

## River View Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 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.

### School overview

Detail	Data
School name	River View
Number of children in school	524
Proportion (%) of pupil premium eligible children	54.7%
Academic year/years that our current pupil premium strategy plan covers	2024/25, 2025/26, 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Board of Governors
Pupil premium lead	C Batty & R Brodie
Governor	C. Collier

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£328,955
National Tutoring Programme allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£328,955

## Part A: Pupil premium strategy plan

### Statement of intent

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. 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 disadvantages for some out of our children in a number of different and complex ways.
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	The gap between disadvantaged children reaching R W & M combined by the end of KS2 is still large compared to non disadvantaged.

## 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 25 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"> <li>37% on track for Wellcomm increases to 70% by the end of reception.</li> <li>90% Y1 and 100% Y2 pass phonics screening test</li> </ul>	<p>Phonics data was 89% for all vs 80% national. 81% for PP children vs 67% nationally</p> <p>For KS2 combined 46% vs 62% national. % PP vs 45% nationally.</p>

	<ul style="list-style-type: none"> <li>• 66% R W &amp; M combined for the end of KS2</li> </ul>	
Attendance improves for all children and in particular for disadvantaged children	<ul style="list-style-type: none"> <li>• 96% attendance</li> </ul>	<p>Whole school attendance - 94.03% compared to national to date 95.2%</p> <p>Pupil Premium Children - 92.55% compared to national to date 93%</p> <p>Persistent Absence - 18.33% compared to national to date 15%</p> <p>Persistent Absence Pupil Premium - 24.49% compared to national to date 22.7%</p>
EYFS curriculum priorities children's communication and language and gives enough emphasis to other foundational knowledge and skills such as addition facts, handwriting and how to write simple sentences	<ul style="list-style-type: none"> <li>• 64% GLD</li> <li>• 90% Y1 &amp; 100% Y2 pass phonics screen</li> </ul>	<p>Phonics data was 89% for all vs 80% national. 81% for PP children vs 67% nationally</p> <p>77% of PP achieved listening, attention and understanding ELG compared to 70% nationally</p> <p>77% of PP achieved speaking ELG compared to 72% nationally</p> <p>73% of PP achieved fine motor skill ELG compared to 75% nationally</p> <p>65% of PP achieved writing ELG compared to 55% nationally</p>
Provision for children with SEND is enhanced at all levels so that overall outcomes improve for these children	<ul style="list-style-type: none"> <li>• 64% GLD</li> <li>• 90% Y1 &amp; 100% Y2 pass phonics screen</li> <li>• 62% R W &amp; M</li> <li>• 62% R W &amp; M combined end of KS2</li> </ul>	<p>For the group SEND GLD 16% compared to 24% national. 25% of KS1 SEND children achieved combined. KS2 compared to national SEND R 32% vs 42% nationally. W 28%</p>

		vs 32% nationally. M 20% vs 40% nationally,
Catch up is well organised, comprehensive, sustained and thorough leading to improved outcomes for disadvantaged children.	<ul style="list-style-type: none"> <li>• 64% GLD</li> <li>• 90% Y1 &amp; 100% Y2 pass phonics screen</li> <li>• 62% R W &amp; M</li> <li>• 62% R W &amp; M combined end of KS2</li> </ul>	<p>Year 1 phonics 89% of all children passed vs 81% of PP</p> <p>KS2 outcomes</p> <p>R PP children were 3% below all</p> <p>W PP children were 6% below all</p> <p>M PP children were 4% below all.</p>

### Progress summary

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			
<b>Combined RWM</b>		62%	
<b>Combined GD RWM</b>		8%	
	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Average Scaled Score</b>	<b>106</b>	<b>105</b>	<b>105</b>
<b>Y4 Multiplication Tables Check</b>		<b>50% full marks (School 2025 48% LA 43%)</b> <b>Average mean score 22.5 (School 2025 21.8, LA 21.6)</b>	
KS1			
	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Ex or GD</b>	<b>75%</b>	<b>72%</b>	<b>74%</b>
<b>Phonics Year 1</b>		<b>90%</b>	

