



Pupil Premium Strategy Statement

This statement details our school’s use of pupil 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	432
Proportion (%) of pupil premium eligible pupils	23.5% (97)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	24/25 25/26 26/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sabrina Reilly
Pupil premium lead	Kirsty Fletcher
Governor / Trustee lead	Anne Powell

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,955
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	£146,955



Pupil Premium Strategy Statement

Part A: Pupil Premium Strategy Plan

Statement of intent

At Riverley Primary School, we are committed to empowering every child to excel academically and personally, regardless of their background or the barriers they face. Our 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.

We are dedicated to ensuring that pupils from disadvantaged backgrounds not only meet but exceed age-related expectations. By leaving no stone unturned, we provide them 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 our pupils' families.

To address these challenges, we prioritise building strong, individualised relationships with our pupils and their families.

By understanding each child's specific needs, we tailor our support effectively.

Our strategy includes:

- **Narrowing the Achievement Gap:** We are dedicated to closing the achievement gap between disadvantaged and non-disadvantaged pupils across all subjects with a particular emphasis on those performing at higher levels.
- **Strengthening Home-School Partnerships:** We actively engage families in the school community, equipping them with tools and strategies to support their children's holistic development. This partnership fosters a supportive environment for both academic success and emotional well-being.
- **Enhancing Learning Opportunities:** Our 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:** Our Griffin Guarantee ensures that all pupils have access to a rich array of extracurricular activities and wide-ranging experiences. These opportunities broaden their horizons, enrich their learning experiences, and contribute significantly to closing the attainment gap.
- **Building Essential 21st Century Skills:** Through our Skills Builder curriculum, we provide children with crucial skills for the 21st century, such as speaking, collaboration, and leadership. Disadvantaged pupils often struggle in these areas, and our focus on these skills enhances their life chances and prepares them for future success.



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

We aim to achieve these objectives by:

- **Ensuring High-Quality Teaching and Learning:** We focus on delivering teaching and learning opportunities that meet the diverse needs of all pupils, ensuring that each child can thrive.
- **Delivering an Expertly Planned Curriculum:** Our 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:** We incorporate experiential experiences to develop skills such as application, analysis, and evaluation, fostering a deeper understanding and critical thinking.
- **Supporting Families:** We 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:** We 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:** Our outdoor learning provision focuses on improving children's well-being and developing skills like problem-solving, risk-taking, and communication.
- **Enriching Cultural Capital through our Real World Readiness Approach:** The Real World Readiness curriculum 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:** We 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 our plan are rooted in offering a holistic and well-rounded approach to education. We aim to lay an exceptional foundation for lifelong learning by nurturing not just academic abilities but also personal growth and self-confidence. Our 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 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.

Incorporating modern technology, such as VR headsets and 3D printing, into our provision allows us to provide immersive and interactive learning experiences that enhance 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



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engaging. By bringing complex concepts to life, we enable all pupils to explore and create in ways that were previously unimaginable.

Our 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 their confidence and equipping them with skills that are critical for success.

Additionally, we incorporate a performance strategy akin to that found in the independent sector, ensuring our pupils are well-prepared to excel in any future endeavours. By embracing this comprehensive approach and integrating cutting-edge technology, we empower all our pupils, regardless of their background, to 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.

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
<p>1. Disadvantaged pupils with SEND make exceptional outcomes and both meet and exceed individual learning plan targets</p>	<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 provide a range of strategies to meet the wide variety of needs. • 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.



