



Pupil Premium Strategy Statement

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2024 academic years) 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	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22 22/23 23/24
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Sabrina Reilly
Pupil premium lead	Libby Stannage
Governor / Trustee lead	Anne Powell

Funding Overview 22/23

Detail	Amount
Pupil premium funding allocation this academic year	£137,115
School Led Tutoring Grant 22/23	£15,876
COVID Premium Grant 22/23	£14,935
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.	£167, 926



Pupil Premium Strategy Statement

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 school life, and providing them with strategies to support the academic and social and emotional needs of 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, opportunities for wide-ranging extracurricular participation and exceptional pastoral care.



Pupil Premium Strategy Statement

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. This has been exacerbated by during lockdown when they suffered from a lack of enrichment opportunities and this has impacted on all areas of development.
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. This has a negative impact on their personal well-being which in turn has an impact on their achievement. These issues have also been exacerbated during lockdown.
4	Year 6 children need to be fully prepared for Year 7 and beyond, both academically and socially. Transitions for pupils eligible for the pupil premium can affect their academic achievement and social development.
5	There is a gap between the achievement in greater depth for disadvantaged children and other pupils. Without school support, disadvantaged pupils have limited life experiences and opportunities to develop cultural capital. Disadvantaged pupils do not typically read as widely as pupils from non-disadvantaged backgrounds.

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. Raised attainment of disadvantaged pupils so that any gaps between disadvantaged and non-disadvantaged pupils are reduced, particularly in EYFS and KS1.	<ul style="list-style-type: none"> • 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. • Children are able to collaborate, demonstrating high levels of self-control and respect for others as well as high aspirations of themselves as learners. • Lesson observations, and pupil conferences show that children consistently keep on trying hard, particularly if they encounter difficulties, displaying high levels of resilience and tenacity. • Transition to Year 1 is planned and evaluated.



Pupil Premium Strategy Statement

<p>2. Raised attainment of disadvantaged pupils across all areas of the curriculum, supported by increased participation in extra-curricular activities.</p>	<ul style="list-style-type: none"> • Flexible groupings and access to digital tools and high quality resources ensure that children know more, do more and remember more. • Learning is 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 is expertly delivered and ensures that the development of communication and language is prioritised. • A wide range of clubs (for example Computer-aided Design, violin chess, archery, 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. • Learning through outdoor experiences develops unique talents which lead to profound changes in confidence and self-esteem, leading to high achievement in all areas of the curriculum.
<p>3. Raised attainment for disadvantaged pupils in reading, writing and the development of oracy skills, including at greater depth.</p>	<ul style="list-style-type: none"> • Pupil premium children have a love of reading and have access to a wide range of texts both at school and at home. • Reading ages, assessed half-termly, show that in-school and home reading provision impacts on pupil progress. • A refined approach to Reading in KS1 will ensure that children, particularly the disadvantaged, are exposed to a wide variety of texts and language. • Writing will showcase a sophisticated use of language. • 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.
<p>4. Improved transitions to ensure disadvantaged Year 6 pupils are fully prepared for the next stage of their education. Disadvantaged pupils continue to achieve in line with other pupils in the school and nationally at KS2, preparing them for KS3 and beyond.</p>	<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.



Pupil Premium Strategy Statement

	<ul style="list-style-type: none"> Strong Professional dialogue will be kept open between all of the vulnerable group champions to aid transition.
5. Improved well-being and personal development for all pupils, particularly disadvantaged pupils, is sustained.	<ul style="list-style-type: none"> Evaluation of pupil conferences and work scrutiny shows that targeted groups make accelerated progress. Sustained high levels of well-being demonstrated by qualitative data from student voice, student surveys, parent surveys and teacher observations. Increased instrumental provision provides pupils with the opportunity to develop musical talents. A significant increase in participation in enrichment activities, particularly for disadvantaged pupils.

Activity in this academic year

This details how we intend to spend our pupil premium, school led tutoring and COVID premium this academic year to address the challenges listed above.

