



# RIVERVIEW C of E VA PRIMARY AND NURSERY SCHOOL PUPIL PREMIUM SPEND AND IMPACT STRATEGY 2016 2017

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## Pupil Premium 2016- 2017

In 2016 – 2017 the school received £82,420 for Pupil Premium 71 pupils 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. 32% of children have SEND.

Our funding was used for:

Activity	What this does	Cost	Desired Outcomes	Measuring Impact	Overall impact of spend
Access to enrichment activities through clubs	<ul style="list-style-type: none"> <li>Opportunities for disadvantaged children to participate in extracurricular activities. These develop key learning skills of confidence, independence and collaboration which can be transferred to learning.</li> </ul>	£1000	Improved self-esteem and confidence	<ul style="list-style-type: none"> <li>Increased engagement in learning. Learning walks and observations carried out by middle leaders</li> </ul>	Developed confidence, resilience and social skills. Increased uptake in clubs from DC pupils throughout the year. By the end of the year 36 pupils had participated in at least one after school club.
Continued employment of a Numbers Count teacher.	<ul style="list-style-type: none"> <li>Forty one to one lessons in addition to daily maths lessons. Develops mathematical understanding of number concepts which</li> </ul>	£9000	Children will have a secure understanding of early number concepts. This will enable sustained	<ul style="list-style-type: none"> <li>Termly tracking of pupils that have received Numbers Count support by SENCo and DC lead</li> </ul>	Outcomes for pupils receiving support in Y3, Y4 and Y5: In Y3 all DC pupils received additional 1:1

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	<p>build the early foundations of number.</p>		<p>progress so that they meet the end of year expectations.</p>		<p>support in maths in the Summer Term. Progress of all DC pupils was stronger than that of those non DC pupils in Maths. Attainment of DC pupils is line with others. 67% of DC pupils met EOYE. 100% of DC with no additional needs met EOYE.</p> <p>In Y4 all DC pupils received additional 1:1 support in maths. Progress of DC pupils was stronger than that of non DC in maths.</p> <p>In Y5, 4 pupils who received 1:1 support all made a minimum of expected progress. 50% of these pupils made more than expected</p>
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					progress in maths.
One to one tuition at the end of Key Stage 2 in maths and writing to ensure pupils make at sustained and strong progress.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	£8000	Children will meet the National Standard in maths and 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"> <li>• Termly tracking of pupils that have receive 1-2-1 support</li> <li>• Learning Walks carried out by middle leaders and SLT</li> </ul>	Of the 9 pupils who received 1:1 tuition for Maths in the Autumn term, 78% made above expected progress for the term. 70% of DC pupils reached EOYE in writing and 50% of pupils reached EOYE in maths. The progress of DC pupils exceeded that of non- DC in Maths and Writing.
Senior Leadership Team support target groups in Maths Reading and Writing	<ul style="list-style-type: none"> <li>• Highly skilled teachers sustain pupils interests and challenge their thinking.</li> <li>• 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.</li> <li>• Feedback is incisive and</li> </ul>	£6000	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"> <li>• Termly tracking of pupils that have receive additional support by key stage two leader and disadvantaged lead</li> <li>• Learning Walks carried out by middle leaders and SLT</li> <li>• Work samples by</li> </ul>	The gap between disadvantaged children and others is closing with more children attaining the expected standard compared to 2016. Attainment in writing for DC pupils is in line with national averages.

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	<p>pupils use it effectively.</p> <ul style="list-style-type: none"> <li>Identifies pupils not on track for end of year expectations and accelerates progress.</li> </ul>			<p>Maths lead and disadvantaged lead</p>	
<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</p>	<ul style="list-style-type: none"> <li>Specific one to one support for children with additional emotional needs. Thrive assessments are used to plan provision and next steps development.</li> <li>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</li> <li>Support for families and parents with well-being and</li> </ul>	<p>£18000</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>	<ul style="list-style-type: none"> <li>Increased pupil engagement in learning with reduction in low level behaviours. Monitored through learning walks and work samples</li> <li>Reduction in playtime/ lunchtime incidents involving peers. Monitored through behaviour logs</li> <li>Case studies for individual children/ families on intervention and</li> </ul>	<p>25 pupils were supported throughout the year. 96% pupils made at least expected progress in reading with 46% making more than expected progress. 95% pupils made at least expected progress in writing with 60% making more than expected progress. 97% pupils made at least expected progress in maths with 85% making more than expected progress.</p> <p>Increase in pupil engagement as a result of increased positive learning behaviours.</p>