<b>Phonics Year 2</b>	<b>100%</b>
<b>EYFS Early Learning Goal</b>	<b>64% (2025-58%, national, LA 62% 67%)</b>
<b>In all other subjects 85% to retain over half of taught content</b>	

### 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: £130,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Develop the quality of teaching and learning to support the 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 the most disadvantaged among them.	1,3,4,5,6
Continue to develop a school curriculum which is accessible to all children and is 'broad and ambitious,' shared successfully with staff who understand the pedagogical development of subjects through		1,3,4,5,6

<p>school to ensure high quality teaching and learning and improved outcomes for children</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.</p> <p>It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop</p>	<p>1</p>

	<p>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>	
<p>Teach children to use strategies for developing and monitoring their reading comprehension</p>	<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"> <li>● prediction;</li> <li>● questioning;</li> <li>● clarifying;</li> <li>● summarising;</li> <li>● activating prior knowledge.</li> </ul> <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
<p>Improve outcomes for key groups based on 2023 data</p>	<p>Careful analysis of data will identify where disadvantaged children are falling behind enabling school leaders to target support. Full details included in the SIP.</p>	1,4,5

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

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Develop whole school approach to support the 50% of children that have poor reading outcomes</p>	<p>Few impediments undermine a person's aspirations as effectively as an inability to read. Around one in six people in England are 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).</p>	<p>1</p>
<p>Plan and deliver clear strategy to secure 100% phonics for current Y 1-4 children</p>	<p>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.</p>	<p>1</p>
<p>Deliver Catch Up Literacy Intervention and Catch up Numeracy Intervention</p>	<p>Learners (aged 6-14) who received catch up literacy support for an average of 12 months achieved an average reading age gain of 19 months. The reading age gain was 2.74 and the reading age gain per total hour of intervention was 2.39 months.</p> <p>Learners (aged 6-11) who received catch up numeracy support for an average period of 5 months achieved average number/math age gains of 11 months (a mean ratio gain of 2.2)</p>	<p>3</p>
<p>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</p>	<p>There is evidence that Teaching Assistants are more likely to have a positive impact when delivering structured interventions than as general classroom support.</p>	<p>6</p>

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

Budgeted cost: £85,000

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	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	4,5

<p>from a wide range of experiences</p>	<p>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 problems, understand things from another person’s perspective, and communicate in appropriate ways.</p> <p><b>EEF</b></p>	
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**Total budgeted cost: £325,000**

**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 2024/2025 academic year.

## **2024/2025**

Overall attendance has continually shown clear improvement, though figures remain slightly below the national average. As a result, leaders have chosen to maintain attendance as a key area of focus, continuing to invest in targeted attendance initiatives and resources.

SEND provision also continues to be a priority, as the percentage of pupils achieving the expected standard remains below national figures. The school is committed to further strengthening staff expertise to ensure all SEND pupils receive the highest standard of support across all year groups.

In phonics, disadvantaged pupils have continued to make accelerated progress and are now achieving in line with their peers. At the end of Key Stage 2, outcomes for pupil premium (PP) children have shown significant improvement, with attainment gaps closing rapidly compared to their non-PP peers. Leaders recognise the significant impact of well-planned, evidence-based interventions and will continue to prioritise targeted academic support to sustain and build upon these gains.

Staff professional development remains central to the school's success and is now closely aligned with the School Improvement Plan. Key priorities have been clearly identified, including the development of reading fluency as a vital step in improving overall literacy outcomes. Through ongoing, high-quality CPD, leaders are ensuring that teaching and learning remain consistently strong across the school, enabling all pupils to make good progress.

### **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*

<b>Programme</b>	<b>Provider</b>
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:*

<b>Measure</b>	<b>Details</b>
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.