

Pupil premium strategy statement 2020.21

School overview

Metric	Data
School name	Riverview
Pupils in school	484
Proportion of disadvantaged pupils	14.8%
Pupil premium allocation this academic year	£86,551
Academic year or years covered by statement	2020.21
Publish date	7 th September 2020
Review date	28 th January 2021
Statement authorised by	Mr Richard Epps
Pupil premium lead	Mr James Kendall
Governor lead	Mr Roy Carlo

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-3.30
Writing	-2.60
Maths	-1.10

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	41%
Achieving high standard at KS2	6%
Measure	Activity
Priority 1	Ensure all staff are fully trained in Accelerated reader, which is fully resourced, and all disadvantaged children and their families are engaged with the process.
Priority 2	Ensure all staff are fully trained in focused teaching and sequential learning to maximise progress for disadvantaged learners especially in writing.
Barriers to learning these priorities address	Following whole class delivery, ensure that all staff are using evidence based interventions to bring this group of learners on in their learning.

Projected spending	£58,376
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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 21
Progress in Mathematics	Achieve national average KS2 Mathematics progress score (0)	July 21
Attendance	Improve attendance of disadvantaged pupils to above 96.0%	July 21

Targeted academic support for current academic year

Measure	Activity
Priority 1	1 x Booster teacher for delivery of small group intervention in recovery plan for Year 5 & 6 pupils.
Priority 2	In class interventions for all 67 disadvantaged children
Barriers to learning these priorities address	Following whole class delivery, ensure that all staff are using evidence based interventions to bring this group of learners on in their learning. Encourage wider reading and develop cross curricular links for extended writing opportunities.
Projected spending	£36,000

Wider strategies for current academic year

Measure	Activity
Priority 1 & 2	SEASS attendance working closely with families affected by COVID-19
Priority 1 & 2	In house counselling to provide support to our most vulnerable families
Priority 1 & 2	Speech & Language therapist providing support for our most disadvantaged pupils
Priority 1 & 2	Phonics catch up programme for all years
Priority 1 & 2	Lunchtime nurture support

Priority 1 & 2	Free Breakfast club spaces
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£23,078

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensure time and space is provided for interventions and these interventions use detailed and accurate assessment to maximise impact.	DT room renamed for intervention space. Accelerated reader outcomes, unit reviews and maths assessments shared with booster teacher and intervention providers.
Wider strategies	Engaging the families facing most challenges	HT attendance group with rewards Home connect set up for hard to reach parents Build up relationship between CT and parent.

Review: last year's aims and outcomes

Aim	Outcome
Pupils eligible for PP funding make rapid progress resulting in 70% achieving the expected standard in Reading.	Reading - 45% of the 29 disadvantaged pupils achieved the expected standard in reading with 14% achieving the higher standard.
Pupils eligible for PP funding make rapid progress resulting in 75% achieving the expected standard in Writing.	Although only 59% of the 29 disadvantaged learners achieved the expected standard in writing, 82% of our prior middle attaining disadvantaged children went on to achieve the expected standard in writing, an increase of 20% from 2017.18.
Pupils eligible for PP funding make rapid progress resulting in 75% achieving the expected standard in EGPS.	EGPS – 52% of the 29 disadvantaged pupils achieved the expected standard in EGPS with a further 17% achieving the higher standard. 2017.18 was 53% and 11% respectively.