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<p>children and families.</p>	<p>behaviour needs. For example, bed time routines and healthy eating habits.</p> <ul style="list-style-type: none"> <li>• Parent partnership continues to improve. Closer links are forged which improve outcomes for disadvantaged children.</li> <li>• Improve attendance of individuals with targeted support for parents and children</li> </ul>		<p>Clarity of education expectations for parents. Effective strategies are used to enhance home school relations which improve outcomes for children.</p>	<p>impact</p> <p>Attendance data to be analysed</p>	<p>Social skills sessions fostered more positive attitudes to learning.</p> <p>Successful playtimes enabled pupils to focus on learning throughout the day.</p> <p>FSW provided intensive support for 2 pupils who were at risk of exclusion. This support enabled these pupils to remain in mainstream education.</p> <p>Attendance has improved this year to 92.5%.</p> <p>Persistent absence of DC pupils is below National levels.</p>
<p>One to one teaching</p>	<ul style="list-style-type: none"> <li>• One to one support carried out by a designated TA, in</li> </ul>		<p>Improved outcomes for children.</p>	<ul style="list-style-type: none"> <li>• Work samples carried out by</li> </ul>	<p>Outcomes of DC pupils have improved across the</p>

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<p>assistant support to consolidate and deepen daily in class learning in all classes.</p>	<p>each class. Skills, knowledge or understanding within all curriculum subjects is identified by the classteacher through daily on-going assessments and provides the basis of one to one support.</p>	<p>£20000</p>	<p>Further support for individuals in accessing all curriculum subjects with opportunities to deepen or consolidate learning.</p>	<p>subject leaders and disadvantaged lead</p> <ul style="list-style-type: none"> <li>• Termly tracking of 1-2-1 children carried out by disadvantaged lead</li> </ul>	<p>school.</p> <p>In most classes, the gap between DC and The Others is diminishing. In reading 93.5% DC pupils made at least expected progress with 46% making more than expected progress. In writing 95% DC pupils made at least expected progress with 60% making more than expected progress. In maths 97% DC pupils made at least expected progress with 85% making more than expected progress.</p>
<p>Elklan trained TA supporting in Early Years.</p>	<ul style="list-style-type: none"> <li>• Targets support for children with language difficulties to develop receptive and expressive language.</li> </ul>	<p>£7000</p>	<p>Language skills will rapidly progress and enable children to achieve a Good Level of Development at the end of EYFS</p>	<ul style="list-style-type: none"> <li>• Termly tracking of children carried out by EYFS lead and disadvantaged lead</li> <li>• Learning walks carried out by SLT</li> </ul>	<p>There has been an increase in DC children meeting age appropriate across communication and language.</p>

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				and middle leaders	
Breakfast Club	<ul style="list-style-type: none"> <li>Enables children to begin the school day successfully, with a nutritious breakfast which prepares them for learning.</li> <li>Further opportunities to develop and apply social skills to be able to conduct themselves well throughout the day</li> </ul>	£500	Successful start to the school day prepares pupils for learning.	<ul style="list-style-type: none"> <li>Increased attendance.</li> <li>Low level behaviours reduced with learning walks evidencing increased concentration</li> </ul>	When a family were going through difficulties this enabled one pupil to continue attending school when otherwise they would have been absent for some time.
Summer Holiday Playschemes.	<ul style="list-style-type: none"> <li>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.</li> </ul>	£600	Children have increased motivation and improved social skills	<ul style="list-style-type: none"> <li>Increase in pupil engagement seen in lesson observations (SLT)</li> </ul>	25 children were offered 3 days at a holiday playscheme during the Summer holidays. 18 pupils accepted places and 15 actually attended. The children felt they developed confidence by making new friends and had opportunities to try new games and activities. They had fun and 'never had a chance to get bored.'
Begin	<ul style="list-style-type: none"> <li>Through coaching support,</li> </ul>	£5000	Accelerated progress	<ul style="list-style-type: none"> <li>Feedback from</li> </ul>	12 families took part in

