



# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School Overview

Detail	Data
School name	Riverley
Number of pupils in school	450
Proportion (%) of pupil premium eligible pupils	26.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22, 22/23, <b>23/24</b>
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Sabrina Reilly
Pupil premium lead	Libby Stannage
Governor / Trustee lead	Anne Powell

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,320
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£15,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School Led Tutoring Grant	£6,885
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	£177,155



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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 all 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 broad and balanced 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.

### 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.



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4	Year 6 children need to be fully prepared for Year 7 and beyond, both academically and socially.
5	Achievement at greater depth for disadvantaged children is lower due to limited life experiences that develop their cultural capital.

## 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
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"> <li>Exciting topics sparked by pupils' interests ensure that children are highly motivated and are eager to learn and engage</li> <li>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 holding high aspirations of themselves as learners</li> <li>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.</li> <li>Transition to Year 1 is robust.</li> </ul>
2. The knowledge rich curriculum is expertly delivered to ensure that children know more, can do more and remember more. Increased amount of extra-curricular activities supports the educational experiences for all children, particularly those who are disadvantaged.	<ul style="list-style-type: none"> <li>Flexible groupings and access to digital tools and high quality 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</li> <li>The precisely planned curriculum ensures that the development of communication and language is prioritised</li> <li>A wide range of clubs (for example Computer-aided Design, violin, chess, journalism, ballet) expose children to experiences beyond those their own lived experiences which enables success not only in developing skills and talents but new found confidence in academic areas</li> <li>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.</li> </ul>
Pupil premium children will make accelerated progress in reading, writing and the development of Oracy skills which will aid achievement at greater depth	<ul style="list-style-type: none"> <li>Pupil premium children will showcase a love of reading through access to a wide range of texts both at school and at home</li> <li>Reading ages will be assessed half-termly to ensure that in-school and home reading provision meet the needs of each individual pupil</li> <li>A refined approach to Reading in KS1 will ensure that children, particularly the disadvantaged, are exposed to a wide variety of texts and language</li> <li>Writing will showcase a sophisticated use of language</li> <li>They will be regularly heard read by an adult at home and an adult in school – this will be recorded in their reading record</li> </ul>



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	<ul style="list-style-type: none"> <li>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.</li> </ul>
Year 6 children are fully prepared for the next stage of their education.	<ul style="list-style-type: none"> <li>Children are confidently prepared with the knowledge and skills needed to transition to Year 7</li> <li>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.</li> <li>Strong Professional dialogue will be kept open between all of the vulnerable group champions to aid transition.</li> </ul>
Through a wide range of curricular and co-curricular activities, prioritised for disadvantaged children, personal development and achievement is excellent.	<ul style="list-style-type: none"> <li>Evaluation of pupil conferences and their work demonstrates that all groups make great progress</li> <li>Increased numbers of pupils achieve Greater Depth in the wider curriculum</li> <li>Increased instrumental provision provides pupils with the opportunity to develop musical talents</li> <li>Increase in number and quality of trips and clubs on offer to pupils.</li> </ul>

## 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: £78,549

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Recruitment of a drama specialist in EYFS with a primary focus on developing communication and language skills particularly - for pupil premium pupils</i>	<p>Studies from the EEF demonstrate that Communication and language interventions typically have a very high impact and rapidly improve young children’s language ability.</p> <p>The drama specialist brings a wealth of expertise in terms of modelling vocabulary and early language acquisition; he has been trained by the school’s speech and language therapist to deliver 1:1 and small group interventions which focus on the linguistic aspects of communication, such as interactive reading and collaborative discussion.</p>	1
<i>Specialist Reading, writing and maths teachers team-teaching with all teachers to support high quality outcomes for all pupils</i>	Continuous investment in teachers to upskill and improve practice is prioritised to ensure that all pupils, particularly the disadvantaged, achieve well. Our focus is on increasing achievement at greater depth with a particular focus on writing.	2, 3 4 and 5



