



Pupil Premium Strategy Statement

School Overview

Detail	Data
School name	Riverley
Number of pupils in school	457
Proportion (%) of pupil premium eligible pupils	30% (112 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 2025/26 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£165,760
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	£165,760



Pupil Premium Strategy Statement

Part A: Pupil Premium Strategy Plan

Statement of Intent

Riverley Primary School is committed to empowering every child to excel academically and personally, regardless of their background or the barriers they face. The Pupil Premium strategy is informed by research and utilises a tiered approach to ensure that all pupils benefit from exceptional teaching, targeted academic support, and a comprehensive range of strategies addressing social, emotional and behavioural needs.

Leaders and teachers are dedicated to ensuring that pupils from disadvantaged backgrounds not only meet but **exceed** age-related expectations. By leaving no stone unturned, children are equipped with the skills and knowledge they need to excel and thrive in a competitive world.

Research highlights that disadvantaged pupils often encounter unique challenges, such as limited support at home, language and communication barriers, low self-esteem, and a lack of enriching life experiences. The pandemic has further exacerbated these issues, with increased poverty and absenteeism adding complexity to the situations faced by Riverley families.

To address these challenges, building strong relationships is prioritised, as is strengthening individual relationships between pupils and their families.

By understanding each child's specific needs, a bespoke, tailored support can be effectively offered to each child to ensure achievement.

Strategy includes:

- **Narrowing the Achievement Gap:** Closing the achievement gap between disadvantaged and non-disadvantaged pupils across all subjects with a particular emphasis on those performing at higher levels is prioritised.
- **Strengthening Home-School Partnerships:** Active family engagement in the school community, providing tools and strategies to support children's holistic development are key. This partnership fosters a supportive environment for both academic success and emotional well-being.
- **Enhancing Learning Opportunities:** The expertly crafted curriculum is delivered with a focus on high-quality feedback, precise questioning, and accurate assessments, which are vital for fostering deep understanding and promoting academic excellence.
- **Closing the Gap through Extracurricular Activities:** Riverley's Griffin Guarantee ensures that all pupils have access to a rich array of extracurricular activities and wide-ranging experiences. These opportunities broaden horizons, enrich learning experiences, and contribute significantly to closing the attainment gap.
- **Building Essential 21st Century Skills:** Through the Skills Builder curriculum, children develop crucial skills for the 21st century, such as speaking, collaboration, and leadership. Disadvantaged pupils often struggle in these areas, therefore the focus on these skills enhances their life chances and prepares them for future success.

The strategy is anchored in evidence-based practice, ensuring every child receives the support they need to succeed. The commitment to continually refining the approach is based on research and evaluation of outcomes to provide the best possible education for all our pupils

Success Criteria:

- **Ensuring High-Quality Teaching and Learning:** Focus on delivering teaching and learning opportunities that meet the diverse needs of all pupils, ensuring that each child can thrive.



Pupil Premium Strategy Statement

- **Delivering an Expertly Planned Curriculum:** Curriculum is meticulously designed to ensure pupils make rapid progress, providing them with the knowledge and skills they need to succeed.
- **Offering an Aspirational, Broad, and Balanced Curriculum:** Incorporate authentic experiences to develop skills such as application, analysis, and evaluation, fostering a deeper understanding and critical thinking.
- **Supporting Families:** Equip families with the tools they need to support their child's learning by sharing key learning concepts in advance, enabling them to engage actively in their child's education.
- **Engaging Families through Regular Sessions:** Host regular drop-in sessions, including coffee mornings, stay-and-play, and well-being sessions, to offer targeted support and strengthen the home-school partnership.
- **Enhancing Well-being through Outdoor Learning:** Outdoor learning provision focuses on improving children's well-being and developing skills like problem-solving, risk-taking, and communication.
- **Enriching Cultural Capital through the Griffin Guarantee:** Griffin Guarantee ensures access to a wealth of extracurricular activities and experiences that enhance cultural capital and broaden pupils' horizons, contributing significantly to closing the attainment gap.
- **Building Essential Skills through Skills Builder:** Integrate the Skills Builder curriculum to provide pupils with essential 21st-century skills such as speaking, collaboration, and leadership. These skills, often challenging for disadvantaged pupils, significantly enhance their life chances and prepare them for future success.
- **Use of cutting edge technology:** The use of cutting-edge technology, such as VR headsets develops essential digital skills, and helps bridge both educational and digital gaps fostering a more equitable education.

