

# Riverview Cof E Primary and Nursery School VA

## Pupil Premium Strategy Statement



### School overview

Metric	Data
School name	Riverview CofE Primary and Nursery School VA
Pupils in school	2021 2022 - 175 <b>2022 – 2023 - 162</b>
Proportion of disadvantaged pupils	31% <b>36%</b>
Pupil premium allocation this academic year	2021 - £79,010 ( dependent on October 2020 census numbers which are lower than previous years) <b>2022 - £78,945</b>
Academic year or years covered by statement	2020- 2023
Publish date	September 2021/ September 2022
Review date	July 2022 September 2022
Statement authorised by	Mrs M Atkins
Pupil premium lead	Mrs M Atkins
Governor lead	Mr P Cairns

### Disadvantaged pupil progress scores for last academic year (2019 external data)

Measure	Score
Reading	-0.97
Writing	-2.39
Maths	-6.39

### Strategy aims for disadvantaged pupils (2019 data)

Measure	Score
Meeting expected standard at KS2	33.3%

Achieving high standard at KS2	11.1%
<b>Measure</b>	<b>Activity</b>
Priority 1	All staff ensure that curriculum provision closes the gap and removes key barriers at Riverview to improve outcomes
Priority 2	Ensure home school links work effectively to remove barriers through the Family Support Worker and mentoring
Priority 3	Cultural Capital experiences and opportunities are further developed to improve outcomes
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>Limited tier 2 and 3 language and vocabulary which enables greater access to the curriculum</li> <li>Low self-esteem and self-regulation strategies</li> <li>Limited cultural capital experiences and opportunities outside of school</li> <li>Parental capacity to support with the demands of the school curriculum</li> </ul>
Projected spending	<b>2021- 2022 £74,000</b> <b>2022 -2023 £74,457</b>

### Teaching priorities for current academic year

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve average KS2 Mathematics progress score for KS2 Maths (0)	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21
Other	Improve cultural capital opportunities for all children which improve outcomes	Sept 21

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity	Costings
Priority 1	2021- 2022 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 reading ( phonics in Year 1)  2022- 2023 – timetable changes mean that support staff can start the school day earlier to provide 0815 Club	<del>Autumn £1,118</del> <del>Spring £1,118</del> <del>Summer £1,118</del> <del>Total £3,355</del>
Priority 2	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	<del>Autumn £4,452</del> <del>Spring £4,452</del> <del>Summer £4,452</del> <del>Total £13,356</del>
Priority 3	Catch up for upper key stage 2 1:3 tuition through the NTP for Year 6 in Maths and grammar	<del>Aut £1,000</del> <del>Spr £1,000</del> <del>Sum £1,000</del> <del>Total £3,000</del>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>Limited tier 2 and 3 Language and vocabulary which enables greater access to the curriculum</li> <li>Low self-esteem and self-regulation strategies</li> <li>Parental capacity to support with the demands of the school curriculum</li> </ul>	
Projected spending	<b>2021 2022 £33,064.00</b> <b>2022 2023 £16,356</b>	

### Wider strategies for current academic year

Measure	Activity	
Priority 1	Continue to remove social and emotional barriers for PPG children through	<del>Aut £6,666</del> <del>Spr £6,666</del> <del>Sum £6,666</del>

	<ul style="list-style-type: none"> <li>• Effective deployment of the school's full time Family Support Worker 100% of staffing costs associated</li> <li>• <del>KickLondon Mentoring for vulnerable children</del></li> <li>• Additional Educational Psychologist time purchased</li> </ul>	Aut £13,812 Spr £13,812 Sum £13,812  <del>Aut £2,466</del> <del>Spr £2,466</del> <del>Sum £2,466</del> <u>Aut</u> <u>£41,438.00</u>
Priority 2	Provide curriculum opportunities which enrich and broaden the children's cultural experiences <ul style="list-style-type: none"> <li>• Subsidised funding for school trips</li> <li>• <del>Instrumental music lessons</del> ( grant obtained for 2022 2023)</li> <li>• Delight in Watts experience – creating and exhibiting art in a local gallery</li> </ul>	Aut £1,000 Spr £1,000 Sum £1,000 <del>Aut £450</del> <del>Spr £1,100</del> Spr - £500 <u>Total £3,500</u>
Priority 3	Introduction of staff led extra-curricular clubs which complement and enrich the school curriculum offer	<del>Aut £1,000</del> Spr £1,000 Sum £1,000 <u>Total £3,000</u>
Barriers to learning these priorities address – ELSA training and ELSA	<ul style="list-style-type: none"> <li>• Low self-esteem and self-regulation strategies</li> <li>• Limited cultural capital experiences outside of school</li> <li>• Parental capacity to support with the demands of the school curriculum</li> </ul>	Aut £3,089 Spr £3,089 Sum £3,089  <u>Total £10,163</u>
Projected spending	<b>2021 2022 £40,935.00</b> <b>2022 2023 £58,101.00</b>	

