

# 2019/2020 Pupil premium strategy statement

## School overview

Metric	Data
School name	Riverside Bridge School
Pupils in school	141
Proportion of disadvantaged pupils	
Pupil premium allocation this academic year	£58000
Academic year or years covered by statement	2019/2020
Publish date	February 2020
Review date	February 2021
Statement authorised by	Mrs K Cerri

## Disadvantaged pupil barriers to success

Outcomes and progress can be significantly related to, for example, emotional literacy, physical development, and the school needs to be strong at identifying the barriers that each individual PP student faces.

Obesity is rated at 13.3% for reception pupils and 29.1% for year 6 pupils across the borough, ranking Barking and Dagenham as 32<sup>nd</sup> from all the London Boroughs, meaning Barking and Dagenham have the highest rate of obesity in London (2018 data)

Complex and challenging behaviour associated with Autism and other neurological disorders

## Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
To improve reading skills	Reading will be moderated and a lead for reading and phonics has been introduced	July 2020
To ensure the gap between pupil premium pupils and non-pupil premium pupils remains at 0	There is no gap between both categories of pupils	July 2020

## Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Measure	Activity
To improve reading across the school	Introduction of a reading/phonics lead - £3500

	<p>Purchase of accessible reading materials to meet all needs across the school - £2700</p> <p>Improve parental involvement in reading by introducing:</p> <ul style="list-style-type: none"> <li>• a Bookworm library, enabling parents to borrow books to share with their children - £1000</li> <li>• Drop In and Read (DIAR) sessions where parents are invited into school to improve their knowledge about reading with their child - £2000</li> </ul>
To improve behaviour strategies across the school	<p>Team Teach Trainers included in the permanent staffing structure - £3700</p> <p>Inclusion support staff to support pupils with autism and other neurological disorders - £15000</p> <p>Robust package to record behaviours and identify patterns which impact on achievements - £3100</p> <p>Introduction of a behaviour lead within the senior leadership team - £10000</p> <p>Input from private speech and language to the behaviour team - £10000</p>
To improve levels of physical activities across the school	<p>Purchase of a variety sized bikes/trikes, including adapted bikes for those with mobility difficulties - £6000</p> <p>Purchase of scooters - £500</p> <p>Purchase of safety equipment - £500</p>
Projected spending	£58000

### Teaching priorities for current academic year

Aim	Evidence of impact	Target date
Improve reading facilities	<p>Increase in number of books and reading materials available</p> <p>Monitoring of phonics sessions across the school</p> <p>Impact of phonics learning identified</p> <p>Barriers for pupils unable to access traditional means of phonics teaching identified</p> <p>Alternative strategies implemented where traditional phonics is not suitable</p>	July 2020

Improve parental involvement with reading activities	Workshops provided for parents. Actively promoting the workshops to encourage attendance	July 2020
Improve behaviour across the school	Ongoing work with behaviour team Use of Sleuth as a recording system to record and analyse data Use of strategies across the school provided by speech and language Ongoing training for staff on a daily basis	Ongoing
Improve physical activity across the school	Access to bikes/scooters during break times/lunch times Access to equipment during PE sessions	July 2020

### Review: last year's aims and outcomes

Aim	Outcome
To overcome the complex and challenging behaviour associated with Autism and other neurological disorders	<p>In 2018-2019 there was a significant improvement in behaviour recovery outcomes. We were able to identify pupils with high levels of behaviour or patterns of behaviour and ensure staff were able to manage behaviours in a more confident manner. Support for class teams to manage behaviour effectively during the school day to ensure that pupils are ready to learn and thus improved outcomes and achievements.</p> <p>This model is taken from the evidence seen in an outstanding special school within the borough of Barking and Dagenham where they have seen a reduction in the numbers of students who have not been recovered successfully from 18% in 2014-15% to 8% in 2017-18.</p>

This Pupil Premium Strategy will be reviewed in May 2020.