

Pupil premium strategy statement – Riverview Infant School 2023.24

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	332
Proportion (%) of pupil premium eligible pupils	17.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023.24
Date this statement was published	15 th December 2023
Date on which it will be reviewed	1st July 2024
Statement authorised by	Mr H. Patel
Pupil premium lead	Mrs K. Ward
Governor / Trustee lead	Mr H. Patel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,480
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£8,120
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£92,430

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

This strategy is created in with inclusion in mind and to ensure that disadvantaged pupils are offered opportunities to feel an integral part of the school community through access to clubs, rewards, quality communication, and a wide variety of extra-curricular activities. The school's approach is to ensure that no assumptions are made based on the impact of a disadvantage. We will use quality assessment and diagnosis to make certain that we understand the steps needed for all pupils to meet age-related expectations.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

This pupil premium strategy will work directly and indirectly by using funding to improve teaching and learning, support families, attendance, and staffing. The senior leadership team will monitor the impact and progress through a variety of methods such as:

- Termly pupil progress meetings
- Learning walks
- Pupil voice (with a focus on our disadvantaged pupils)
- Daily attendance tracking

Challenges

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

Challenge number	Detail of challenge
1	We know that the majority of disadvantaged children enter school with less extensive vocabulary and a greater proportion have speech and language difficulties.
2	We know that the majority of disadvantaged children have not been exposed to the same quantity of reading through their early years. They read less frequently and generally within a reduced breadth of literature
3	We know that many of our disadvantaged children have less emotional resilience, confidence and ability to engage in learning opportunities
4	We know that our disadvantaged children have missed many of the early building blocks required to access and understand early mathematical concepts
5	We know that some of our disadvantaged children attend school less often.

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
Improve emotional health and well-being; promoting resilience and perseverance. TA training to be ELSA.	Engaged and motivated children observed in lessons. Fewer recorded behaviour incidents.
Our disadvantaged children make the same or better progress than their non-disadvantaged peers in EYFS.	Excellent progress in CLL and Number from Baseline Baseline 2023: GLD – 21.1% Disadvantaged Target GLD – 37% Disadvantaged
Our disadvantaged children make the same or better progress than their non-	Excellent progress in Phonics through the year as evidenced in the end of Y1 phonics screen scores and the ‘Little

disadvantaged peers in Reading and Phonics.	Wandle' assessments. Excellent progress in reading throughout the year as evidenced in NTS test score. Phonics Last Year 61.5% Disadvantaged Target Phonics 64% Disadvantaged Reading Target 69% Disadvantaged
Our disadvantaged children make the same or better progress than their non-disadvantaged peers in Writing.	Excellent progress in writing through the year as evidenced in books and end of term data. Target Writing 60.5% Disadvantaged Last Year Writing KS1 55.6% Disadvantaged
Our disadvantaged children make the same or better progress than their non-disadvantaged peers in Maths	Excellent progress in Maths through the year as evidenced in books and in NTS test scores. Target Maths 71% Disadvantaged Last Year Maths 56.3%% Disadvantaged
The attendance of our disadvantaged children is in line with their non-disadvantaged peers	Improve attendance of disadvantaged pupils to above 96.0%
All pupils have access to online resources to support learning	High engagement from all pupils with home online resources – especially those who are disadvantaged.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £27,324

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Ensure all relevant staff receive training to deliver new phonics scheme effectively. EYFS – Development of early language through NELI project.</p> <p>An appropriate, endorsed phonic intervention 'Little Wandle Rapid Catch Up' is introduced into Year 2 for children falling behind.</p> <p>Relevant staff receive training on new intervention programme.</p>	<p>We understand the importance of a systematic approach to the teaching of phonics in the development of early reading skills</p> <p>Research, including the EFF, tells us that children from disadvantaged households enter school with significantly less extensive vocabulary than their non-disadvantaged peers.</p> <p>Improving Literacy in KS1 Recommendations Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1 & 2</p>
<p>Revisit training on effective use of Guided Reading Toolkits and promote reading skills across the new creative curriculum.</p>	<p>Research and evidence support that a domain based reading curriculum allows children to apply reading skills across the curriculum.</p> <p>Accelerated Reader is an EEF backed programme.</p> <p>EEF evidence concludes that children's progress at school is improved through parental engagement.</p>	<p>1 & 2</p>

<p>Introduction of Accelerated reader for Year 2 to re-establish a love of reading, and develop a reading culture.</p> <p>Introduction of Home Connect.</p>		
<p>Continue to provide rich memorable experiences that encourage and motivate children to write through a new joined up progressive and creative curriculum.</p> <p>Revisit training on Storytelling, implemented through focussed teaching and sequential learning.</p>	<p>We know that when children are excited and their interests are engaged their ability to write fluently improves.</p> <p>Our research tells us that writing outcomes improve when children can orally rehearse their ideas in a variety of ways prior to writing their final piece.</p>	3
<p>Focus on the continued development of Maths Mastery teaching</p>	<p>EF research tells us that the organisation of mathematical teaching and the over-learning of concept improves children's mathematical understanding and confidence.</p>	4

utilising White Rose Maths and Mathletics		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £14, 445

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of teacher led small group intervention in Reading and Phonics (KS1)	EEF Toolkit tells us that regular, accurate and detailed feedback increases progress; which can be more effectively done in teacher-led small groups	1, 2 & 3
Provision of targeted Music Lessons by Music Specialist and Instrument acquisition for disadvantaged children.	Our research has shown that progress improves when specific interventions with well trained staff are provided. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.	1, 5
Provision of TA led resilience project working to build emotional well-being.	Our research has shown that progress improves when specific interventions are delivered with well-trained staff.	1, 2, 3
Provision of Tablet devices for disadvantaged children to enable access to online resources, including Mathletics and Accelerated Reader.	Information from Using Digital Technology to improve learning: Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom	1, 2, 4