The key principles of this plan are rooted in offering a holistic and well-rounded approach to education. The aim is to lay an exceptional foundation for lifelong learning by nurturing not just academic abilities but also personal growth and self-confidence. The unwavering commitment to a culture of 100% ensures that every child, especially those from disadvantaged backgrounds, has the opportunity to thrive.

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 behaviour, emotional and attention difficulties than those with higher annual income. A wide range of strategies is on offer to support pupils' well-being and social and emotional development.

Incorporating modern technology, such as VR headsets and 3D printing, into the provision allows for immersive and interactive learning experiences that enhances understanding and engagement. These resources are particularly beneficial for disadvantaged pupils, as they offer unique opportunities to bridge educational gaps by making learning more accessible and engaging. By bringing complex concepts to life, all pupils are enabled to explore and create in ways that were previously unimaginable.

The Riverley curriculum is complemented by a forward-thinking, extra-curricular programme that emphasises essential skills such as leadership, collaboration, and public speaking. This is designed to empower disadvantaged pupils by building confidence and equipping them with skills that are critical for success.

Additionally, a performance strategy akin to that found in the independent sector, is incorporated ensuring pupils are well-prepared to excel in any future endeavours. By embracing this



Pupil Premium Strategy Statement

comprehensive approach and integrating cutting-edge technology, all pupils, regardless of their background, become well-rounded individuals equipped for success in an ever-changing world.

Challenges

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

Challenge number	Detail of challenge
1.	Increasing Complex SEND Needs: There is a noticeable rise in complex Special Educational Needs and Disabilities (SEND) among disadvantaged pupils, requiring specialised support to ensure they can access the curriculum effectively.
2.	Lower Starting Points: Disadvantaged children often begin school with a significant gap in foundational skills compared to their peers, which can impact their long-term educational journey.
3.	Impact of Child Poverty and Hardship: Many disadvantaged children face poverty and hardship, adversely affecting their educational outcomes and access to necessary learning materials and opportunities
4.	Limited Life Experiences: Disadvantaged pupils often lack access to diverse and enriching life experiences, which can limit their cultural capital and understanding of the world. Social and emotional well-being is a critical issue as disadvantaged children frequently encounter unmet emotional needs at home.
5.	Challenges in developing holistic skills: Disadvantaged pupils often find it difficult to develop skills such as public speaking, collaboration and leadership which can hinder their ability to engage in classroom discussions and express their thoughts effectively. These skills impact on opportunities such as employment later in life.
6.	Preparation for Key Stage Transitions: Ensuring effective transitions between key stages is essential. Transition from EYFS to Year 1 needs careful consideration for disadvantaged pupils as they begin to access the National curriculum. Disadvantaged Year 6 pupils need comprehensive preparation to be academically and socially ready for the demands of Year 7 and beyond.
7.	Achievement at Greater Depth: Gaps exist for disadvantaged pupils particularly in relation to achievement at greater depth in writing and some wider curriculum subjects. Gaps exist in Geography, Art and Design and Technology.

Intended Outcomes

The following outcomes will be achieved by the end of this strategic plan. Below also includes criteria with which to measure the achievement of the aims.

Intended outcome	Success criteria
1. Disadvantaged pupils with SEND make exceptional outcomes and both meet and exceed individual learning plan targets	<ul style="list-style-type: none"> Upskill staff in meeting the complex needs of pupils with SEND through: <ul style="list-style-type: none"> Organising regular training sessions, workshops, and professional development days focused on SEND. Sessions will be practical and interactive and



