

Riverview CofE Primary and Nursery School VA Pupil Premium Strategy Statement



Every child matters, every moment counts

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

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Riverview CofE Primary and Nursery School
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	29.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mercy Atkins Headteacher
Pupil premium lead	Kelly Barnett
Governor / Trustee lead	Phil Cairns

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,010 (dependent on October 2020 census numbers which are lower than previous years)
Recovery premium funding allocation this academic year	£8,410
EYPP – Autumn Term	£620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 87, 420

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

At Riverview CofE Primary and Nursery School is that all pupils, regardless of starting point, background or challenges they face make good progress and achieve well across all subjects and within the key skills that our curriculum is founded on. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, removing barriers so that they can continue to achieve in their next stage of education.

At Riverview, we know and understand our unique context and make provision for socially disadvantaged pupils and recognise that not all pupils in receipt of the pupil premium grant are socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or eligible for Pupil Premium (PPG). We will consider the individual challenges faced by vulnerable pupils, such as those who have ACEs, social and emotional needs as well as being young carers. We reserve the right to allocate the PPG to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Riverview recognises that it is not the funding itself that will improve outcomes and aspiration but how it is used. Our aims align with the school's vision and ethos statements.

Quality first teaching is central to our culture and 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our overarching aims

- Remove social and emotional barriers which impact of self-esteem and regulation strategies
- Ensure disadvantaged pupils are access learning and are not disadvantaged by weaker cultural capital or language
- adopt a whole school approach in which all staff take responsibility (champion) for disadvantaged pupils' outcomes and raise expectations of what they can achieve and aspire to be

Below is an outline of some of the strategies we are implementing over the next three years to achieve the outcomes listed above:

- Embed Thrive Approach across the school. Our Family Support Worker will work with pupils/ families as soon as they join Riverview to understand and remove social and emotional barriers to education
- Ensure consistent quality first teaching by developing secure subject knowledge through CPD which is tailored to meet the pedagogical needs of staff
- Prioritising reading by embedding Little Wandle Letters and Sounds systematic synthetic phonics programme (SSP), investing in training, resources and books to ensure the scheme meets the needs of all children from YR to Y6
- Embedding maths mastery and increasing mathematical fluency using White Rose Maths
- Dedicated time to supporting subject leadership through CPD and a timetable of subject learning walks with the Curriculum Leader
- Continue 0815 Club with pre teaching/ keep up teaching for PPG pupils
- Reintroduction of staff-led and external clubs
- Implementation of a wider Inclusion Team (SLT) to ensure the needs of vulnerable children are at the fore-front of everything we do

Extensive monitoring across all aspects of school life is in place so that we meet the needs of our most vulnerable children. Some of the strategies used are. All leaders use data to evaluate provision for vulnerable pupils within their subjects/areas. Parent and pupil voice informs evaluations of impact of spend to ensure that strategies implemented are providing the very best outcomes for disadvantaged pupils.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
Contextual challenges	<ul style="list-style-type: none"> • Proportion of PPG with SEND (33.9%) • All PPG have one/ two + additional barriers (ACES/ EAL/ Young Carers) • Safeguarding – contextual, neglect, emotional, parental mental health • Above national proportion of Travellers which impacts on attendance
1	Assessments, observations, and discussions with pupils and parents 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. Pupils vocabulary is limited to tier 1 words with limited/ no exposure to tier 2 and 3 words which are needed for curriculum success.
2	Assessments and discussions with parents suggest that parenting capacity is limited. Knowledge and understanding of the curriculum as well as

	<p>parenting skills in routines and structures at home are less developed. This in turn influences family life/ pupils wellbeing/ access to the curriculum.</p>
3	<p>Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to low self-esteem, self-regulation strategies and a lack of enrichment opportunities, more notably during school closures. High mobility of disadvantaged pupils is evident across the school. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 36 pupils (24 of whom are disadvantaged) currently require additional support with social and emotional needs, with 14 (10 of whom are disadvantaged) receiving small group interventions.</p>
4	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively affects their development as readers.</p>
5	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in 2021, 100% of our disadvantaged pupils arrive below age-related expectations compared to 19% of other pupils. This gap remains steady to the end of KS2.</p>
6	<p>Cultural capital experiences are very limited on entry to school which significantly impacts on access to the curriculum. Our life skills within our school curriculum provide specific teaching to introduce and develop cultural capital. Evidence from one trip to the beech to carry out rock pooling identified that 80% of PPG had no experience of rock pooling or being by the sea.</p>

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
Improve language skills and vocabulary among disadvantaged pupils through ongoing CPD/ coaching of staff	<ul style="list-style-type: none"> Improved vocabulary and language amongst disadvantaged pupils. Adults are models of good practice for good language and vocabulary usage Evident through engagement in lessons, book looks and ongoing formative assessments
Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.