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

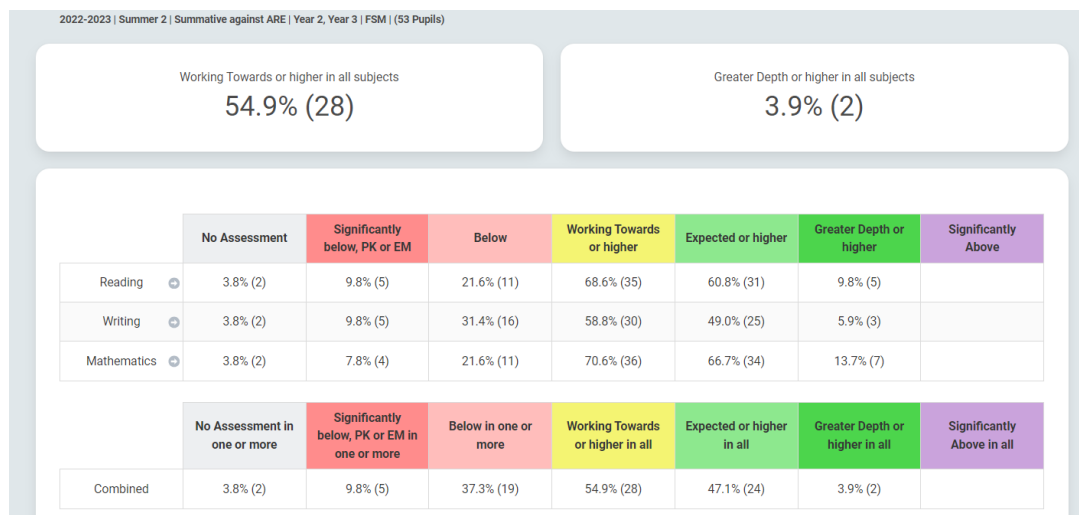
Budgeted cost: £50,661

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEASS attendance working closely with families affected by COVID-19.	We know that the attendance of our disadvantaged pupils was lower than their non-disadvantaged peers during the 2020.21 & 2021.22 academic years.	5
In house counselling to provide support to our most vulnerable families.	We know that many pupils eligible for funding have a lower opinion of themselves in terms of being a learner. In addition, there is a correlation between crisis and being disadvantaged.	3
Speech & Language therapist providing support for our most disadvantaged pupils	We know that Speech & Language therapists provide targeted intervention. This leads to accelerated progress as programmes of study are then created to be delivered in-house.	1 & 3
Lunchtime nurture support	We know that some of our funded pupils receive the majority of their behaviour incidents at play and lunchtime. This has an adverse effect on their afternoon learning and impacts on their progress. In addition, many of these children require the social skills to build positive relationships.	3
Active Play provision to reduce the number of negative incidents at Lunchtime for this group of learners	We know that historically, over 70% of our behaviour incidents occur at play or lunchtime. Our disadvantaged group also get the majority of their incidents during these less structured times. Does supporting pupils to positively impact their classmates'... EEF (educationendowmentfoundation.org.uk)	3

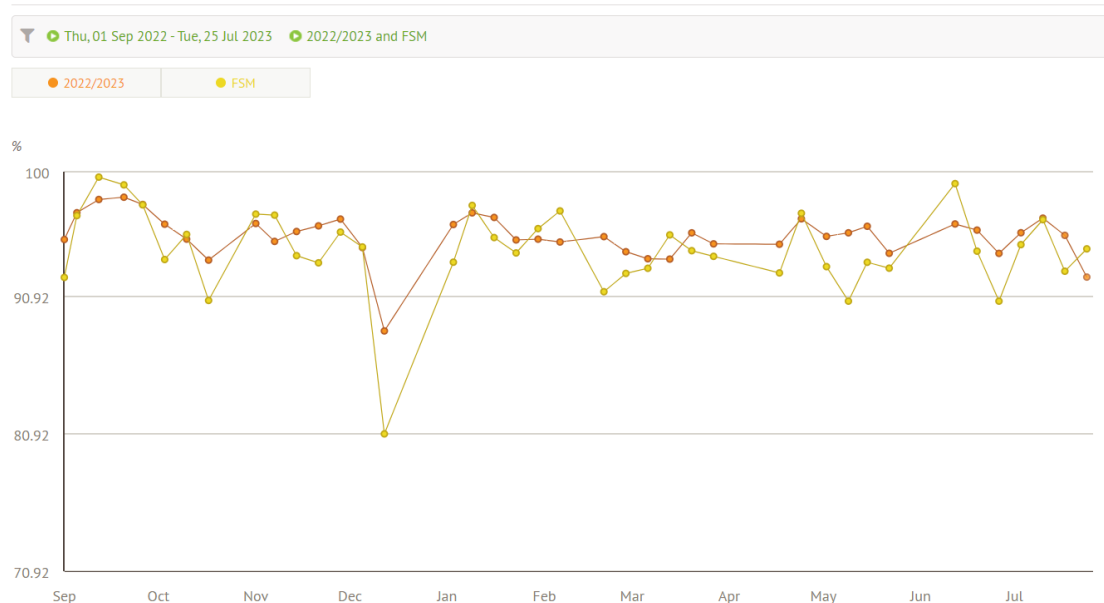
Total budgeted cost: £92,430

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils



Attendance Over Time



Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Little Wandle	Harper Collins

Accelerated Reader	Renaissance
White Rose Maths Curriculum	White Rose
Mathletics	3P Learning