

River View Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 academic years) funding to help improve the attainment of our disadvantaged children.

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. ***It is a three year plan and this plan was updated for the final year.***

School overview

Detail	Data
School name	River View
Number of children in school	527
Proportion (%) of pupil premium eligible children	44.3%
Academic year/years that our current pupil premium strategy plan covers	2021/22, 2022/23, 2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Board of Governors
Pupil premium lead	C Batty & D Gauld
Governor	M Thorpe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£291,868
National Tutoring Programme allocation this academic year	£17,479
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	£309,347

Part A: Pupil premium strategy plan

Statement of intent

School leaders at River View believe that many of our pupil premium children have been further disadvantaged by the advent of Covid-19 in 2020 and 2021 with continuing disruption into 2022. Our approach for the pupil premium plan is to focus on three aspects:

- Teaching;
- Targeted Academic Support;
- Wider Strategies

Leaders believe that improvements planned under the pupil premium plan link very closely with the overall school improvement plan. For example, improvements in curriculum delivery will equally benefit children eligible for the pupil premium and those that are not eligible. This is true for many aspects of the improvement plan. There are times when funding is spent solely on pupil premium children and at other times a wider group of children are included. **Our current long term aim is to achieve academic outcomes that are matched to or exceed the national data.** Many of our children have a lower than average starting point with around a third from a much lower than average starting point. At River View, our aim is to educate the whole child in a way that prepares them fully for later life. We provide the foundation for fully developed citizens. We believe that English and maths are important but need to be complemented by a wide range of skills, some of which can only be taught through shared experiences, challenges and adventures. We believe that it is our job to create well developed future citizens of Great Britain who have a love, knowledge and awareness of what it is to be a British citizen. Our role is to model and teach the values that children need to contribute effectively to society. There is no better way to do this than learning through experience. Our curriculum documentation is carefully crafted to provide a clear description of our intentions, how we deliver them and how we check they are having the right effect. Many of our children arrive at school with gaps in their learning. Some children are not able to speak in full sentences and levels of communication are lower than average. It is our long term aim to quickly eliminate these gaps and prevent any further delay in children's learning. The advent of COVID-19 further impacted on our children's level of development. It has always been our aim to be a school that lies at the heart of our community. We know that building strong links between families and school, between families and families and between school, families *and* the local community is a powerful driver for success. Long term regeneration was always at the heart of planning for a brand new school and remains relevant as the community grows and develops. Links with local businesses, local churches and third sector organisations drives a joined up response that indirectly and sometimes directly benefits our children and their wider families.

Challenges

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

Challenge number	Detail of challenge
1	Our disadvantaged children have low levels of communication leading to poor outcomes across the curriculum; especially in reading.
2	Attendance for disadvantaged children is much lower and persistent absence (less than 90% attendance) is much higher.
3	Language barriers create disadvantage for some of our children in a number of different and complex ways. Wellcom data on entry indicates that from children entering N with very low levels of language has risen from 34% to 69%. Phonics data indicates that disadvantaged children were around 20% below their non-disadvantaged peers.
4	Outcomes for our constant cohort (WB) are much lower than other children in part due to low aspirations and limited access to wider experiences. For example too many children have poor reading outcomes and this is particularly so for the group White British across the school
5	There is a much higher than average number of children with SEND among our disadvantaged children.
6	Covid-19 has had a disproportionate impact on our disadvantaged children leaving them even further behind.

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	Progress using summer 23 data
Children with lower levels of communication are immersed in a language rich environment and make excellent progress in EYFS and KS1	<ul style="list-style-type: none"> Wellcomm red reduces to 25% by the end of R 90% Y1 & 100% Y2 pass phonics screen 70% R W & M combined end KS2 	Phonics data was 78% for all vs 79% national and 67% for PP children vs 67% national. For KS2 combined 55% vs 59% national. 42% PP combined vs 44% nationally
Attendance improves for all children and in particular for disadvantaged children	<ul style="list-style-type: none"> 96% attendance 8.2% PA 	Whole school attendance was 94.2% compared to 93.7% nationally; our PP children at 92.9% compared to 91.6% and persistent absence was 17.8% compared to 17.7% nationally; our PP 22.7% compared to 30.2% nationally

