

# Pupil premium strategy statement – River View Primary and Nursery School.

This statement details our school’s use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

## School overview

Detail	Data
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	September 2025 – September 2028
Date this statement was published	29 <sup>th</sup> November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Local governing board
Pupil premium lead	Mandy Whitehouse
Governor / Trustee lead	Colin Bamford

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£252,955
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£252,955

# Part A: Pupil premium strategy plan

## Statement of intent

River View Primary & Nursery School is committed to using Pupil Premium funding to ensure that pupils who are disadvantaged — including those who are pupil premium (PP) eligible, have special educational needs and/or disabilities (SEND), are new to English (EAL), or who face social / family barriers — make strong academic progress and thrive socially and emotionally.

### Ultimate objectives for disadvantaged pupils

- Narrow the attainment gap between disadvantaged pupils and their peers so that by the end of Key Stage 2 (KS2) the majority of disadvantaged pupils reach age-related expectations in reading, writing and maths (with accelerated progress where current attainment is well below).
- Ensure disadvantaged pupils develop strong early language, reading and foundational maths skills so they can access the full curriculum.
- Improve disadvantaged pupil attendance and reduce persistent absence (PA) so pupils benefit from consistent high-quality teaching and targeted support.
- Improve pupils' self-regulation, wellbeing and behaviour so they can learn effectively.
- Strengthen family engagement and safeguarding support so barriers to learning outside school are mitigated.

### How this strategy works towards those objectives

- It is a three-tiered strategy aligned to the DfE Menu of Approaches and the EEF evidence base: (1) High-quality teaching (Tier 1) across EYFS–KS2 to prevent gaps; (2) Targeted academic support (Tier 2) such as small-group/one-to-one tuition and structured interventions to close gaps; (3) Wider strategies (Tier 3) to address attendance, wellbeing, safeguarding and parental engagement.
- Activities are selected because they are evidence-informed (principally from the Education Endowment Foundation) and matched to our five local barriers (language/phonics; self-regulation; attendance; family support / safeguarding; attainment gaps).
- The strategy is delivered through: strengthening whole-school curriculum sequencing (including the new curriculum roll-out), embedding an explicit read-write-phonics pathway, implementing a coaching model for teachers (I do, we do, you do) to improve instructional quality, deploying targeted tuition and interventions, and delivering robust attendance and family support systems.
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## Challenges

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

Challenge number	Detail of challenge
1	Many pupils enter EYFS with language, vocabulary and listening skills well below developmental expectations; this reduces phonological awareness and hinders early decoding/blending and later reading fluency. (Local context: Reception cohort trends; EAL 25%.)
2	A significant number of pupils have difficulties with self-regulation and age-appropriate emotional management, limiting engagement and learning time in lessons. (SEND 22% and behaviour-related needs observed.)
3	Attendance for disadvantaged pupils is below whole-school figure and national expectations: whole-school attendance 93.1% vs PP attendance 91.1%; persistent absence (PA) for PP pupils is 29% (school overall PA 21%). This reduces exposure to learning and widens gaps.
4	High levels of family need and safeguarding caseload: 75% of child protection cases are PP pupils; families require support with neglect, engagement and access to services.
5	Large gaps across reading, writing and maths attainment across year groups, most acute in upper KS2 (Year 6: Reading 28%, Writing 40%, Maths 32%). These subject gaps require targeted catch-up and curriculum sequencing improvements.

## 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
Strong early language and phonics foundations in EYFS–KS1	By end of Reception → increase school baseline language measures; by end of Year 1 phonics screening pass rates for PP pupils improve by 15 percentage points year-on-year; by end of KS1 reading outcomes for PP pupils move toward parity with non-PP peers (measured termly).
Improved self-regulation and SEL for targeted pupils	Reduction in behaviour incidents and time out of class for targeted pupils by 40% over 12 months; improved teacher-rated SEL scales and learning engagement metrics (termly).
Increased attendance and reduced PP persistent absence	Whole-school attendance ≥ 94.5% and PP attendance ≥ 94% by end of next academic year; PP persistent absence reduced from 29% to below 15% within two years.

Stronger family engagement and safeguarding outcomes	Reduced number of open child protection and neglect cases for PP cohort as families engage with support; increased parental attendance at school meetings/workshops (target 60%+ engagement for targeted families).
Narrowing attainment gaps in R/W/M across school with focus on Y6	By end of academic year, targeted cohorts make accelerated progress: PP Year 6 to achieve average progress of +6 months (relative gain) in reading, writing and maths from baseline; by two years, Year 6 attainment rises toward national floor/expected levels (measured via internal assessments and SATs outcomes).