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Lower baselines than other cohorts	Termly/ half termly pupil progress meetings with HT focus on attainment of PPG to ensure swift progress is made

	<p>Maintaining phonics progress for current Reception Class into Year 1</p> <p>Impact on Covid on sustained progress and outcomes at the end of KS2 as cohort has experienced 2 lockdowns</p>	<p>SLT leading phonics in Year 1 to ensure phonics teaching is strong and sustained</p> <p>Additional adult and SLT overview of Year4, 5 and 6 throughout the year</p>
Targeted support	<p>Catch up is specific to individual needs of children and based on formative and summative assessments</p> <p>New staff learn and embed strategies quickly without impacting on workload</p>	<p>SLT reviewed planning and activities and provided toolkit to support all staff, based on current research</p> <p>SLT plan and monitor delivery 0815 Club with teachers and support staff with regular reviews within CPD</p> <p>Whole teaching staff approach to mentoring for new staff</p>
Wider strategies	<p>Impact of support is sustained in class and does not impact on outcomes</p> <p>Cultural capital experiences do not support curriculum offer</p> <p>School trips do not develop or embed curriculum knowledge and skills</p> <p>Low uptake of extra-curricular clubs</p>	<p>SLT - Plan do review cycle at the start of each term to ensure that support is specific and targeted to those in need</p> <p>SLT oversight of arts opportunities throughout the support to ensure curriculum is not impacted</p> <p>All trips are reviewed by HT in relation to the curriculum offer – challenge and support provided so that experience effectively adds to curriculum teaching and learning</p> <p>Families and individuals are targeted by FSW/ teachers/ SLT to remove potential barriers to uptake</p>

**Review: last year's aims and outcomes 2021 2022**

Aim	Outcome
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<p>Achieve national average progress scores in KS2 Reading (0)</p>	<p>Reading progress for PPG was lower than non PPG children at the end of KS2</p> <p>In year progress for PPG was above non PPG. CPD in Echo Reading and increased focus on PPG reading and tier 2 and 3 vocabulary enabled accelerated progress in Year 6</p> <table border="1" data-bbox="810 472 1139 595"> <tr> <td>PPG</td> <td>-0.4</td> </tr> <tr> <td>Non PPG</td> <td>0</td> </tr> </table>	PPG	-0.4	Non PPG	0
PPG	-0.4				
Non PPG	0				
<p>Achieve national average progress scores in KS2 Writing (0)</p>	<p>Progress for PPG was lower than non PPG. More pupils made expected progress from KS1 than in Maths. Sentence Stacking is improving instructional teaching of writing and providing necessary 'small steps' teaching for PPG. Opportunities to write more in the wider curriculum are part SIP next year.</p> <table border="1" data-bbox="810 992 1139 1115"> <tr> <td>PPG</td> <td>-0.2</td> </tr> <tr> <td>Non PPG</td> <td>0</td> </tr> </table>	PPG	-0.2	Non PPG	0
PPG	-0.2				
Non PPG	0				
<p>Achieve average KS2 Mathematics progress score for KS2 Maths (0)</p>	<p>Progress for PPG was lower than non PPG. Scores in paper 1 have improved from previous years. Increased focus in next year's SIP.</p> <table border="1" data-bbox="810 1301 1139 1422"> <tr> <td>PPG</td> <td>-0.8</td> </tr> <tr> <td>Non PPG</td> <td>-0.1</td> </tr> </table>	PPG	-0.8	Non PPG	-0.1
PPG	-0.8				
Non PPG	-0.1				
<p>Achieve national average expected standard in PSC</p>	<p>56% achieved expected standard in PSC</p> <p>3 PPG were new to the cohort with little/no previous schooling. Little Wandle is highly effective for PPG. A small minority are not punctual. Recordings are used to teach missed learning as well as catch up sessions throughout the day</p>				
<p>Improve cultural capital opportunities for all children which improve outcomes</p>	<p>Pupil voice expressed that opportunities brought learning to life. Tate Britain – no PPG children had been a gallery.</p>				