School intervenes for those children with low aspirations to provide a broad and rich set of experiences linked to improved outcomes	In all other subjects 85% to retain over half of taught content	Core Data (subjects other than R,W,M Science) Good progress made towards this target with the vast majority retaining knowledge at the end of taught units.
Provision for children with SEND is enhanced at all levels so that overall outcomes improve for these children	<ul style="list-style-type: none"> • 60% GLD • 90% Y1 & 100% Y2 pass phonics screen • 60% R W & M combined end KS1 • 70% R W & M combined end KS2 	For the group SEND GLD 33% compared to 20% national. Phonics Y1 33% phonics compared to 43% national. No KS1 SEND children achieved combined. KS2 compared to national SEND R 12% below, W 2% below & M 26% below.
Catch up is well organised, comprehensive sustained and thorough leading to improved outcomes for disadvantaged children that have been disproportionately affected by Covid-19	<ul style="list-style-type: none"> • 60% GLD • 90% Y1 & 100% Y2 pass phonics screen • 60% R W & M combined end KS1 • 70% R W & M combined end KS2 	For the group Disadvantaged GLD outcomes 1% above national, Phonics Y1 2% below nat and phonics Y2 in line with nat; KS1 compared to national disadvantaged R 9% below, W 14% below & M 1% below. KS2 compared to national disadvantaged R 13% below, W 11% above & M 9% below.

Progress summary

While there have been some significant areas of improvement in the first 2 years of this plan there are still some areas where results are behind, mainly in SEND KS1 combined and disadvantaged at the ends of KS1 and KS2

This plan is intrinsically linked to the school's overall strategy for improvement. This is detailed in the school improvement plan. The targets below are taken from the plan and represent the school's **long term targets**.

KS2			
Combined		65%	
	Reading	Writing	Maths
Progress	+0.8 or higher	+0.7 or higher	+0.7 or higher

Average Scaled Score	104		105
Y4 Multiplication Tables Check		80% rising to >90% (23/25) Mean >22	
KS1			
	Reading	Writing	Maths
Ex or GD	75%	69%	76%
Phonics Year 1		90%	
Phonics Year 2		100%	
EYFS Good Level of Development		72%	
In all other subjects 85% to retain over half of taught content			

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. It is very important that this plan is read alongside the school improvement plan as the fine details underlying the actions in *this* plan are included in the SIP. At River View, the strategy for disadvantaged children is very closely linked to the strategy for school improvement.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the quality of teaching and learning to support the recovery and continued progress of learners	The best available evidence indicates that great teaching is the most important lever schools have to improve children's attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all children, particularly	1,3,4,5,6
Continue to develop a school curriculum		1,3,4,5,6

<p>which is accessible to all children and is 'broad and ambitious,' shared successfully with staff who understand the pedagogical development of subjects through school to ensure high quality teaching and learning and improved outcomes for children</p>	<p>the most disadvantaged among them.</p>	
<p>Develop children's speaking and listening skills and wider understanding of language</p>	<p>The following approaches underpin the philosophy here at River View and are drawn directly from research findings:</p> <p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading. Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills and problem solving are developed, as well as knowledge. (EEF 2021)</p>	<p>1,3</p>
<p>Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills</p>	<p>Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading, but neither is sufficient on its own. It is also important to remember that progress in literacy requires</p>	<p>1</p>

	<p>motivation and engagement, which will help children to develop persistence and enjoyment in their reading.</p> <p>Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics. (EEF 2021)</p>	
Teach children to use strategies for developing and monitoring their reading comprehension	<p>Reading comprehension can be improved by teaching children specific strategies to check how well they comprehend, and to improve comprehension in sections of text that present difficulties.</p> <p>These include:</p> <ul style="list-style-type: none"> ● prediction; ● questioning; ● clarifying; ● summarising; ● activating prior knowledge. <p>Teachers could introduce these strategies using modelling and structured support, which should be strategically reduced as a child progresses until they are capable of completing the activity independently.</p>	1
Improve outcomes for key groups based on 2021 data	Careful analysis of data will identify where disadvantaged children are falling behind enabling school leaders to target support. Full details included in the SIP.	1,4,5