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	<ul style="list-style-type: none"> • Pupil have opportunities to practice their Reading, Writing and Mathematics skills within the indoor and outdoor provision. • 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 50% + attending two.
<p>4. Riverley’s Real World Readiness curriculum 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>	<p>The ‘Real-World Readiness’ Curriculum that seamlessly integrates Sociology and Politics, Health and Wellness and the World of Work, utilising the Skills Builder framework to nurture pupils into informed, resilient and skilled individuals prepared to thrive in a dynamic global environment.</p> <ul style="list-style-type: none"> • Baseline assessments are digitally tracked to support holistic skills development and inform targeted, data-driven planning.
<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



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	the skills required for their unknown futures. This has been validated through Reviews and feedback from experts.
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%	<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 achievement at age-related expectations. • 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 2025/26

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

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

Budgeted cost: £61,515

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 and Educational Psychologist ensures that disadvantaged pupils are provided with a strong start to school life and that their communication and language development is prioritised; embedding</i>	<p>Research from the EEF shows that communication and language programmes have a very strong impact, leading to rapid and significant improvements in young children’s language development, with particularly positive outcomes for disadvantaged pupils.</p> <p>The school’s speech and language therapists will build the expertise of TAs and 1:1 support staff so they can deliver both individual and small-group interventions. These sessions will target the linguistic aspects of communication,</p>	1, 2 5 and 7



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<p><i>a whole-school speech and language programme further strengthens support and addresses rising levels of need.</i></p>	<p>including interactive reading and structured discussion.</p> <p>All teachers will also receive training in a whole-school speech and language programme to help address the increasing level of need across the school.</p> <p>Staff are trained to deliver interventions such as ‘Bucket Time’, which develops children’s attention, listening and turn-taking skills.</p> <p>The SEN specialist TA will focus on narrowing the attainment gap for disadvantaged pupils by providing tailored support aligned with their Individual Learning Plans. A large proportion of support will be prioritised for Year 1 – the Year group with the highest complex SEND needs.</p>	
<p><i>Experienced teachers and Senior Leaders will team-teach with key individuals across the school to raise expectations and outcomes for disadvantaged children achieving at the expected standard and greater depth</i></p>	<p>In line with guidance from the Education Endowment Foundation (EEF), we have developed professional training that deepens staff knowledge, boosts motivation, strengthens teaching skills, and embeds effective practice that supports all pupils throughout every stage of learning.</p> <p>Skilled staff and strong leadership are key to improving outcomes for disadvantaged learners.</p>	<p>3 and 7</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 5 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>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 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 5 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</i></p>	<p>In line with EEF research on high-quality CPD, our multifaceted approach</p>	<p>1,2 and 7</p>



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<p><i>members of staff are dynamic practitioners who can plan and meet the needs of various pupils in the classroom</i></p>	<p>significantly enhances teaching quality and improves outcomes for all pupil groups.</p> <p>Phase-specific, innovative CPD for is strategically designed to align with the unique curriculum content, pedagogical approaches, and developmental needs of each phase, demonstrating Riverley’s sustained commitment to 100% achievement and adaptive excellence in response to increasingly diverse and complex pupil cohorts.</p> <p>Insights from book looks, lesson observations, and pupil outcomes inform the strategic design of high-quality CPD, strengthening teachers’ subject knowledge with a focus on core skills and greater-depth attainment, and supporting efforts to close the gap for disadvantaged pupils. Well-trained staff, confident in Quality First Teaching strategies, not only raise pupil outcomes but also contribute to exceptional staff retention. Retention levels are in the top 1% of schools nationally, aligning closely with the DfE’s Teacher Recruitment and Retention guidance.</p>	
<p><i>Team-teaching opportunities provided for all teachers to enhance the delivery of specific subject components; this targeted focus on core skills and fluency supports strong pupil achievement</i></p>	<p>Data analysis, staff feedback, and self-assessment indicate that the core skills of disadvantaged pupils are not as securely embedded as required, which can limit their progress later down the line and hinder their ability to access more complex learning.</p> <p>Research shows that skilled specialist teachers working alongside less experienced colleagues can significantly strengthen pedagogy and deepen subject knowledge. Each teacher identifies the areas in which specialist support is needed, and leaders implement a targeted development plan to address these.</p> <p>This commitment is reflected in the collaborative work across the school, where specialists team-teach with staff to strengthen the teaching of core skills and develop greater fluency. By focusing on these essential foundations, we aim to equip disadvantaged pupils with the skills they need to succeed and to narrow the achievement gap, particularly at greater depth.</p>	<p>2 and 7</p>



