

1. Summary information					
<b>School</b>	Riverley Primary School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£134,500	<b>Date of most recent PP Review</b>	Sept 2020
<b>Total number of pupils</b>	440	<b>Number of pupils eligible for PP</b>	96	<b>Date for next internal review of this strategy</b>	July 2021

2. Current attainment		
2019 – Results	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	94%	70%
<b>progress score in reading</b>	6.89	0.31
<b>progress score in writing</b>	4.17	0.24
<b>progress score in maths</b>	7.78	0.31

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Disadvantaged children enter Reception with significantly lower starting points – Baseline is low
<b>B.</b>	Social, emotional and well-being needs are often not being met
<b>C.</b>	Attainment of pupils in non-core subject subjects in often lower than their peers due to fewer life experiences
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Some home learning environments lack support for the development of communication, language and literacy skills

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	EY PP children achieve expected milestones by the end of Reception	Increase in percentage of pupils achieving expected outcomes, particularly in C & L due to targeted support
<b>B.</b>	PPG achieving greater depth combined in all subjects in line with non PP pupils	50% of PP children achieve GDC in all subject areas in line with non PP children
<b>C.</b>	Families attend workshops and participate in all areas of school life with a particular focus on the social, emotional well-being of children. Forest School Provision targets PP children	Children take lead roles in whole school musical and drama performances. Family workshops equip parents with the skills to meet the social and emotional needs of their children
<b>D.</b>	PP children who cannot access online learning are provided with electronic devices and access to the internet. Families are trained in supporting their children with additional home learning	Family engagement is in- line with or above school average and parents can sufficiently support their children

## 5. Planned expenditure

<b>Academic year</b>	<b>2020/21</b>
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
PP children achievement in all subject areas is in line with non PP	Staff Training and development focused on achievement at greater depth in non-core subjects in addition to proven successes in English and Maths (£8,600.25)	All staff pitch non-core lessons at greater depth understanding – learning which allows pupils to make links across the curriculum and embed knowledge and skills	Book Moderations, lesson observations and evaluations, Raising Achievement Meetings Training and resources to support and develop Middle Leadership	SR	Half-termly
	Further develop in-school learning, shared with families through on-line learning platforms. Tutorials and learning pitched at greater depth (£6919.95)	Family engagement with learning in school will further embed key skills and knowledge - tutorials and lessons will ensure consistent teaching between teachers and parents	SLT will plan with their teams and quality assure all planning and tutorials. Family feedback will be sought and changes made when necessary	SR	Weekly



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	<p>Extra Intervention Teacher in Year 5 and 6 (£21,000)</p> <p>Saturday School and Easter School Booster Sessions (£5,400)</p> <p>Forest School Lead Teachers Trained ( £2,100)</p>	<p>Tracking data shows improved outcomes for targeted children</p> <p>Pupil Voice is used to inform next steps for learning.</p>	<p>PP Children are regularly assessed and refocused to meet their individual needs – informed by robust internal and external moderation procedures</p>	<p>KB (AHT) KF ( AHT )</p>	<p>Half termly</p>
<p>PP Children in EYFS to make at least expected progress due to quality teaching and planned, targeted, effective interventions and boosters.</p>	<p>Teachers attain ambitious targets set within Raising Achievement Meetings and develop clear and timed Action Plans focused on key individuals to achieve them (£6,725.85)</p> <p>Teachers receive training and support in analysing groups and identifying key lines of enquiry using assessment strategies (£8,176.45)</p> <p>Further enhance outdoor Provision in EYFS ( £9, 799.45)</p>	<p>Teachers effectively evaluate the impact of boosters and interventions to evaluate current plan and for future provision</p> <p>EYFS outdoor area reflects opportunities to learn through various learning styles and provide wider opportunities for children to apply knowledge, embedding learning.</p>	<p>Learning Walks, Special Book Looks, Collaboration with staff, Raising Achievement Meetings, external validation/moderation Personalised plans are in place for any child who is at risk of not meeting ambitious targets</p>	<p>KB (AHT – SENCo) AE ( AHT )</p>	<p>Half Termly</p>
<b>Total budgeted cost</b>					£68,721.65