## Activity in this academic year

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

### Teaching (Tier 1: High-Quality Teaching; CPD; curriculum & recruitment)

Budgeted cost: £20,652

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Continue resourcing and staffing daily whole-class RWI (phonics) across EYFS–KS1, with targeted support for pupils behind. Train staff to deliver effectively and use assessment to group and accelerate progress.	<a href="#">Phonics — EEF Teaching &amp; Learning Toolkit</a> — phonics has extensive evidence of positive impact (+5 months) and is especially effective for disadvantaged pupils.	1,5
2. Early Years language development: embed language-rich practice (structured adult–child interactions, storytelling, vocabulary teaching, focused oral language sessions) in EYFS and Reception curriculum; CPD for nursery/reception staff on high-quality interactions.	<a href="#">Oral language interventions — EEF Teaching &amp; Learning Toolkit</a> — high impact (approx. +6 months) for low cost. Also see EEF guidance "Preparing for Literacy" and early literacy resources.	1,5
3. Curriculum sequencing review and planning: curriculum lead to ensure learning is coherently	<a href="#">A School's Guide to Implementation — EEF</a> — guidance on how to implement	5

sequenced across subjects (addressing Ofsted point about sequencing), with knowledge-building units and regular low-stakes retrieval to improve retention. Provide CPD on "I do, we do, you do" modelling and formative assessment.	curricular change, plus EEF evidence on retrieval practice and effective sequencing within curriculum guidance reports.	
4. Instructional coaching model for whole-school CPD: introduce instructional coaching cycles (lesson modelling, co-teaching, feedback cycles) to embed "I do, we do, you do" approach and improve teaching quality and retention of effective practice.	EEF guidance on implementation and effective professional development (see <a href="#">A School's Guide to Implementation</a> ) — high-quality PD and coaching improves practice when sustained and evidence-based.	5
5. High-quality reading texts and shared reading to build vocabulary & comprehension across KS1–KS2; reading aloud programme and matched decodable books for early readers.	<a href="#">Phonics — EEF</a> and EEF guidance on literacy emphasise combining decoding with language/comprehension.	

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

Budgeted cost: £ 69,313

Activity	Evidence that supports this approach	Challenge number(s) addressed
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6. <i>Third Space Maths – 1;1 intervention using AI program</i>	<a href="#">One-to-one tuition — EEF Teaching &amp; Learning Toolkit</a> — high impact (~+5 months); <a href="#">Tutor Trust trial — EEF project summary</a> — small-group tuition showed positive gains for disadvantaged pupils.	5
7. Phonics-1;1- for children identified as not on track in Reception and Year 1 (daily extra sessions for up to 14 weeks).	Phonics — EEF — targeted intensive phonics in small groups/1:1 is highly effective.	1,5
8. EPATTT Maths and EPATTT reading	Teaching Assistants — EEF guidance and evidence (EEF emphasises trained deployment and structured programmes for TAs to be effective).	5, 1
9. Neli and talk boost	<a href="#">Oral language interventions — EEF Teaching &amp; Learning Toolkit</a> — high impact (approx. +6 months) for low cost. Also see EEF guidance "Preparing for Literacy" and early literacy resources.	1,5

#### Notes on implementation specifics

- Pupils selected for tuition will be those with low prior attainment or specific curriculum gaps, prioritising PP and lower attainers.
- Tuition schedule will avoid repeated withdrawal from the same class subject; progress reviewed after each block (e.g., 10–12 weeks).
- Tutors will be briefed to align to the "I do, we do, you do" cycle and to curriculum sequences.