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

Budgeted cost: £31, 226

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 • 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 	<p>1, 2, 6 and 7</p>
<p><i>A bespoke TA training programme upskills staff to meet the varying needs of pupils, with a particular focus on enhancing core skills of disadvantaged pupils</i></p>	<p>EEF research shows that teaching assistants delivering targeted one-to-one or small-group interventions can secure strong positive gains for pupils, typically adding four to six months of additional progress on average - an impact that is particularly beneficial for disadvantaged pupils.</p> <p>These interventions follow a clearly defined approach, and teaching assistants are trained to deliver them effectively through a tailored professional development programme that focuses on developing pupils’ core skills and fluency.</p>	<p>1, 2, 5, and 7</p>
<p><i>The Forest School Lead supports small groups of children across the curriculum to promote positive well-being, which in turn leads to higher achievement. This work complements our curriculum’s focus on holistic skills development.</i></p>	<p>EEF evidence shows that outdoor learning has positive effects on outcomes such as self-efficacy, motivation and teamwork.</p> <p>The increased confidence pupils gain from learning outdoors enhances their well-being and can serve as a springboard for stronger academic achievement.</p>	<p>1, 2, 3 4 and 5</p>

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

Budgeted cost: £54,214

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>A number of ‘meaningful links between home and school exist.</i></p>	<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>Place2Be and school counsellor deliver targeted sessions to improve the well-being of all pupils, with priority given to disadvantaged pupils.</p> <p>Family Group sessions, led by the school counsellor, focused on fostering resilience, enhancing overall well-being, facilitating smooth transitions and promoting the appropriate use of social media—support families with pupils academic and personal growth in today’s digital age.</p>	<p>1,2 and 3</p>
<p><i>Embed a progressive public speaking programme that empowers every pupil to communicate with clarity, confidence and persuasion showcasing a commitment to closing the disadvantaged gap</i></p>	<p>All pupils will engage in a progressive programme of public speaking opportunities, carefully mapped and tracked across key stages to build confidence, articulate communication, and leadership skills—ensuring every pupil develops the Oracy competencies essential for success in school and beyond.</p>	<p>1, 2, 3, 5 and 7</p>
<p><i>Maintain an unwavering commitment to achieving exemplary attendance (97% or higher) and punctuality (less than 2%) with year group calendars designed to ensure a</i></p>	<p>Meticulous tracking of attendance as well as bespoke plans for ‘at-risk’ pupils contributes to improving attendance to 96%+.</p> <p>Year group calendars are thoughtfully designed to balance the three pillars of High Achievement, Wide Horizons and Proud Traditions, ensuring a well-rounded experience that supports</p>	<p>2, 3 , and 4</p>



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<i>balanced and rhythmic academic year for pupils, families and the wider community</i>	academic excellence, broad personal development and fosters a strong sense of community and identity – improving the well-being of all pupils but particularly the disadvantaged.	
<i>Enhance our wide horizons offer through refining current practice and incorporating new experiences and traditions linked to implications from data</i>	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.	4 and 6

Total budgeted cost: £146,955



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Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium funding is having a demonstrable and highly positive impact at Riverley Primary. Disadvantaged pupils achieve exceptional outcomes that significantly exceed both national disadvantaged and national non-disadvantaged benchmarks across all core subjects. This reflects high-quality teaching, targeted support, and a strong inclusion culture. The school's next steps focus on sustaining this excellence while improving attendance trends and continuing strong provision for high prior attainers.

Outcome 1

Disadvantaged pupils with SEND make exceptional outcomes and both meet and exceed individual learning plan targets

- Upskilled staff in meeting the complex needs of pupils with SEND through:
- Organised regular training sessions, workshops and professional development days focused on SEND. Practical and interactive sessions have provided a range of strategies to meet the wide variety of needs.
- 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 engaged with research and accesses all that it can through local partnerships to provide pupils with appropriate resources and support systems.
- Specialist staff were strategically deployed across the school to meet individual needs.
- Disadvantaged pupils achieve exceptionally well across the curriculum.

