



Pupil Premium Strategy Statement

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	Riverley Primary
Number of pupils in school	442
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Sabrina Reilly
Pupil premium lead	Kay Boussetta
Governor / Trustee lead	Anne Powell

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year.	£141,535
Recovery premium funding allocation this academic year.	£15,080
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.	£156,615



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Part A: Pupil Premium Strategy Plan

Statement of intent

The challenges facing disadvantaged pupils and their families are varied and there is no “one size fits all”, however, through relationships with staff and families, we aim to know every child, as an individual, and tailor the support to precisely meet their needs. Common factors affecting pupil premium pupils include: lack of support at home, poor language and communication skills, lack of confidence and limited life experiences. There may also be more complex family circumstances that prevent children from flourishing.

Our ultimate objectives are:

- to eradicate the attainment gap between disadvantaged and non-disadvantaged pupils in all subject areas (including in attainment at greater depth);
- to foster meaningful partnerships between home and school, by supporting all families to participate in areas of school life as well as providing them with strategies to meet the academic, as well as social and emotional needs, of their children;
- to facilitate excellent learning opportunities, through an expertly taught curriculum which includes meaningful feedback, targeted questioning and accurate assessments.

We aim to do this by:

- ensuring that high quality teaching and learning opportunities meet the needs of all pupils;
- delivering an expertly planned curriculum which ensures pupils make rapid progress;
- delivering an aspirational STEM curriculum which plans for experiential experiences to develop skills such as application, analysis and evaluation;
- providing families with the tools that they need to support their child’s learning in school through providing them with key learning concepts prior to learning taking place;
- holding regular drop –in sessions for families such as coffee mornings, stay and play and well-being sessions to provide targeted support;
- improving children’s well-being and developing skills such as problem solving, risk taking and improved communication through our outdoor learning provision;
- providing school clubs, trips and experiences to enhance cultural capital and widen horizons.

The key principles of the plan are to provide a holistic and well-rounded approach towards education providing an exceptional foundation for life-long learning. Our culture of 100% ensures that every child has the opportunity to grow in self-confidence, academic success and artistic endeavours. We do this by providing a rigorously planned and evaluated curriculum, opportunities for wide-ranging extracurricular participation and exceptional pastoral care.



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Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children enter school with significantly lower starting points than their peers.
2	Many disadvantaged pupils do not have the same rich and varied life experiences as non-disadvantaged pupils resulting in a limited knowledge and understanding of the world.
3	Social, emotional and well-being needs are often not being met at home and therefore children find it a challenge to express themselves clearly and to focus in lessons.
4	Year 6 children need to be fully prepared for Year 7 and beyond, both academically and socially, in light of lost in-school attendance during the pandemic.
5	Achievement in STEM subjects for disadvantaged children is lower due to limited life experiences and limited access to a range of resources.

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
<i>Add or delete rows as needed</i>	
1. An ambitious Early Years Curriculum, with a particular focus on language development has provided pupils with the best possible start to their education.	<ul style="list-style-type: none"> Exciting topics sparked by pupils' interests ensure that children are highly motivated and are eager to learn and engage. Through a focus on the characteristics of effective learning, children collaborate well, demonstrate high levels of self-control and respect for others as well as high aspirations of themselves as learners. Lesson observations, and pupil conferences display that children consistently keep on trying hard, particularly if they encounter difficulties displaying high levels of resilience and tenacity.
2. The knowledge rich curriculum is embedded and enriched by the use of a project based approach. Extra-curricular activities support the educational experiences for all children, particularly those who are disadvantaged.	<ul style="list-style-type: none"> Flexible groupings and access to digital tools and resources prioritise the importance of independence and the application of knowledge and skills. Learning is made meaningful and relevant, ensuring children remember what they have learnt and are ambitious to achieve at greater depth in all subject areas. The precisely planned curriculum ensures widening vocabulary is prioritised. A wide range of clubs (for example gardening, chess, archery, journalism, ballet) expose children to experiences beyond those their own lived experiences



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	<p>which enables success not only in developing skills and talents but new found confidence in academic areas.</p> <ul style="list-style-type: none"> • Learning through outdoor experiences showcase unique talents which lead to profound changes in confidence and self-esteem as well as high achievement in all areas of the curriculum.
3. Pupil premium children will make accelerated progress in reading and the development of oracy skills.	<ul style="list-style-type: none"> • Pupil premium children will develop a love of reading through access to a wide range of texts • Reading ages will be assessed half-termly to ensure that in-school and home reading provision meet the needs of each individual pupil • They will be regularly heard read by an adult at home and an adult in school – this will be recorded in their reading record • Children will have grown in self-confidence, self-expression and self-esteem through being provided with a wide range of opportunities (debates, performances, presentations and role play) to practise oracy, expand their vocabulary and enhance their interpersonal skills.
4. Year 6 children are fully prepared for the next stage of their education.	<ul style="list-style-type: none"> • Children are confidently prepared with the knowledge and skills needed to transition to Year 7 • Collaboration between English and Maths Hubs, both within the GST and locally, will ensure continuation of pace and rigour of learning from KS2 to KS3. • Strong Professional dialogue will be kept open between all of the vulnerable group champions to aid transition.
5. Staff are highly trained practitioners and achievement in STEM subjects is high for all children.	<ul style="list-style-type: none"> • Evaluation of resources demonstrates that all groups make progress and have access appropriate technology at school and at home. • A well planned computing curriculum prepares children for the increasingly technological world. • Increased numbers of pupils achieve Greater Depth in STEM subjects.

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.

1) Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 79,457

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional specialist teaching capacity from 09:00 – 13:00 daily in Year 6.</i></p>	<p>As the size of a class or teaching group gets smaller the EEF suggest that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p> <p>We have analysed the needs of our year 6 cohort and have identified that smaller groups taught by subject specialists would allow teachers to increase the amount of attention each child will receive therefore ensuring that they reach their full potential and are fully prepared for the next stage of their education.</p>	<p>4</p>
<p><i>Coaching and Mentoring of ECTs and ECT +1s to support them in the delivery of high quality provision for all pupils.</i></p>	<p>The EEF advocates the use of instructional coaching using expert teachers to deliver one-to-one, recurring, sustained, classroom-practice focused sessions, which use observation and feedback cycles and encourage teachers to engage in the deliberate practice of specific skills.</p> <p>OUR ECT and ECT+1 lead will deliver weekly team-teaching sessions to model excellent practice. ECTs will receive ongoing support and feedback for planning and delivery of a precisely sequenced curriculum.</p>	<p>1, 2, 3 and 5</p>
<p><i>Team-teaching opportunities provided for all teachers in the delivering of STEM subjects.</i></p>	<p>Staff feedback and self-assessment showed lower levels of confidence in the delivery of STEM subjects, particularly computing. Research shows that skilled specialist teachers teaching alongside less experienced teachers can develop their pedagogy and subject knowledge.</p> <p>Every-teacher team-teaches weekly with a computing/STEM specialist. Teachers are improving their own practice and applying those skills across the curriculum thus preparing children for the increasingly technological world that they are growing up in.</p>	<p>5, 4, and 2</p>
<p><i>EYFS lead will implement an ambitious Early Years Curriculum tailored to the needs of the pupils.</i></p>	<p>Professionals will deliver a precisely planned curriculum, with teaching and learning opportunities matched to individual needs. One to one and small group interventions will be delivered daily.</p> <p>Links will be made with other EYFS units for peer to peer support, moderation and training opportunities.</p>	<p>1</p>

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

Budgeted cost: £47,303

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Forest School Leads working with small groups of children across the curriculum to promote positive well-being which leads to higher achievement.</i></p>	<p>Research from the New Economics Foundation (NEF) shows that Forest School makes a difference in the following ways:</p> <ul style="list-style-type: none"> • Confidence: children have the freedom, time and space to learn and demonstrate independence • Social skills: children gain increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play. <p>Communication: language development is prompted by the children’s sensory experiences.</p> <p>Motivation: the woodland tends to fascinate the children and they develop a keenness to participate and the ability to concentrate over longer periods of time.</p> <p>Physical skills: these improvements are characterised by the development of physical stamina and gross and fine motor skills.</p> <p>Knowledge and understanding: the children develop an interest in the natural surroundings and respect for the environment.</p> <p>The Forest School Lead delivers weekly Forest school sessions for children in the Early Years as well as bi-weekly sessions for targeted groups of pupils throughout the school. Leads use <i>Evidence Me</i> as a means of sharing pupils’ unique achievements outdoors thus using the experiences as a springboard for academic excellence.</p>	<p>1, 2 and 3</p>
<p><i>Targeted interventions taking place for any child at risk of not achieving ambitious attainment targets.</i></p>	<p>The following in school tried and tested measures will be used to close attainment gaps:</p> <ul style="list-style-type: none"> • After-school tuition, Saturday School and Easter School for children in Year 6. • Tutor deployed in EYFS to ensure Reception children meet their EL goals. • Pre-teaching from TA in small groups for any children not engaging in prep for learning due to family circumstances. 	<p>2, 3, 4</p>



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3) Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 29,855

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continually revitalise environments to create inspiring learning spaces that demonstrates high aspiration, innovation and facilitates prep for learning.</i>	Classroom environments, through adaptations to seating arrangements, groupings, access to digital resources and inspiring displays, foster a sense of belonging and provide children with opportunities to learn in a nurturing, child centred environment.	1, 2, 3, 4 and 5
<i>Family champion appointed to work with vulnerable families and improve parental engagement (stay and play groups for children pre-Nursery/Reception, coffee mornings, information sessions on how to help at home, well-being mornings). Support includes bespoke intervention programmes for any family needing to improve levels of attendance.</i>	<p>The EEF define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or home-work; • the involvement of parents in their children’s learning activities; and • more intensive programmes for families in crisis. <p>We will support families as outlined above.</p>	2 and 3

Total budgeted cost: £156,615



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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.

Desired Impact	Actual Impact
EY PP children achieve expected milestones by the end of Reception.	86% of all children achieved their Early Learning Goals – no significant gap between pupil premium and non-pupil premium children.
Families attend workshops and participate in all areas of school life with a particular focus on the social, emotional well-being of children.	Due to COVID restrictions in-school family workshops did not take place, however, 96% of families participated in bi-weekly online support sessions. School delivered an immersive theatrical experience involving every child in the school which was shared with families to highlight the importance placed on the arts within our school and the impact it has on well-being.
Forest School Provision targets PP children to promote positive mental attitudes and to improve well-being.	Forest School Sessions developed Pupil Premium children holistically and led to increased self-esteem and motivation and higher achievement in all areas of the curriculum.
Pupil Premium 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.	All Pupil premium children without a device were provided with one to access learning during and beyond the lockdown period. Families joined in during remote sessions and attended online sessions as to how to best support their children at home.
Narrow the gap between achievement at greater depth in core and non-core subjects.	Gap diminished by 10% from previous year and assessments have precisely identified any variations in achievement due to lost in-school provision during the lockdown period.

Externally provided programmes

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
Tracking Tool – Evidence Me	2Simple/Purple Mash.
Lifewise PHSE scheme	Life-Wise Technologies Limited.

Service pupil premium funding (optional)

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A