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<p><i>-with a particular focus on the disadvantaged</i></p>	<p>As recommended by the EEF, we have ensured that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. Specialist teachers emphasise and model the importance of extending pupils in lessons - particularly disadvantaged pupils in writing where vocabulary acquisition needs enriching.</p>	
<p><i>Additional teacher adding teaching capacity in Year 6 from 09:00 – 13:00 daily</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 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>Bespoke approach to CPD provides all staff members with the skills needed to meet the individual needs of pupils</i></p>	<p>The EEF research around the impact of high quality CPD is that through utilising a multifaceted approach, this enhances the quality of teaching and improves outcomes for all groups of pupils.</p> <p>The CPD menu, ensures that every individual has built depth, breadth and profound understanding in areas of interest as well as topics/ subject areas that need developing. 6 x yearly self-directed study sessions ensure that any specific areas for development are addressed which improve practice. Examples of courses are linked to school priorities and some of the challenge faces by PP pupils. Well trained staff leads to high levels of staff retention.</p>	<p>2, 3 and 5</p>
<p><i>Team-teaching opportunities provided for all teachers in the delivery of specific components of subjects in the wider curriculum</i></p>	<p>Staff feedback and self-assessment showed lower levels of confidence in the delivery of some components of the wider curriculum.</p> <p>Research shows that skilled specialist teachers teaching alongside less experienced teachers can develop their pedagogy and subject knowledge.</p> <p>Every teacher identifies areas where support is required from specialists. Leaders implement a robust development plan to address these.</p>	<p>2 and 5</p>

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	For example, the Art Lead is team-teaching with all teachers to deliver a bespoke art curriculum aimed at prioritising representation and enhancing cultural capital.	
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2) Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £43,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted interventions taking place for any child at risk of not achieving ambitious attainment targets</i>	The following in school tried and tested measures will be used to close attainment gaps: <ul style="list-style-type: none"> <li>• After-school tuition, Saturday School and Easter School for children in Year 6</li> <li>• Pre-teaching from TA in small groups for any children not engaging in prep for learning due to family circumstances</li> <li>• An in-school Counsellor will work with children who need social and emotional support.</li> </ul>	3 and 4
<i>Intervention TA trained to complements the speech and language therapist's sessions</i>	Research conducted by the EEF states that teaching assistants, who provide one to one or small group targeted interventions show a stronger positive benefit of between four and six additional months on average. Interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	1, 3 and 4
<i>Forest School Leads working with small groups of children across the curriculum to promote positive well-being leading to higher achievement</i>	Evidence from the EEF demonstrates that that outdoor learning has positive impacts on other outcomes such as self-efficacy, motivation and teamwork. New found confidence with learning outdoors improves well-being and can also act as a springboard for academic success.	3

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

Budgeted cost: £55,341

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>A number of 'Learn with Me' Family and child workshops take place</i>	High quality sessions with clear strategies to assist with learning at home can have a positive impact on pupils' academic achievement.	1,2 and 3



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<p><i>weekly fostering meaningful links between home and school.</i></p>	<p>Strong relationships between home and school ensure that pupils social, emotional, physical and academic well-being are being met and families understand the wide range of support that is on offer to them.</p> <p>Our family specific sessions aim at improving their well-being which has a direct impact on the well-being of their child/ren. Additionally, high levels of family engagement support high levels of school attendance.</p>	
<p><i>Bright Futures Clubs/ skills builder sessions relaunched honing in on the specific development of character. Staff are trained in implementing the skills curriculum which support behaviours for learning and well-being</i></p>	<p>Bright Futures Club focus on a 21st century skill set, incorporating complex problem solving, critical thinking, collaboration and flexibility.</p> <p>Through our work with the Skills Builder Partnership, we are equipping pupils with the skills needed to secure better employment opportunities in the future. Research shows that pupils are likely to be more prepared for secondary school and further studies. Additionally, Bright Futures/ skills builder interventions which focus on pupils' social and emotional skills, such as: teamwork, problem solving and speaking and listening, will improve children and young people's emotional and social competencies. These competencies support self-regulation and relationship building, which result in positive outcomes around wellbeing.</p>	<p>2, 3, 4 and 5</p>
<p><i>Teachers are supported to utilise cutting edge technology such as: VR headsets, 3D printers, laser cutters etc; this technology will contribute towards integrating content and technology to optimise learning in the 21<sup>st</sup> century</i></p>	<p>When new technology is utilised well it can improve the pupil experience. Technology assists with a variety of modelling and explanation activities and can be used for assessment purposes as well as enhancing delivery.</p> <p>Many Pupil Premium Pupils have limited life experiences and resources such as VR headsets take them beyond their lived experiences – improving their ability to communicate and enhancing their cultural capital.</p> <p>In an ever-changing world, maximising the use of technology keeps children motivated and eager to learn. This leads to high levels of school attendance.</p>	<p>2, 3 and 5</p>