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<p>'Achievement for All Project' – a two year project to improve outcomes for disadvantaged children</p>	<p>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</p> <ul style="list-style-type: none"> <li>• Raise attainment of disadvantaged children in the Early Years and Foundation Stage</li> <li>• Develop effective partnerships with parents taking part in Time for Talk programme. Continue to review and improve lines of communication between school and home</li> </ul>		<p>from children's starting points in the Foundation Stage. Parent's more engaged with school and the learning journey.</p>	<p>parents</p> <ul style="list-style-type: none"> <li>• Incremental changes in children's outcomes or behaviours (teacher's observations in learning journeys)</li> <li>• Termly tracking of children involved in project carried out by school champion</li> </ul>	<p>the project this year. Strong, effective relationships have developed between parents and school which will continue throughout the school journey.</p> <p>At the end of the EYFS, 57% of pupils were at good level of development – national standards for early years. This was an increase from 20% last year.</p> <p>In Nursery, DC were at age expected levels in 9 areas and 80% for 3. Attainment is either in line or above others.</p>
<p>Subsidies for School Trips</p>	<ul style="list-style-type: none"> <li>• Funding to be used to ensure that all pupils are able to take part in all educational visits regardless of their</li> </ul>	<p>£1000</p>	<p>Curriculum made accessible to all pupils. Opportunities for all</p>	<ul style="list-style-type: none"> <li>• Increased pupil engagement which is evident through learning walks and</li> </ul>	<p>Every school trip was subsidised according to number of pupils within class. Year Pupils able to</p>



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	parents' ability to contribute to the cost.		children to broaden their life experiences Pupils to be motivated to learn and fully engaged in the school's curriculum	work samples	engage more fully with the curriculum through a range of experiences including trips, residential and drama workshops. Confidence and resilience developed in those attending residential trips.
Purchase and distribute study guides for English, Grammar and Maths	<ul style="list-style-type: none"> <li>• Provide structured homework for pupils which supports raised expectations of the new curriculum</li> <li>• Provide practice and consolidation of new skills and knowledge in order that learning is deepened</li> <li>• Develop examination techniques for Year 6 children to ensure that they are well prepared for end of key stage two test situations</li> </ul>	£130	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 relation to end of key stage 2 tests	<ul style="list-style-type: none"> <li>• Feedback from parents in parents consultation evenings</li> <li>• Termly tracking of children in Year 6 carried out by SLT and disadvantaged lead</li> </ul>	Attainment for Y6 pupils has improved across RWM over the last three years. This year 70% of pupils met EOYE in writing and 50% in maths and reading.

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## 2016 2017 Outcomes

### **EYFS – End of Reception**

Good Level of Development	Riverview CofE Primary School	National averages
Cohort	82%	71%
Pupil Premium children	57%	

### **Key Stage One – phonics**

At phonics threshold	Riverview CofE Primary School	National averages
Cohort	69%	81%
Pupil Premium children	33%	

### **Key Stage One – Summer 2017**

#### **Reading**

	Working at National Standard +	Working at Greater Depth
Cohort	82%	24%
Pupil Premium children	75%	0%

#### **Writing**

	Working at National Standard +	Greater Depth

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Cohort	79%	21%
Pupil Premium children	67%	0%

### Mathematics

	Working at National Standard +	Greater depth
Cohort	79%	18%
Pupil Premium children	67%	0%

### Key Stage Two – Summer 2017

	Pupil Premium Children	Others	National Averages
Reading, Writing and Maths (combined)	40/44% (excluding one pupil disapplied)	75%	61%
Reading	50%	83%	71%
Writing	70% /77% (excluding one pupil disapplied)	93%	76%
GPS	70/77% (excluding one pupil disapplied)	70%	77%
Mathematics	50%/55% (excluding one pupil disapplied)	75%	75%