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

Budgeted cost: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop whole school approach to support the 50% of children	Few impediments undermine a person's aspirations as effectively as an inability to read. Around one in six people in England are	1

that have poor reading outcomes	functionally illiterate. Teaching children to read is one of the most important duties of every school. This is even more important for disadvantaged children: Christopher Such (2021).	
Plan and deliver clear strategy to secure 100% phonics for current Y 1-4 children	Read Write Inc. Phonics teaches young children to read and write, through a structured and systematic approach to teaching literacy. It is used by more than a quarter of the UK's primary schools with a strong evidence base.	1
Deliver Catch Up Literacy Intervention and Catch up Numeracy Intervention	Learners (aged 6 - 14) who received Catch Up [®] Literacy support for an average of 7 months achieved an average Reading Age gain of about 19 months. The Reading Age ratio gain* was 2.74 and the Reading Age gain per total hour of intervention was 2.39 months. Learners aged 6 - 11 who received Catch Up [®] Numeracy support for an average period of 5 months achieved average Number/Maths Age gains of 11 months (a mean ratio gain* of 2.2).	3
Continue to develop and monitor well coordinated plans to catch up, including regularly reviewing gaps in academic development and implementing 'catch up' to put the majority of children back onto previous trajectory	There is evidence that Teaching Assistants are more likely to have a positive impact when delivering structured interventions than as general classroom support.	6
Have secure plans in place to prepare for the likelihood of further disruption from COVID-19 particularly for disadvantaged children both academically and pastorally	The huge disruption to schooling has affected all children, particularly those from poorer families, with long-term effects on their educational progression and labour market performance. Younger generations have experienced disrupted education and they face a tougher labour market than that seen prior to the pandemic. House of Lords: Covid-19: impact on child poverty and on young people's	1,6

	education, health and wellbeing 2021	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Plan and deliver a clear strategy to reduce PA from 18% to 8% and to improve attendance from 93.8% to 95.5% - in particular to close the gap for disadvantaged children	When children's attendance is prioritised they are able to access the full offer from school. Attendance for disadvantaged children is typically lower so all efforts to improve attendance will benefit this group.	2,4
Improve provision for children with SEND with particular attention to our disadvantaged children	Children with Special Educational Needs and Disabilities (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. It is right that these learners are at the forefront of our planning for the new academic year.	5
Improve the quality of wraparound care and ensure that disadvantaged children benefit from a clearly planned approach to delivering wider experiences.	A clear focus on these additional opportunities to learn and develop will have a significant impact on outcomes for our most disadvantaged children.	2,3,4
Improve personal development and in particular ensure that there is a strong take-up so that disadvantaged children consistently benefit from a wide range of experiences	Children with poor levels of cultural capital are known to have lower outcomes. A wide range of rich experiences will support our disadvantaged children and all children to raise aspirations and extend their experience. 'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve	4,5

	problems, understand things from another person's perspective, and communicate in appropriate ways. EEF	
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Total budgeted cost: £300,000 (£9,000 contingency)

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 children in the 2020 to 2021 academic year.

2020/2021

Our internal assessment during 2020-2021 suggested that the performance of disadvantaged children was significantly lower than in the previous years in key areas of the curriculum. Despite being on track to achieve accelerated progress during the academic year 2019-20, the outcomes we aimed to achieve in our previous strategy by the end of 2020-2021 were not fully realised.

Covid-19 impacted on outcomes for all children. School closure was most detrimental to our disadvantaged children, and they were not able to benefit from our pupil premium funded improvement to teaching and targeted interventions to the degree and expectation we had intended.

