical instrument Provide additional strategies to support wellbeing and use music to enable this	<ul style="list-style-type: none"> Cultural capital opportunity for PPG Pupil voice at the beginning and end of the program 	Feedback from PPG children was that they did not think they could perform as well as they did. Confidence grew and experiences of playing a music improved.