	<p>provide a range of strategies to meet the wide variety of needs.</p> <ul style="list-style-type: none"> • All pupils with complex SEND have equal opportunities to engage with the curriculum by removing barriers to learning. This is achieved through adapted instruction and work in books showcases high quality of work. • The school engages with research and accesses all that it can through local partnerships to provide pupils with appropriate resources and support systems. • Specialist staff are strategically deployed across the school to meet individual needs. • Disadvantaged pupils achieve exceptionally well across the curriculum.
<p>2. Children in the Early Years make accelerated progress due to an ambitious curriculum that enhances communication and language skills, fosters independence, supports holistic development, provides tailored learning experiences, and engages families in the learning process. The acquisition of Early Reading, Writing and Number is prioritised</p>	<ul style="list-style-type: none"> • The precisely planned curriculum ensures that the development of communication and language is prioritised; a language rich environment supports with the acquisition of language and enhancement of communication skills. • Pupils independence and executive functioning skills are developed through inspiring and motivation challenges which develop pupils critical thinking and problem solving skills. Allowing children to make choices with regards to their learning enhances decision-making skills. • The acquisition of Early Maths is delivered in a systematic way maximising use of the concrete, pictorial and abstract approach. Gaps are quickly identified and acted upon to ensure progress for all pupils. • The RWI programme is delivered with fidelity and develops pupils’ phonetical knowledge in a systematic way; comprehension skills are enhanced through engaging stories matched to pupils’ phonetical awareness. • Additional ‘piny time’ sessions or 1:1 tutoring is used to accelerated progress of any pupil who requires it. • The approach to Early writing provides pupils with the key skills to begin writing as well as instilling a love for writing creatively. • Pupil have opportunities to practice their Reading, Writing and Mathematics skills within the indoor and outdoor provision.



	<ul style="list-style-type: none"> • Families attend a range of ‘How to...’and Learn with me workshops and drop ins to be able to further support their child at home. • Targeted Speech and Language sessions enhance the linguistic skills of our most vulnerable pupils providing them with techniques that improve attention, listening and turn-taking skills. • Regular Forest School sessions enhances pupil engagement, confidence, and social skills, which in turn supports their overall well-being, learning and development.
<p>3. Targeted support for families who are facing financial challenges ensures that pupil premium pupils are proved with a wide range of learning materials and resources and have priority access to all extra-curricular activities and experiences</p>	<ul style="list-style-type: none"> • The pastoral team build effective relationships with families so that they can draw on the school for support when faced with difficulties. • Free uniform is provided for some disadvantaged pupils to ease the financial burden. • Both Place2Be and school counsellors’ services provide support, to both families and pupils, as required. • Free wrap-around care is provided as well as priority access to after-school activities clubs for disadvantaged pupils. • Additional reading materials and resources for home learning are provided for disadvantaged pupils in order for them to reach their full potential. • 100% of pupil premium pupils engage in at least one activity clubs with 85% + attending two.
<p>4. Riverley’s Griffin Guarantee exposes children to a wide range of exciting and engaging experiences which widens horizons and significantly improves cultural capital amongst all pupils but particularly the disadvantaged; these experiences and the wider offer of the school significantly develops pupils social and emotional development</p>	<ul style="list-style-type: none"> • Griffin Guarantee activities are meticulously planned based on implications from data to accelerate achievement for targeted pupils and enhance their cultural capital. • Griffin Guarantee experiences include four strands: <ol style="list-style-type: none"> 1) Artistic Endeavours where pupils engage in activities such as designing an art gallery and in putting on high quality performances supported by the performance strategy 2) A Care project which deepens pupils understanding of citizenship 3) A future Forward trip which strives to prepare pupils with the adaptable skills needed for an unknown future 4) The delivery of an exceptional enrichment programme focused on enhancing self-expression, confidence and increasing cultural capital.