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

Budgeted cost: £ 162990

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>10. Attendance strategy: dedicated Attendance Lead and Family Support Manager to implement a targeted, responsive attendance programme for PP pupils — early phone/text contact, home visits, parent meetings, bespoke action plans, use of EEF attendance reflection tool and targeted parental engagement.</p>	<p><a href="#">Attendance Interventions — EEF Rapid Evidence Assessment and guidance</a> — evidence suggests parental engagement and responsive, tailored approaches show promise. Also <a href="#">EEF blog: Supporting School Attendance</a>.</p>	<p>3,4</p>
<p>11. <i>Attendance reward program</i> <i>Trips at the end of year</i> <i>ATTENDANCE = no school uniform</i></p>	<p><a href="#">Attendance Interventions — EEF Rapid Evidence Assessment and guidance</a> — evidence suggests parental engagement and responsive, tailored approaches show promise. Also <a href="#">EEF blog: Supporting School Attendance</a>.</p>	<p>3, 4</p>
<p>12. <i>Family Support Manager to provide targeted family support and multi-agency liaison (family outreach, signposting to services, attendance contracts, parenting support workshops) for families identified with neglect/engagement issues, coordinated with safeguarding team and external agencies</i></p>	<p>EEF attendance REA notes targeted parental engagement and responsive approaches as promising; safeguarding and family-work are recommended in implementation guidance. <a href="#">Attendance Interventions — EEF</a>.</p>	<p>3,4</p>
<p>13. Social, emotional and behavioural learning : targeted small-group programmes (Lego Therapy, Playdough therapy, Draw and Talk Therapy, Elsa), plus staff training to embed approaches and targeted bespoke support for pupils with self-regulation needs.</p>	<p><a href="#">Social and Emotional Learning (SEL) — EEF Teaching &amp; Learning Toolkit</a> — SEL can improve social outcomes and has modest positive effects on academic outcomes (~+3 months); EEF guidance emphasises combination of universal and targeted SEL.</p>	<p>2</p>
<p>14. Breakfast club and targeted in-school provision for vulnerable pupils to improve attendance, punctuality and readiness to learn (food + calm start, early nurture).</p>	<p>EEF attendance REA and EEF resources on meal provision / breakfast programmes show small or variable impacts on attendance but potential ancillary benefits for readiness to learn and attainment in early years [Attendance Interventions — EEF].</p>	<p>3</p>
<p>15. Enrichment and engagement: high-quality 'wow days', curriculum enrichment, extra-curricular clubs and holiday provision targeted at PP pupils to raise engagement and belonging.</p>	<p>EEF attendance REA shows mixed evidence for extra curriculars on attendance but indicates engagement activities can support belonging; EEF guidance on improving school</p>	<p>3,2</p>

	attendance recommends building a culture of belonging. [Attendance Interventions — EEF].	
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**Total budgeted cost: £ 252955**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Data July 2025

Year 6

	Reading			Writing			SPAG			Maths			Science		
	Below	Exp	Above	Below	Exp	Above	Below	Exp	Above	Below	Exp	Above	Below	Exp	Above
Whole Cohort	31/56 55.4%	25/56 44.6%	8/56 14.3%	28/56 50%	28/56 50%	0/56 0%	29/56 51.8%	27/56 48.2%	5/56 8.9%	38/56 67.9%	18/56 32.1%	1/56 1.8%	28/56 50%	28/56 50%	
PP	18/25 72%	7/25 28%	3/25 12%	15/25 60%	10/25 40%	0/25 0%	15/25 60%	10/25 40%	1/25 4%	17/25 68%	8/25 32%	0/25 0%	14/25 56%	11/25 44%	
Not PP	13/31 41.9%	18/31 58.1%	5/31 16.1%	13/31 41.9%	18/31 58.1%	0/31 0%	14/31 45.2%	17/31 54.8%	4/31 12.9%	21/31 67.7%	10/31 32.3%	1/31 3.2%	14/31 45.2%	17/31 54.8%	

Multiplication Check

Number of children scoring 25

	Number of children scoring 25	% of children scoring 25	Mean Average Score
Whole Cohort	27/57	47.4%	22.11
PP	14/35	40%	21.69
Not PP	13/22	59.1%	22.77

Phonic Screening

	Not meeting expected standard Incl Hub	Meeting expected standard 32/40 Incl Hub	Meeting expected standard 32/40 Main school only
Whole Cohort	9/57 15.8%	48/57 84.2%	48/52 92.3%
PP	2/20 10%	17/20 85%	17/18 94.4%
Not PP	6/37 16.2%	31/37 83.8%	31/34 91.2%

EYFS

	Not meeting GLD Incl Hub	Meeting GLD Incl Hub	Meeting GLD Main school only
Whole Cohort	19/54 35.2%	35/54 64.8%	35/51 68.6%
PP	8/17 47.1%	9/17 52.9%	9/14 64.3%
Not PP	11/37 29.7%	26/37 70.3%	26/37 70.3%

Over the past three years, our strategic efforts have led to measurable progress in narrowing the attainment gap between pupils eligible for Pupil Premium (PP) and their peers in key areas such as phonics, GLD, and the maths timetable. These improvements suggest that targeted interventions are having a positive impact in the early stages of education. However, the gap remains significantly wide at the end of Key Stage 2, indicating that further, sustained support is needed as pupils progress

through school. Attendance among PP pupils is now broadly in line with non-PP peers, which is encouraging, yet the growing gap in persistent absence is a concern and warrants closer scrutiny. Raising overall attainment across all subjects is likely to benefit PP pupils disproportionately, and should remain a central focus of our improvement strategy.

## Externally provided programmes

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

Programme	Provider
Third Space maths	Third space learning
Phonics	RWi

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*