

Pupil premium strategy statement

RIVERVIEW INFANT SCHOOL



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Riverview Infant School
Number of pupils in school	346
Proportion (%) of pupil premium eligible pupils	17.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	01.10.21
Date on which it will be reviewed	01.10.22
Statement authorised by	Mrs Nicole Caulfield
Pupil premium lead	Mrs Tracey Adams
Governor lead	Dr Peter Harris (Phd)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,295
Recovery premium funding allocation this academic year	£9715
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	£96,010

Part A: Pupil premium strategy plan

Statement of intent

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 and/or engaged less with school during periods of National Lockdown

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	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 EYFS	Excellent progress in CLL and Number from Baseline
Our disadvantaged children make the same or better progress than their non-disadvantaged peers in Reading and Phonics	Excellent progress in Phonics through the year as evidenced in the end of Y1 phonics screen scores and the 'Little Wandle' assessments. Excellent progress in reading throughout the year as evidenced in NTS test scores
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.
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
The attendance of our disadvantaged children is in line with their non-disadvantaged peers	Improved attendance of disadvantaged children and reduction in number of persistent absentees

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

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.</p> <p>EYFS – Development of early language through NELI project</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 tells us that children from disadvantaged households enter school with significantly less extensive vocabulary than their non-disadvantaged peers</p>	1 & 2
<p>Revisit training on effective use of Guided Reading Toolkits</p> <p>Provide wide range of opportunities to develop reading through the creative curriculum, including the development of new Fiction Library spaces that re-establish the culture and importance of reading</p>	<p>Reading will improve for all learners with effective teaching through modelled and supported practice.</p> <p>Research tells us that the ability to read and comprehend enables greater access to the curriculum.</p>	1 & 2
<p>Continue to provide rich memorable experiences that encourage and motivate children to write</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 articulate 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 utilising White Rose Maths and Mathletics</p> <p>EYFS – Participation in White Rose Maths Mastery research project</p>	<p>EEF research tells us that the organisation of mathematical teaching and the over-learning of concept improves children’s mathematical understanding and confidence.</p>	4
<p>Support access to Home Learning through provision of resources and technology</p>	<p>The EEF Toolkit tells us that children benefit when parents are able to support shared learning at home.</p>	1, 3 & 5

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 TA led lunchtime sessions for Reading and Phonics	Our research has shown that progress improves when specific interventions with well trained staff are provided	1, 2 & 3
Provision of TA led resilience project working to build emotional well-being	Our research has shown that progress improves when specific interventions with well trained staff are provided	3

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

Budgeted cost: £54,837

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEAAS attendance working closely with families with poorer attendance	We know that children need to be in school to access learning.	5
In house counselling providing support to build emotional well-being and resilience	We know that many of our disadvantaged families have turbulent home lives, which impacts on children's ability to access learning. We know that for some of our youngest disadvantaged children they struggle socially with friendships.	3
Speech & Language support	We understand the importance of effective articulation for children's confidence and ability to engage in learning opportunities.	1 & 3
Lunchtime Nurture support building social skills and supporting emotional resilience	We know that some of our disadvantaged children struggle socially in the larger groups, resulting in behaviour incidents that then impact on their afternoon learning sessions.	3
Well-being support for our most disadvantaged families	We know that some of our disadvantaged families struggle with meeting basic needs and funding extra-curricula activities. We also know that many of our disadvantaged families struggle to access technology.	1

Total budgeted cost: £ 96,606

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Year 2 Phonics Screening Check Y3 - All Pupils (115 pupils)

Year 3	No. of Pupils	Missing Score	Average Score	Working Towards	Working At *
Pupil Premium	25 (21.7%)	-	25.0	0 (0%)	18 (72.0%)
Not Pupil Premium	90 (78.3%)	2	28.8	0 (0%)	70 (79.5%)

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
'Little Wandle' Phonics and Reading Scheme	Harper Collins
Lexia Phonics	Lexia
Mathletics	Mathletics