	<ul style="list-style-type: none"> • The unique Griffin Guarantee offer is securely embedded and is a key feature of the exceptional wide horizons offer at Riverley; it prepares pupils to face the complexities of life with confidence, empathy and integrity - making them well-rounded individuals ready to contribute positively to society. • Forest School sessions foster teamwork and communication, promote emotional well-being and increases engagement and motivation, which collectively support academic growth.
<p>5. The systematic teaching of skills such as: leadership, collaboration and public speaking is effective in overcoming the disadvantage gap that many pupils face now and later in life</p>	<ul style="list-style-type: none"> • Holistic skills such as those specifically chosen for pupils at Riverley (leadership, collaboration and public speaking) are incorporated into plans in a progressive way ensuring an exceptionality to the curriculum approach and a deep commitment to understanding the challenges that disadvantaged pupils have now and later on in life. • Families support the enhancement of holistic skills development through engaging in challenges on the home zone. • The enhancement of essential skills and an elevated Bright Future provision, ensures that pupils understand that their education provides them with the skills required for their unknown futures. This has been validated through Reviews and feedback from experts.
<p>6. No gaps exist between disadvantaged and non-disadvantaged pupils achieving at age-related expectations; the achievement gap for achievement in the wider curriculum at greater depth has reduced to below 5%</p>	<ul style="list-style-type: none"> • Refined curriculum maps, including suggested outcomes for individual lessons at greater depth, ensures that all lessons are delivered in a highly ambitious manner and gives all pupils including the most disadvantaged the knowledge and cultural capital needed to succeed. • High Quality lessons, delivered dynamically, incorporating the use of technology to advance curriculum learning beyond the classroom. • The achievement gap for disadvantaged pupils at greater depth has narrowed and is now less than 5% across the school for achievement at greater depth. In many cases disadvantaged pupils outperform non-disadvantaged pupils and no gaps appear for



Pupil Premium Strategy Statement

	<p>achievement at age-related expectations.</p> <ul style="list-style-type: none"> Attendance directly impacts achievement and all pupils attend regularly; attendance levels are above national figures.
7. Pupils are very well- prepared for the next phase of their education across all transition points both within primary and in preparation for secondary school	<ul style="list-style-type: none"> Children are confidently prepared with the knowledge and skills needed to transition to Year 1, 3 and 7 effectively. Strong Professional dialogue will be kept open between all of the vulnerable group champions to aid transition.

Activity in this academic year

Further details of the intended Pupil Premium Spend for 2024-2025 to address the challenges set out above.

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

Budgeted cost: £71,421

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Recruitment of a SEN specialist TA as well as increased hours for the Speech and Language Therapist ensures that disadvantaged pupils are provided with the best start to school life and that their communication and language development is prioritised</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, particularly benefiting disadvantaged pupils.</p> <p>The school’s speech and language therapists will upskill TAs and 1:1 support across the school to deliver 1:1 and small group interventions which focus on the linguistic aspects of communication, such as interactive reading and collaborative discussion.</p> <p>Staff are trained to effectively deliver interventions such as ‘Bucket Time’ which is used to enhance attention, listening, and turn-taking skills.</p> <p>The SEN specialist TA will focus on narrowing the achievement gap for disadvantaged pupils by providing tailored support that aligns with their Individual Learning Plans.</p>	1, 2 5 and 7
<i>Experienced teachers and Senior Leaders will team-teach with key individuals across the school to raise expectations and</i>	<p>Following the guidance from the Education Endowment Foundation (EEF), professional development has been designed for staff that enhances their knowledge, inspires motivation, hones teaching skills, and solidifies</p>	3 and 7



Pupil Premium Strategy Statement

<p><i>outcomes for disadvantaged children achieving at greater depth</i></p>	<p>dynamic practice which meets the needs of all pupils at all stages of the lesson.</p> <p>Experienced teachers and leaders are instrumental in advancing the learning of disadvantaged pupils, particularly in subjects like Writing, Geography, Art, and Design and Technology, where expanding pupils' global awareness and creativity is crucial for narrowing the achievement gap at greater depth through cultivating a broader understanding of diverse viewpoints and global perspectives.</p>	
<p><i>Additional teacher adding teaching capacity in Year 6 from 09:00 – 13:00 daily</i></p> <p><i>Targeted support in Year 1 and Year 3 provided by Senior Leaders</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>The needs of the children in year 6 has been analysed and has 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 prepared for the next stage of their education.</p> <p>Assistant Head and Deputy Head are strategically supporting with team-teaching in Year 1 and 3 to support transition across key stages. Gaps are quickly addresses as a result.</p>	<p>2 and 6</p>
<p><i>High quality CPD ensures that all members of staff are dynamic practitioners and can facilitate levels of challenge in lessons.</i></p>	<p>In line with EEF research on high-quality CPD, a multifaceted approach significantly enhances teaching quality and improves outcomes for all pupil groups.</p> <p>Staff effectively use technology to advance curriculum learning for all pupils but particularly disadvantaged pupils, as technology bridges educational gaps, enhances engagement, and provides personalised learning opportunities.</p> <p>By streamlining CPD, staff are becoming proficient in implementing the school's unique approach, which emphasises Quality First Teaching principles, facilitating choice and challenge. This allows them to dynamically apply these strategies across all subjects, reducing</p>	<p>1,2 and 7</p>