The impact was mitigated by our resolution to maintain high quality curriculum delivery via home learning and in-school delivery during the periods of closure but this could not replace children being in school consistently throughout two academic years.

Further to this, attendance rates, once school closures ended, did not return to normal operational standards and are still below that of a normal academic year. The disadvantaged children suffered more and absence rates for the disadvantaged children were higher than their peers along with persistent absence for disadvantaged children.

The use of the Pupil premium and the catch up premium was very carefully planned and evaluated for impact. Leaders used a red amber green coding for the impact on the original PP plan due to the disruption as a result of the March, November and January lockdowns. The covid19 catch up plan was fully evaluated.

2021/2022

There was far less disruption due to Covid-19 in this academic year but children in years 1, 2 and 3 were still negatively affected. School attendance improved significantly and although slightly lower than national there were dramatic improvements in attendance. The groups disadvantaged were 0.5% lower, SEND with a plan 1.5% higher and SEND without a plan 1.7% lower. Leaders decided to continue to prioritise attendance and the appointment of an Assistant Headteacher to focus on whole school attendance is now part of the strategy. Outcomes for our year 1 and 2 children in phonics are improved. This is an essential key to unlocking progress in other subjects and targets have been increased as this continues to be a high priority for the school. Outcomes for all children in KS1 were lower than the LA and national which has resulted in lower outcomes for the disadvantaged, White British and SEND children as well. Additional resources are now focused on KS1 such as additional staff and new reading catch up programmes. Much of the school's tutoring budget last year was focused on children getting a good start in phonics. It will be used in a similar way this year but with an enhanced focus beyond phonics and across wider age groups.

2022/2023

School attendance improved significantly and although not yet back to pre Covid19 rates was significantly better than the rest of Salford. There continues to be a significant investment in attendance resources with the appointment of a new attendance officer. The school increased the capacity for the Resource Provision which has increased the number of SEND children in the school to well above average. While the school continues to have the highest aspirations for children with SEND they are statistically less likely to achieve national and school expectations. Expertise in SEND has grown across the school in line with a general increase of SEND across the main part of the school. The school was inspected in September 2023 and received a good grade with, 'high expectations for what all pupils can achieve academically' noted along with the school's, 'ambitious curriculum.' Continuous investment in CPD for all staff along with rich reading resources ensures that children make good progress. Investment in over 300 Chromebooks supports the integration of computing into the curriculum wherever appropriate.

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
Catch Up Literacy	Catch Up®

Catch Up Numeracy	Catch Up®
RWInc	Ruth Miskin
ELKLAN	ELKLAN
Art Therapy	Local Accredited Provider Mary Harris
Wellcomm	Wellcomm
EMTAS	LA service
EWO	LA Service
SEMH Outreach	Neighbouring LA (Trafford)

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No Allocation
What was the impact of that spending on service pupil premium eligible children?	NA

Further information (optional)

Cultural capital is the knowledge and skills that are needed to help improve a child's life chances. Cultural Capital is essential to prepare our children for their future. At RiverView, we believe that the more cultural capital a child holds, the more powerful he or she becomes.

Bourdieu (French sociologist) identified three different areas of cultural capital:

- **Objective:** these are the experiences and opportunities we provide our children in regards to cultural experiences, literature, works of art, etc.
- **Embodied:** these are the skills we teach our children in regards to how they conduct themselves such as language, mannerisms, posture and how they dress.
- **Institutional:** these are the qualifications and educational credentials that our children acquire whilst at River View.

At River View we ensure our children:

- always dress smartly and in full uniform
- walk around the school with pride
- always use good manners

- treat and speak to everyone with respect
- speak in standard English

Children at River View are provided with wider experiences and opportunities beyond the classroom. There is a carefully planned wide and rich curriculum that develops and promotes cultural capital.

This is embodied in our school motto: Be Your Best Self.

- Work hard
- Show respect
- Be a good citizen

Leaders have carefully planned a broad range of experiences as part of children's personal development. These are regularly analysed to check for gaps and school takes action to close these gaps where activities are delivered beyond the school day.