

Pupil premium strategy statement – Riverview Infant School 2024.25

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	313
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2024.25
Date this statement was published	5 th September 2024
Date on which it will be reviewed	5 th September 2025
Statement authorised by	Mr H. Patel
Pupil premium lead	H. Kotze
Governor / Trustee lead	Mr H. Patel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,006
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>	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£78,006

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 English and Number from Baseline Outcomes July 2024: Word Reading – 47.6% Writing – 38.1% Number – 61.9% GLD combined – 33.3 % Disadvantaged

	2025 Target GLD – 50% Disadvantaged
Our disadvantaged children make the same or better progress than their non-disadvantaged peers in Reading and Phonics.	<p>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 score.</p> <p>Phonics July 2024: 75%</p> <p>2025 Target Phonics 85% Disadvantaged Y1 Reading July 2024: 79.2% Y2 Reading July 2024: 47.8% Disadvantaged 2025 Y1 Reading Target: 65% Disadvantaged 2025 Y2 Reading Target: 85% Disadvantaged</p>
Our disadvantaged children make the same or better progress than their non-disadvantaged peers in Writing.	<p>Excellent progress in writing through the year as evidenced in books and end of term data.</p> <p>Y1 Writing July 2024: 62.5% Disadvantaged Y2 Writing July 2024: 47.8% Disadvantaged 2025 Y1 Writing Target: 65% Disadvantaged 2025 Y2 Writing Target: 70% Disadvantaged</p>
Our disadvantaged children make the same or better progress than their non-disadvantaged peers in Maths	<p>Excellent progress in Maths through the year as evidenced in books and in test scores.</p> <p>Y1 Maths July 2024: 79.2% Disadvantaged Y2 Maths July 2024: 47.8% Disadvantaged 2025 Y1 Maths Target: 70% Disadvantaged 2025 Y2 Maths Target: 85% Disadvantaged</p>
The attendance of our disadvantaged children is in line with their non-disadvantaged peers	<p>Improve attendance of disadvantaged pupils to above 96.0%</p> <p>Last years’ disadvantaged pupil attendance: 92.1%</p>

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: £TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all new staff receive training to deliver new phonics scheme effectively.</p> <p>EYFS – Development of early language through NELI project.</p> <p>Use of an appropriate, endorsed phonic intervention ‘Little Wandle Rapid Catch Up’ is used with regular assessment in 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</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>Continuation of Accelerated reader for Year 2 to re-establish a love of reading, and develop a reading culture.</p> <p>Increase in reading for pleasure opportunities to promote reading and</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>

involve parents and carers.		
<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>Continued 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
Focus on the continued development of Maths Mastery teaching utilising White Rose Maths and Mathletics	EF research tells us that the organisation of mathematical teaching and the over-learning of concept improves children's mathematical understanding and confidence.	4

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

Budgeted cost: £TBC

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.	<p>Our research has shown that progress improves when specific interventions with well trained staff are provided.</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p>	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
As part of the Trust's disadvantaged strategy, all Year R & 1 pupils receive 9 books throughout the year supported by parental workshops £4,680	Research shows that early reading has the biggest impact on educational outcomes. Research shows that parental engagement increases educational outcomes.	1,2

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

Budgeted cost: £TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEASS attendance working closely with families.	We know that the attendance of our disadvantaged pupils was lower than their non-disadvantaged peers during in previous 3 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	3

	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.	
Active Play provision to reduce the number of negative incidents at Lunchtime for this group of learners	<p>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. Increased provision in this area over the last two years has dramatically decreased negative behaviour incidents during this time.</p> <p>Does supporting pupils to positively impact their classmates'... EEF (educationendowmentfoundation.org.uk)</p>	3

Total budgeted cost: £TBC

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS July 2024:

2023-2024 | Summer 2 | Reception | FSM, Pupil Premium, Not Leaver | (21 Pupils)

Working Towards or higher in all subjects		Greater Depth or higher in all subjects				
33.3% (7)		0.0% (0)				
	Significantly below, PK or EM	Below	Working Towards or higher	Expected or higher	Greater Depth or higher	Significantly Above
Word Reading		52.4% (11)	47.6% (10)	47.6% (10)		
Writing		61.9% (13)	38.1% (8)	38.1% (8)		
Number		38.1% (8)	61.9% (13)	61.9% (13)		
	Significantly below, PK or EM in one or more	Below in one or more	Working Towards or higher in all	Expected or higher in all	Greater Depth or higher in all	Significantly Above in all
Combined		66.7% (14)	33.3% (7)	33.3% (7)		

Year 1 July 2024:

2023-2024 | Summer 2 | Summative against ARE | Year 1 | FSM, Pupil Premium, Not Leaver | (26 Pupils)