Our commitment to upskilling all staff to be an expert of meeting the needs of pupils with SEND will remain a priority for 25/26.

Outcome 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.

- The precisely planned curriculum has ensured 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 have been 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 has been 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 continues to develop 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 has provided 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.



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- 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 enhanced the linguistic skills of our most vulnerable pupils providing them with techniques that improve attention, listening and turn-taking skills.
- Regular Forest School sessions enhanced pupil engagement, confidence and social skills, which in turn supports their overall well-being, learning and development.

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 25/26

Outcome 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

- The pastoral team have built effective relationships with families so that they can draw on the school for support when faced with difficulties.
- Free uniform has been provided for some disadvantaged pupils to ease the financial burden.
- Both Place2Be and school counsellors’ services have provided support, to both families and pupils, as required.
- Free wrap-around care has been 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 engaged in at least one activity clubs with 85% + attending two.

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.

Outcome 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

- 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 includes four strands:
- Artistic Endeavours where pupils engaged in activities such as designing an art gallery and in putting on high quality performances supported by the performance strategy
- A Care project which deepened pupils understanding of citizenship
- A future Forward trip which strived to prepare pupils with the adaptable skills needed for an unknown future
- The delivery of an exceptional enrichment programme focused on enhancing self-expression, confidence and increasing cultural capital.
- 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.



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- Forest School sessions fostered teamwork and communication, promote emotional well-being and increases engagement and motivation, which collectively support academic growth.

The Real World Readiness Curriculum will replace our Griffin Guarantee so that pupils are provided with the essential skills required for future success. Forest School interventions will continue to support well-being.

Outcome 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.

- Holistic skills such as those specifically chosen for pupils at Riverley (leadership, collaboration and public speaking) were 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 supported 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, ensured 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.

For 25/26, holistic skills will be tracked in the same meticulous way as other curriculum subjects.

Outcome 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%

- Refined curriculum maps, including suggested outcomes for individual lessons at greater depth, ensured 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 10% across the school for achievement at greater depth. In many cases disadvantaged pupils outperform non-disadvantaged pupils and no gaps or very small gaps appear for achievement at age-related expectations.
- KS2 outcomes for disadvantaged pupils in Reading, Writing and Maths remained exceptionally high over time. The three-year average for combined RWM is 89% which is significantly above both the national disadvantaged figure of 46% and the national non-disadvantaged figure of 68%. This reflects sustained high achievement and a positive gap of +21 percentage points.
- Subject-level performance for disadvantaged pupils was exceptional across Reading, Writing and Maths in KS2 outcomes. Three-year averages of 92% for Reading, 91% for Writing and 92% for Maths demonstrate sustained excellence and significantly exceed national benchmarks for disadvantaged and non-disadvantaged pupils.
- Attendance directly impacted achievement and all pupils attend regularly; attendance levels are above national figures.

Plans are in place to reduce the attainment gap further in the next academic year as this is a three-year target.



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Outcome 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

- 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.

Staff will be strategically deployed to aid transition to secondary in 25/26 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. A cohesive, tailored transition plan will be in place for pupils transitioning from Year 1 to Year 2 as a result of the complexities of SEND.

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 25/26 will be to work to reduce this further through opportunities for team-teaching and our dynamic teaching approach.

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 and believe that surpassing age-related expectations academically and having had access to a rich extra-curricular provision will serve to support all pupils, but particularly our disadvantaged pupils with the skills needed to thrive and excel in a competitive world.