	<p>cognitive load for pupils as lessons generally follow a consistent structure.</p> <p>Analysis from books, lesson observations, and outcomes informs the strategic delivery of high-quality CPD, enhancing teachers' subject knowledge with a focus on delivering lessons at greater depth.</p> <p>Well-trained staff, equipped with Quality First Teaching strategies, not only improve pupil outcomes but also contribute to high levels of staff retention. Staff retention levels are in the top 1% of schools nationally. The DfE's 'Teacher Recruitment and Retention Strategy' emphasises that ongoing, high-quality training empowers teachers to refine their instructional practices, leading to improved student outcomes and increased job satisfaction, which in turn enhances teacher retention rates.</p>	
<p><i>Team-teaching opportunities provided for all teachers in the delivery of specific components of subjects in the wider curriculum; this targeted approach supports high achievement</i></p>	<p>Data analysis, Staff feedback and self-assessment showed lower levels of confidence in the delivery of some components of the wider curriculum. This is reflected in outcomes at greater depth for subjects such as Art, Geography and Design and technology. Achievement at greater depth in writing is a school priority.</p> <p>Research shows that skilled specialist teachers teaching alongside less experienced teachers can develop their pedagogy and subject knowledge. Every teacher identifies areas where support is required from specialists. Leaders implement a robust development plan to address these.</p> <p>This commitment is exemplified through the collaborative efforts of our subject leads. The Writing, Art, Geography, and Design and Technology Leads are actively team-teaching with individuals to deliver a bespoke curriculum that prioritises representation, increases global perspectives and enhances cultural capital. By focusing on these areas, we aim to provide disadvantaged pupils with the skills and knowledge they need to succeed, thereby narrowing the achievement gap at greater depth.</p>	<p>4 and 7</p>



Pupil Premium Strategy Statement

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

Budgeted cost: £43,229

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>	<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 • Pre-teaching from TA in small groups to bolster confidence of disadvantaged pupils • Place to Be and the school Counsellors offering targeted social and emotional support • Bucket Time to support with listening, attention and turn-taking • Colourful Semantics to support the writing process • Flash Academy to assist EAL learners with language acquisition and development • 'Nessy' is used to support Reading and Spelling 	1, 2, 6 and 7
<i>A bespoke TA training programme upskills staff to meet the varying needs of pupils</i>	<p>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 for pupils.</p> <p>Interventions are based on a clearly specified approach which teaching assistants have been trained to deliver through their bespoke training programme.</p>	1, 2, 5, and 7
<i>Forest School Leads working with small groups of children across the curriculum to promote positive well-being leading to higher achievement; this compliments the holistic skills development curriculum</i>	<p>Evidence from the EEF demonstrates that outdoor learning has positive impacts on other outcomes such as self-efficacy, motivation and teamwork.</p> <p>New found confidence with learning outdoors improves well-being and can also act as a springboard for academic success.</p>	1, 2, 3 4 and 5

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

Budgeted cost: £51,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>A number of 'Learn with Me' Family and child workshops take place weekly fostering meaningful links between home and school.</i>	<p>The EEF states that high quality sessions for families with clear strategies to assist with learning at home can have a positive impact on pupils' academic achievement.</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 are aimed at improving their well-being which has a direct impact on the well-being of their children. Additionally, high levels of family engagement, through meaningful effective partnerships, support high levels of school attendance. This is set out in the DFE's guidance on working together to improve school attendance.</p>	1,2 and 3
<i>Incorporation of holistic development skills into the curriculum demonstrates the emphasis on awareness and commitment to closing the disadvantaged gap</i>	<p>Incorporating skills such as leadership, positivity, speaking, listening etc 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.</p> <p>Additionally, the skills builder curriculum 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 as well as support employability in the future.</p>	1, 2, 3, 5 and 7
<i>Teachers are supported to embed the use of technology such as VR headsets to open up a world of endless possibilities for pupils,</i>	<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 disadvantaged pupils have limited life experiences and resources such as</p>	2, 3, 4 and 5