Working Towards or higher in all subjects		Greater Depth or higher in all subjects					
92.0% (23)		4.0% (1)					
	No Assessment	Significantly below, PK or EM	Below	Working Towards	Expected	Greater Depth	Significantly Above
Reading	3.8% (1)		8.0% (2)	12.0% (3)	72.0% (18)	8.0% (2)	
Writing	3.8% (1)		8.0% (2)	28.0% (7)	60.0% (15)	4.0% (1)	
Mathematics	3.8% (1)		4.0% (1)	16.0% (4)	76.0% (19)	4.0% (1)	
	No Assessment in one or more	Significantly below, PK or EM in one or more	Below in one or more	Working Towards or higher in all	Expected or higher in all	Greater Depth or higher in all	Significantly Above in all
Combined	3.8% (1)		8.0% (2)	92.0% (23)	64.0% (16)	4.0% (1)	

Year 2 July 2024:

Working Towards or higher in all subjects

65.2% (15)

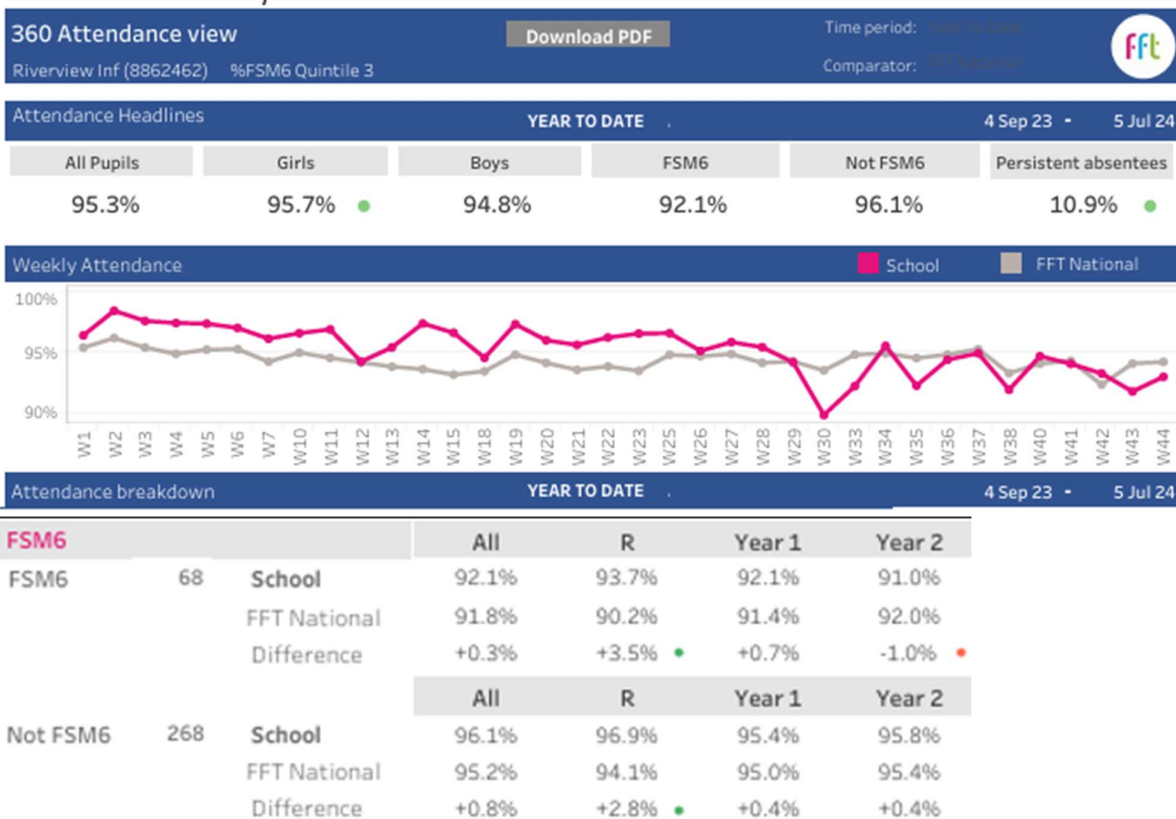
Greater Depth or higher in all subjects

0.0% (0)

	Significantly below, PK or EM	Below	Working Towards	Expected	Greater Depth	Significantly Above
Reading	21.7% (5)	13.0% (3)	17.4% (4)	43.5% (10)	4.3% (1)	
Writing	21.7% (5)	8.7% (2)	21.7% (5)	47.8% (11)		
Mathematics	17.4% (4)	13.0% (3)	13.0% (3)	52.2% (12)	4.3% (1)	
Combined	21.7% (5)	17.4% (4)	65.2% (15)	43.5% (10)		

	Significantly below, PK or EM in one or more	Below in one or more	Working Towards or higher in all	Expected or higher in all	Greater Depth or higher in all	Significantly Above in all
Combined	21.7% (5)	17.4% (4)	65.2% (15)	43.5% (10)		

Attendance July 2024:



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