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<i>Read Write Inc. spelling is implemented across the school leading to improved proficiency in spelling</i>	Read Write Inc. Spelling for Years 2-6 teaches spelling cumulatively and systematically with deliberate, focused practice. It builds upon the teaching strategies and spelling activities from Read Write Inc. Phonics.  Improved spelling leads to higher achievement across the curriculum.	4 and 5
<i>Enhance our wide horizons offer through refining current practice and incorporating new experiences and traditions (Griffin Guarantee)</i>	A sharp focus on personal development helps children develop their character, including mental wellbeing, sense of purpose, and independence.  Through the Griffin Guarantee pupils will engage in four projects: 1. Artistic Endeavours (creating Art work for display in a Gallery, improved performance) 2. Enrichment (extended/ new trips and experiences) 3. Future Forward Innovation (delve into careers/ futures/ 21 <sup>st</sup> century skill-sets in an interesting way) 4. CARE project (pupils will explore their civic responsibility through a range of community projects)	

Total budgeted cost: £177, 115



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## Part B: Review of Outcomes in the Previous Academic Year

### Outcomes For Disadvantage Pupils:

Due to the carefully considered pupil premium strategy, Riverley is on track to meet the aims of the strategy.

Pupil Premium children at Riverley are achieving in line or above their peers and are far exceeding local and national data as a result of a well- thought through and carefully implemented Pupil Premium Strategy and ambitious approach to the Quality of Education. (see validated data overleaf).

Pupils not only excel academically but also develop their character through the wide and varied extra-curricular offer. This was noted during the school's OFSTED inspection in February 2023.

*'Leaders ensure that pupils have exceptional experiences to develop their character. Pupils have many opportunities to develop leadership qualities and take on responsibility. Staff encourage pupils to make meaningful and positive contributions to the life of the school. Many clubs and educational visits are available to all. Pupils are very well prepared for the future.'* (Phil Garnham, HMI)

We are committed to extending this offer this academic year through the launch of the Griffin Guarantee which focuses on enriched experiences.

Post-Pandemic national data highlights the increase in mental health issues with pupils across the board but a higher increase amongst disadvantaged children and young people has been noted. Parents in households with lower annual incomes reported their children had more symptoms of behavioural, emotional, and attentional difficulties than those with higher annual income. We have a wide range of strategies on offer to support our pupils well-being and social and emotional development. 98% of families agree that there is a wide range of practical support on offer for pupils.

Internal data for the wider curriculum shows that pupil premium children achieve in line with peers at age-related expectations however slight gaps still appear in some subjects for achievement at greater depth. The focus for 23/24 will be to work to reduce this through opportunities for team-teaching and through dynamic teaching.

Attendance figures remain above national at Riverley which is a testament to the high quality provision on offer. That said, attendance will remain a priority for the year ahead as improvements can always be made.

We are committed to equipping all pupils, particularly the less advantaged, with the best start in life – both academically and culturally. We want all pupils to go on and confidently take their place in society.

### *KS2 Outcomes 22/23*

Pupils meeting expected standard in reading, writing and maths

Pupils are meeting the expected standard if they achieve a scaled score of 100 or more in their reading and maths tests, and their teacher assesses them as 'working at the expected standard' or better in writing.



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	Reading	Writing	Maths	Combined
Riverley KS2	97%	97%	97%	97%
Pupil Premium	97%	97%	97%	97%
Local Authority Average	79%	77%	79%	69%
National Average	73%	71%	73%	59%

## KS1 Outcomes 22/23

Pupils meeting the expected standard in reading, writing and maths.

Pupils are meeting the expected standard if they achieve a scaled score of 100 or more in their reading and maths tests, and their teacher assesses them as 'working at the expected standard' or better Reading, and Maths. Teachers assess writing and decides whether a child is working at ARE or above.

	Reading	Writing	Maths
Riverley KS1	88%	88%	88%
Pupil Premium	88%	88%	88%
National Average	68%	60%	60%

## 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
Language Angels	Language Angels LTD
Lifewise PHSE scheme	Life-Wise Technologies LTD
White Rose Maths	White Rose Education LTD
Accelerated Reader	Renaissance Learning LTD
Developing Experts	Developing Experts LTD
Kapow	Kapow Primary LTD
The Literacy Shed	The Literacy Shed LTD
Grammarsaurus Ltd	Grammarsaurus Ltd
RWI	Ruth Miskin