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Families of children are encouraged and supported to participate in all areas of school life; families have strategies that they can implement to meet the academic as well as social and emotional needs of children	<p>SENDco targets vulnerable families through hosting coffee mornings, drop in sessions and bespoke support in addition to current provision for key pupils (£15,553.95)</p> <p>SENDco (and Class teacher) to devise Individual Learning Plans for children, including specific interventions for vulnerable children and supports the in-class teaching (£12,320.45)</p> <p>Staffing and development of the outdoor spaces – support families in utilising green spaces to promote healthy living and general well-being. Invite to forest school sessions (£15,245.50)</p>	<p>Vulnerable families attend informal events such as coffee mornings, strengthening relationships between the school and these families, fostering a strong partnership between school and home</p> <p>Through the creation and revision of ILPs and the support in class–children receive additional specialist targeted support to meet their needs</p> <p>Time spent outdoors promotes positive mental health and well-being</p> <p>Training for all staff is ongoing and impact is measured</p>	<p>SENDCo will ensure that targets are meaningful and that impact is linked to action with clearly identified next steps</p> <p>Engagement from families Feedback from families Data</p> <p>Training is planned to cater for the needs of the children, including the use of outside agencies and experts</p>	KB	Half termly
<b>Total budgeted cost</b>					£43, 129.90



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<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Through the creative curriculum and real-life experiences, students' capacity for critical thinking, communication, collaboration, and creativity is embedded	<p>Further development of creative curriculum, teachers will ensure that pupils and families value high levels curiosity, exploration, resilience and evaluation. (£8,389.90)</p> <p>Specific highlights and successes shared via website, newsletters and social media platforms. (£2,176.25)</p>	<p>Through project based learning, pupils take measured steps when problem solving. They ask deep and meaningful questions, carry out research, form and test conclusions.</p> <p>Student-centred and interactive lessons display high level engagement from pupils.</p>	<p>Moderation and evaluation of teaching, books and assessment will display evidence of a more sophisticated and engaging curriculum that challenges children to reason at greater depth and work independently through targeted CPD, trips and experiences.</p> <p>Pupil and family feedback</p>	KF	3 weekly
Develop a wide range of skills including problem solving, risk taking, improved communication, kindness and leadership through outdoor learning experiences	<p>Appointment of Outdoor Learning Lead; delivering CPD sessions (outdoors where possible) building an awareness, understanding and confidence in outdoor learning and links to curriculum for key pupils. (£9,761.40)</p> <p>Outdoor Learning Leads attains Forest School Level 3 training. (as above)</p> <p>Vision for Outdoor Learning is co-created with input from pupils, families and staff as an integrated approach to project-based learning. (£1,367.65)</p>	<p>Children who experience regular outdoor learning opportunities and have broadened their understanding of the natural world and will be able to apply these skills in a variety of situations, deepening their understanding.</p> <p>Learning through outdoor experiences showcase unique talents which lead to profound changes in confidence and self-esteem as well as achievement in the wider curriculum</p>	<p>Forest school leads will develop skills of other practitioners through team teaching and planning support</p> <p>Funding ensures that all opportunities are free for PP pupils</p>	KS	Half termly

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	Curricular learning opportunities in school grounds and local areas identified and planned for and shared with families (£953.25)				
<b>Total budgeted cost</b>					£22,648.45

6. Review of expenditure				
Previous Academic Year		2019/20		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Children are making links across the curriculum, are engaged and inspired independent learners</p> <p>Build upon the exceptional phonics teaching and learning in KS2</p>	<p>Leadership supported in implementing and delivering a project based curriculum which facilitates self-directed learning</p> <p>Best practice continues to be shared through team teaching, book looks and peer to peer observations</p> <p>Speed Sounds reviewed by all KS2 teachers as well as RWI strategies such as hold a sentence and segmenting for reading and writing</p>	<p>Clear and evident impact for all children receiving a high quality education that puts Riverley in the top 2% of schools in England</p> <p>KS2 teacher's pedagogy in teaching reading has improved</p> <p>Reading and Writing outcomes in all year groups has improved – these strategies also shared with families whilst supporting with home learning.</p>	<p>Curriculum will continue to be implemented with moderation across the school to show progression from year to year in the wider curriculum</p> <p>Through Lines are used to identify next steps and to inform planning</p> <p>Experienced staff to team-teach with new staff to ensure consistent approach in continuing to implement RWI strategies in KS2.</p>	<p>£116.800</p>
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Wide Horizons Provision is a meaningful part of education that adds meaning to the curriculum</p>	<p>Trips and experiences were planned throughout the year to enhance children's life experiences</p>	<p>Real life experiences brought learning to life and had a profound effect on the language development and reasoning skills of all children but particularly PP children due to limited life experiences</p>	<p>Use teacher and pupil evaluation of trips to plan for trips in 20/21 – ensure links to curriculum at meaningful time</p>	<p>£17,600</p>

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Raised Aspiration of PP pupils and their families of broader cultural and social stimuli and inspiration	Families were targeted and encouraged to attend Proud Traditions Events and school celebrations. SENCo and pastoral team carried out targeted support for families	Families have a more invested interest in their children's education and have higher aspirations for their children  PP families actively participating in all areas of school life	We will build on this approach to ensure all members of the school community are active participants in school life	£5,600