Improved maths attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations Thrive Approach data shows increase in disadvantaged pupils who are at or above age appropriate emotional literacy 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	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 9% the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%. The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 12% lower 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: **£54,682**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ support staff for 10 weeks, every term to teach 0815 Club. Catch up provision to close gaps, pre-teach and over teach across the curriculum. Specific focus on fluency in	EEF Toolkit <i>Teaching Assistant Interventions</i> Moderate impact for moderate cost based on moderate evidence	1,2,3,4,5

<p>reading (phonics in Year 1)</p> <p>Autumn £1,118</p> <p>Spring £1,118</p> <p>Summer £1,118</p> <p><u>Total £3,355</u></p>	<p><i>extended school day</i> – moderate impact for moderate cost based on limited evidence</p> <p><i>EYFS/ KS1- phonics</i> – high impact for very low cost based on very extensive evidence</p>	
<p>Improve the quality of social and emotional (SEL) learning through the employment of our FSW</p> <p>Thrive Approach and accreditation</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Aut £6,666</p> <p>Spr £6,666</p> <p>Sum £6,666</p> <p><u>Total £19,998</u></p>	<p>EEF Toolkit</p> <p><i>Meta cognition and self regulation</i> – very high impact for very low cost based on extensive evidence</p> <p><i>Behaviour interventions</i> – moderate impact for low cost based on limited evidence</p> <p><i>Parental engagement</i> – moderate impact for low cost based on extensive evidence</p> <p><i>Social and emotional understanding of safeguarding processes and effective support for parents with this</i></p> <p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	2,3
<p>Induction of new teachers uses SLT to ensure PPG outcomes are achieved and not impacted by new/ less experienced staff. Focus on high quality teaching across the curriculum</p> <p>Autumn £9,903</p> <p>Spring £9,903</p> <p>Summer £9,903</p> <p><u>Total £29,709</u></p>	<p>EEF Toolkit <u>Teaching and Learning Policy focus</u></p> <p><i>Collaborative learning approaches</i> – high impact for very low cost based on limited evidence.</p> <p><i>Feedback</i> – very high impact for very low cost based on extensive evidence</p> <p><i>Meta cognition and self-regulation</i> – very high impact for very low cost based on extensive evidence</p>	1,2,3,4,5,6

	<i>Reading comprehension strategies</i> – very high impact for very low cost based on extensive research	
<i>EYPP funding</i> – employ NVQ 3 to deliver communication and language program ‘School Start’ targeted intervention for language and sound awareness Total £620	EEF Toolkit Phonics: +5 months on EEF toolkit ‘very high impact for very low cost based on very extensive research’ Recommendation from SALT	1,4
Additional Educational Psychologist time Total £1,989	Further improve teacher subject knowledge and pedagogy to ensure that provision meets individual needs EEF Toolkit <i>Meta cognition and self regulation</i> – very high impact for very low cost based on extensive evidence <i>Parental engagement</i> – moderate impact for low cost based on extensive evidence	2,3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£ 5,199**

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTP Targeted Provision Tuition for upper KS2. 1-2-1 tuition for SEND/ children with ACES <u>£1,044 per term</u> Total £3,132	Small group tuition: +4 EEF toolkit ‘moderate impact for low cost based on moderate research’	4,5
Third Space Learning – Maths Tuition for upper KS2. 1-2-1 tuition £825 per term <i>Scope to roll out across the year if sufficient impact</i>	EEF Toolkit <i>One to one tuition</i> – high impact for moderate cost based on moderate evidence	5

Mathematics Mastery: Ready to Progress Interventions <u>Total £600 a year</u>	EEF Toolkit <i>One to one tuition</i> – high impact for moderate cost based on moderate evidence Small group tuition: +4 EEF toolkit 'moderate impact for low cost based on moderate research'	5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£ 16,550**

Activity	Evidence that supports this approach	Challenge number(s) addressed
KickLondon Mentoring for vulnerable children <u>Total £3,000</u>	EEF Toolkit <i>mentoring</i> - low impact for moderate cost based on moderated evidence	3
Subsidised funding for school trips Aut £2,500 Spr £2,000 Sum £2,500 <u>Total £7,000</u>	EEF toolkit: '..non-academic activities may also provide free or low-cost alternatives to sport, music, and other enrichment activities that more advantaged families are more likely to be able to pay for outside of school'	
Instrumental music lessons <u>Total £450</u>	EEF Toolkit <i>arts participation</i> – moderate impact for low cost based on moderate evidence	
Delight in Watts experience – creating and exhibiting art in a local gallery <u>Total £1,100</u>	EEF Toolkit <i>arts participation</i> – moderate impact for low cost based on moderate evidence	
Re-introduce of staff led and external extra-curricular clubs which complement and enrich the school curriculum offer Aut £1,000 Spr £1,000 Sum £1,000 <u>Total £3,000</u>	EEF Toolkit <i>extended school day</i> – moderate impact for moderate cost based on limited evidence <i>Collaborative learning approaches</i> – high impact for very low cost based on limited evidence.	5,6
Fund non-academic costs -school uniform, fruit, emergency fund for families in need (food,	EEF Toolkit: 'School uniform policies are thought to complement the development and support of a whole school culture and approach,	1,3,6

temporary accommodation, fuel) Total £2,000	which in turn may assist pupil discipline and motivation'	
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Total budgeted cost: £ 76,431

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Many of the strategies deployed last year were able to remain in place. Our Family Support Worker was able to continue to provide much needed contact with families during lockdown, delivering food parcels/ books/ IT. When children were returning to school, she provided 1-2-1 interventions for vulnerable pupils, enabling them to access education quickly. KickMentor continued, more notably for males to regulate themselves during the changes faced last year. The additional EP advice enabled parents to action external support from paediatricians and speech and language as well as provide additional strategies to remove barriers in class. There was high staff turnover last year with three NQTS from January 2021. The deployment of SLT in these classes reduced the impact of inexperienced teaching on PPG. Provision and curriculum expectations remained consistent for PPG.

Externally provided programmes NA

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional) NA

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	