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

Budgeted cost: £ 71,323

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional specialist adding teaching capacity from 09:00 – 13:00 daily in Year 6.</i>	<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>	4
<i>Coaching and Mentoring of ECT and ECT +1s to support them in the delivery of high quality provision for all pupils.</i>	<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 leads will deliver bi-weekly team-teaching sessions to model excellent practice. ECT will receive ongoing support and feedback for</p>	1, 2, 3 and 5



Pupil Premium Strategy Statement

	planning and delivery of a precisely sequenced curriculum.	
<i>Team-teaching opportunities provided for all teachers in the delivering of certain elements within the wider curriculum</i>	Staff feedback and self-assessment showed lower levels of confidence in the delivery of some components of the wider curriculum. 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. Areas such as coding in Computing and orienteering in P.E are examples of where support is required. Teachers are continuously improving their own practice which leads to better outcomes for all pupils across all subjects.	5, 4, and 2
<i>EYFS lead will securely embed an ambitious Early Years Curriculum tailored to the needs of the pupils</i>	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. Links will be made with other EYFS units for peer to peer support, moderation and training opportunities.	1

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

Budgeted cost: £77,612

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>Research from the New Economics Foundation (NEF) shows that Forest School makes a difference in the following ways:</p> <p>Confidence: children have the freedom, time and space to learn and demonstrate independence</p> <p>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> <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>	1, 2 and 3

	<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><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 • Additional teacher recruited in Year 2 • Pre-teaching from TA in small groups for any children not engaging in prep for learning due to family circumstances • A Counsellor will work with children who need social and emotional support. 	<p>2, 3, 4</p>

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

Budgeted cost: £ 18,991

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Continually revitalise environments to create inspiring learning spaces that demonstrates high aspiration, innovation which facilitates both independent and collaborative learning</i></p>	<p>Bespoke learning experiences are facilitated by teachers. Children feel a sense of belonging and are provided with opportunities to learn in a style most suited to them - enabling them to achieve highly in all areas of the curriculum.</p> <p>Revamped Reading Spaces ensure that every space is a Reading Space promoting a love of reading for all children.</p>	<p>1, 2, 3, 4 and 5</p>
<p><i>Family champion appointed to work with vulnerable families and improve parental engagement (stay and play groups for children pre-Nursery/Reception, Year 1 coffee mornings,</i></p>	<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; 	<p>2 and 3</p>



Pupil Premium Strategy Statement

<p><i>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>	<ul style="list-style-type: none"> • 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>	
---	---	--

Total budgeted cost: £167, 926



Pupil Premium Strategy Statement

Part B: Review of Outcomes in the Previous Academic Year

Pupil premium strategy outcomes

Desired Impact	Actual Impact
An ambitious Early Years Curriculum has been implemented with a particular focus on language development has provided pupils with the best possible start to their education.	81% of all children achieved GLD. 75% of disadvantaged children achieved a GLD from very low starting points. A rigorous plan for Autumn Term in Year 1 was implemented to ensure children's early years' needs were met. A similar approach will be adapted to ensure that accelerated progress is made in 22/23.
The knowledge rich curriculum expertly delivered to ensure that children now more, can do more and remember more. Extra-curricular activities support the educational experiences for all children, particularly those who are disadvantaged.	The refined curriculum has proven to be successful as lessons have a similar approach always serving to build on prior knowledge; concepts are built up over time to ensure that they are committed to children's long term memory. Children are making links across subjects and know and can articulate how their skills and knowledge is developing over time. Achievement in the wider curriculum is broadly in line with core subjects.
Pupil premium children will make accelerated progress in reading and the development of oracy skills.	Children's performance skills have been enhanced through a focus on Oracy. Pupil Premium children achieved in line with peers for Reading at ARE and in line with peers for Reading at GD in KS2. Reading achievement at greater depth will be a focus for disadvantaged children in KS1 in 22/23.
Year 6 children are fully prepared for the next stage of their education.	98% of children achieved ARE in KS2 with 100% of disadvantaged children achieving ARE at the end of KS2. Progress measures for all three subjects were 'well above average.' No gaps between disadvantaged and non-disadvantaged.
Staff are highly trained practitioners and achievement in STEM subjects is high for all children	Staff confidence in the teaching of computing has increased. On-entry assessment showed that 30% of teachers felt confident delivering the computing curriculum. After a year of weekly team-teaching sessions, 90% said that they felt confident teaching all areas of the computing curriculum with a few detailing Coding as an area where more support is required. Increase in staff confidence led into high levels of achievement for pupils. Computing lead will continue to support with any areas identified in 22/23.



Pupil Premium Strategy Statement

KS2 Outcomes 21/22

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.

	Reading	Writing	Maths	Combined
Riverley KS2	98%	98%	98%	98%
Pupil Premium	100%	100%	100%	100%
Local Authority Average	79%	77%	79%	68%
National Average	74%	69%	71%	59%

KS1 Outcomes 21/22

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	93%	93%	93%
Pupil Premium	88%	88%	88%
National Average	67%	58%	68%

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