Outcomes for disadvantaged pupils in 24/25



Pupil Premium Strategy Statement

KS2 Disadvantaged Attainment Summary (3-Year Overview)

Cohort	Disadvantaged %	National Disadvantaged %	National Non-Disadvantaged %	Gap vs National Non-Disadvantaged
3-year average	89%	46%	68%	+21
2025	77%	47%	69%	+8
2024	96%	46%	67%	+28
2023	95%	44%	66%	+28

Subject Specific Attainment

Reading – Expected Standard

Cohort	Disadvantaged %	National Disadvantaged %	National Non-Disadvantaged %	Gap vs National Non-Disadvantaged
3-year average	92%	62%	80%	+12
2025	82%	62%	81%	+1
2024	100%	62%	80%	+20
2023	95%	62%	78%	+17

Writing – Expected Standard

Cohort	Disadvantaged %	National Disadvantaged %	National Non-Disadvantaged %	Gap vs National Non-Disadvantaged
3-year average	91%	59%	78%	+13
2025	82%	59%	78%	+4
2024	96%	59%	78%	+18
2023	95%	59%	77%	+18

Maths – Expected Standard

Cohort	Disadvantaged %	National Disadvantaged %	National Non-Disadvantaged %	Gap vs National Non-Disadvantaged
3-year average	92%	60%	80%	+12
2025	82%	60%	80%	+2
2024	100%	60%	79%	+21
2023	95%	60%	79%	+16



Pupil Premium Strategy Statement

3 Year Average Attainment Explanation

1. KS2 Attainment – Disadvantaged Pupils

Reading, Writing & Maths (RWM) – Expected Standard

- 3-year disadvantaged average: 89%
 - National disadvantaged: 46%
 - National non-disadvantaged: 68%
 - Outcome: *Significantly above national (sig+); positive gap of +21 points vs national non-disadvantaged*

2025 cohort

- 77% of disadvantaged pupils met the expected standard
 - National disadvantaged: 47%
 - National non-disadvantaged: 69%
 - Gap vs national non-disadvantaged: +8 (positive gap)

2024 cohort

- **96% disadvantaged pupils** met the expected standard
 - National disadvantaged: **46%**
 - National non-disadvantaged: **67%**
 - **Gap: +28** (positive gap)

2023 cohort

- **95% disadvantaged pupils** met the expected standard
 - National disadvantaged: **44%**
 - National non-disadvantaged: **66%**
 - **Gap: +28** (positive gap)

2. Subject-Level Attainment (Disadvantaged Pupils)

Reading – Expected Standard

- **3-year disadvantaged average: 92%**
 - National disadvantaged: **62%**
 - National non-disadvantaged: **80%**
 - **Outcome:** Significantly above national (sig+), +13-point gap vs national non-disadvantaged

Year-by-year:

- **2025: 82% (Nat. nondis: 81%) → +1 positive gap**
- **2024: 100% (Nat. nondis: 80%) → +20 positive gap**
- **2023: 95% (Nat. nondis: 78%) → +16 positive gap**

Writing – Expected Standard

- 3-year disadvantaged average: 91%
 - National disadvantaged: 59%
 - National non-disadvantaged: 78%
 - Outcome: Significantly above national (sig+), +13-point positive gap

Year-by-year:

- **2025: 82% (Nat. nondis: 78%) → +4 positive gap**
- **2024: 96% (Nat. nondis: 78%) → +18 positive gap**
- **2023: 95% (Nat. nondis: 77%) → +17 positive gap**



Pupil Premium Strategy Statement

Maths – Expected Standard

- **3-year disadvantaged average: 92%**
 - National disadvantaged: **60%**
 - National non-disadvantaged: **80%**
 - **Outcome:** Significantly above national (sig+), +13-point gap

Year-by-year:

- **2025:** 82% (Nat. nondis: 80%) → **+1 positive gap**
- **2024:** 100% (Nat. nondis: 79%) → **+21 positive gap**
- **2023:** 95% (Nat. nondis: 79%) → **+16 positive gap**

KS1 Outcomes 24/25 (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	90%	90%	90%
Disadvantaged Pupils	92%	92%	92%

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
VR software	Avantis