Pupil Premium Strategy Statement

<i>particularly those with limited life experiences</i>	<p>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>	
<i>Read Write Inc. spelling is embedded across the school leading to improved proficiency in spelling which contributes to improved outcomes across all subject areas</i>	<p>Read Write Inc. Spelling for Years 2-6 teaches spelling cumulatively and systematically with deliberate, focused practice.</p> <p>This program not only improves spelling skills but also fosters better cognitive development by enhancing memory and analytical thinking. Being able to spell accurately can bolster a pupil's self-esteem and encourages deeper participation in class.</p> <p>This is a powerful tool in levelling the educational playing field for disadvantaged pupils, providing them with the skills they need to succeed both academically and personally. Great spelling will impact achievement in writing at a greater depth.</p>	4 and 5
<i>Enhance our wide horizons offer through refining current practice and incorporating new experiences and traditions linked to implications from data (Griffin Guarantee)</i>	<p>A dedicated emphasis on personal development is crucial for nurturing children's character, enhancing their mental well-being, fostering a sense of purpose, and promoting independence. Data from Raising Achievement Meetings will guide the identification of key experiences tailored for specific groups of children, including those who are disadvantaged.</p> <p>Whole school data indicates a slight achievement gap in Writing, Geography, Art, and Design & Technology at greater depth. To address this, targeted experiences will be incorporated in these areas to help close the gap, with a particular focus on supporting disadvantaged pupils to ensure they have many opportunities to excel.</p> <p>Through the Griffin Guarantee, pupils will participate in four enriching projects:</p>	4 and 6



	<ul style="list-style-type: none"> • Artistic Endeavours: Students will create artwork for gallery displays and work on improving performance, fostering creativity and artistic skills. • Enrichment: Extended and new trips and experiences to broaden students’ horizons and enhance their learning outside the classroom will be offered. • Future Forward Innovation: This project will engage students with careers and future-oriented 21st-century skills in a captivating manner, preparing them for the challenges of tomorrow. Additional support will be provided to disadvantaged pupils to help them explore various career paths and skill-sets. • CARE Project: Pupils will explore their civic responsibility by participating in various community projects, encouraging them to contribute positively to society. This initiative will include targeted activities to engage disadvantaged pupils, helping them develop a sense of belonging and community involvement. <p>These initiatives are designed to provide meaningful and impactful learning opportunities, supporting the holistic development of all our students, with a focus on narrowing the achievement gap for disadvantaged pupils.</p>	
--	---	--

Total budgeted cost: £165,760



Pupil Premium Strategy Statement

Part B: Review of Outcomes in the Previous Academic Year

Outcomes for disadvantaged pupils in 23/24

Due to the carefully considered pupil premium strategy, Riverley has met the aims of the strategy set out over the past three years.

Outcome 1

- An ambitious Early Years Curriculum, with a particular focus on language development, has provided pupils with the best possible start to their education.
- 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 holding 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.
- Although many having low starting points, 87% of pupils in Reception received a good level of development. National figures were at 67.7%.
- 100% of pupil premium children made accelerated progress and 69% achieved GLD whilst national figures for 23/24 was 49.1%.
- Pupils were well prepared for their transition to Year 1.

Year on year, pupils enter Riverley with very low starting points so prioritising the right start to school is crucial to closing the attainment gap, particularly for disadvantaged pupils. This will remain a priority in 24/25.

Outcome 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.
- The precisely planned curriculum ensures that the development of communication and language is prioritised.
- 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. 100% of pupil premium children regularly attended at least one club with 50% regularly attended two.
- Learning through outdoor experiences showcase unique talents which have led to profound changes in confidence and self-esteem as well as high achievement in all areas of the curriculum.
- 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. Riverley is in the top 1% of schools in the country. (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.



Pupil Premium Strategy Statement

'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)

Staff are committed to extending this offer this academic year through the extension of the Griffin Guarantee which focuses on enriched experiences. Experiences will be meticulously planned to support high achievement and exceptional preparation for the future.

Outcome 3

- Pupil premium children made accelerated progress in reading, writing and the development of Oracy skills which have supported achievement at greater depth.
- A refined approach to Reading and Writing in KS1 has ensured that children, particularly the disadvantaged, are exposed to a wide variety of texts and language which impacted both outcomes in Reading and Writing.
- Pupil Premium Pupils out-performed non-pupil premium outcomes at the end of KS1.
- A specialist writing teacher accelerated achievement of disadvantaged pupils in KS1, which again led to Pupil Premium Pupils outperforming non-pupil premium pupils.
- Children 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.

Riverley's tried and tested model will be applied again next year with the addition of maximising use of advancements in technology to take learning beyond the classroom.

Outcome 4

- Children were confidently prepared with the knowledge and skills needed to transition to Year 7; disadvantaged pupils outperformed non-disadvantaged pupils by 19% locally and 29% nationally in 23/24.
- Collaboration between English and Maths Hubs, both within the GST and locally ensured continuation of pace and rigour of learning from KS2 to KS3.
- Strong professional dialogue was kept open between all of the vulnerable group champions to aid transition.
- Secondary colleagues commented on how well prepared Riverley pupils were for their transition to secondary school.

Staff will be strategically deployed to aid transition to secondary in 24/25 but also in Year 1 and 3 to ensure that all transitions to next phases are carefully planned and that gaps are closed through targeted support and intervention.

Outcome 5

- Through a wide range of curricular and co-curricular activities, prioritised for disadvantaged children, personal development and achievement is excellent.
- The wide horizons offer resulted in the achievement gap at Greater Depth narrowing by 15% in the wider curriculum.
- Increased instrumental provision provides pupils with the opportunity to develop musical talents; 100% of disadvantaged pupils engaged in the instrumental programme.
- The quantity and quality of trips and clubs on offer to pupils, prioritised for the disadvantaged ensured high levels of school attendance and a sheer love of school for all pupils.



Pupil Premium Strategy Statement

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.

Internal data for the wider curriculum shows that pupil premium children achieve in line with peers at age-related expectations. Over the past year, this gap has been eradicated in many subjects however slight gaps still appear in some subjects for achievement at greater depth. This gap appears in subjects such as Writing, Geography, Design and Technology and Art. This gap has narrowed over recent years, however, the focus for 24/25 will be to work to reduce this further through opportunities for team-teaching and other dynamic teaching approaches.

Staff are committed to equipping all pupils, particularly the less advantaged, with the best start in life – both academically and culturally. It is the school’s vision that all pupils are prepared to go on and confidently take their place in society. They must understand that that surpassing age-related expectations academically is possible and having access to a rich extra-curricular provision will serve to develop their individual talents. This is particularly the case for disadvantaged pupils giving them the skills needed to thrive and excel in a competitive world.

KS2 Outcomes 23/24

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.

Pupils are considered to be **exceeding** the expected standard if they achieve a scaled score of 110 or more in their reading and maths tests, and their teacher assesses them as 'achieving a higher standard' in writing.

	Reading	Writing	Maths	Combined
Riverley KS2	97%	95%	97%	95%
Pupil Premium	100%	96%	100%	96%

	Riverley (Disadvantaged pupils)	Local Authority (Non-disadvantaged)	National (Non-disadvantaged)
KS2 Combined Outcomes in Reading, Writing and Maths	96%	77%	67%
Higher Standard	17%	17%	10%
Average score in Reading	111	108	106
Average score in Maths	111	107	106



Pupil Premium Strategy Statement

KS1 Outcomes 23/24 (non-statutory)

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	85%	85%	87%
Disadvantaged Pupils	88%	88%	88%
National Average	68%	60%	60%

Externally provided programmes

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
VR software	Avantis