

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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	Riverside Primary School
Number of pupils in school	256
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sarah Kinnaird, Headteacher
Pupil premium lead	Nicole Coull, Assistant Headteacher
Governor / Trustee lead	Peter McPartland, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,150
Recovery premium funding allocation this academic year	£8,555
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	£102,705

Part A: Pupil premium strategy plan

Statement of intent

At Riverside Primary School, we have the highest of expectations for our pupils. Our intention is to do our utmost to redress the disadvantages faced by many of our pupils, irrespective of their backgrounds or challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, through raising aspirations for pupils, their parents as well as the adults within the school, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High, quality first teaching is at the centre of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We believe that by providing our pupils with an education rich in wonder and memorable experiences, we can challenge social disadvantage. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils thrive. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point where need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Observations and assessments have shown that disadvantaged children are performing less well in reading, limited vocabulary in English, low reading mileage and a late start to reading, especially phonics are factors contributing to this.</p> <p>These issues may also affect children's writing</p>
2	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Gap analysis shows that a poor understanding of number, especially recall of knowledge such as times tables and number bonds.</p> <p>Also, even when pupil premium children perform evenly with non-pupil premium on average, there are fewer higher attainers.</p>
3	<p>Pre reception home visits have shown that many disadvantaged children have not attended nursery or had exposure to outdoor experiences. This had led to underdeveloped oral language skills and huge vocabulary gaps. This negatively impacts their development as communicators, affecting their reading and writing.</p>
4	<p>School surveys have shown limited enrichment opportunities or religious experiences outside of school. Their limited experiences has a negative impact on their ability to make personal links in their learning e.g. to what they are reading. There is also an effect on related skills such as physical fitness, social skills and communication.</p>
5	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, which effects self-esteem and lowers aspirations.</p>

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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To ensure that all pupils, including those from a disadvantaged background, receive a well-rounded, culturally, rich education.	<ul style="list-style-type: none"> • Pupils have more opportunities to experience the world outside of school enriching their learning across the curriculum. This will directly impact on the development of the whole child and build on their cultural capital. • Pupil's ability to talk through their learning, linking to educational visits.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • The overall percentage of disadvantaged pupils achieving expected in RWM at the end of KS2 is 65%. • The overall percentage of disadvantaged pupils achieving GD in RWM at the end of KS2 is 12%.


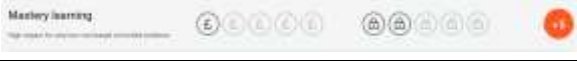
Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)



Budgeted cost: £59,300




Activity	Evidence that supports this approach	Challenge number(s) addressed
All teachers and Educational Assistants improve their own practice by participating in an individualised development programme supported by a coaching structure in which all staff have their own coach.	'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.' EEF Guide to Pupil Premium, June 2019.	1, 2, 3, 5,
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing-service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2, 5
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 5
Increasing pupil engagement through a wide programme of educational visits and in-school enrichment.	Enrichment approaches can directly improve pupils' attainment. EEF state "enriching education has intrinsic benefits We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education."	3, 4, 5
Purchase of high quality phonetic books to support Daily Supported	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily	1,3, 5

Reading to support phonics teaching for all pupils.	comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
To continue with collaborative learning, with the use of learning partners and a mastery approach to secure learning and support long term retention of key knowledge.	EEF findings show that collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment.  Mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils. 	1, 2, 3, 5

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

Budgeted cost: £25,300


Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonic support in small groups or 1 to 1 in Reception and KS1. (RWI - No of classes)	As, on average, our pupils come in with very low starting points (as shown on national baseline assessments), quality support in reception is critical to their success in Early Years and beyond. Without this support they will go into Year 1 significantly behind expectations. 	1, 3, 5
Specialist brought in services (SALT & EP) which are focused on support in EYFS and KS1. Small groups language interventions for identified pupils. A significant proportion of the pupils who receive language interventions will be disadvantaged.	As, on average, our pupils begin school with very limited language acquisition, quality language interventions and support in EYFS is critical to their future development. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: 	1, 3, 5
Targeted intervention groups through 1 to 3 National Tutoring Program.	EEF findings show that tuition is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	1, 2, 5

		
Termly pupil progress meetings which identify pupils who are not making expected progress and adjust planning accordingly. Disadvantaged pupils are a key focus in this planning.	<p>Information shared at pupil progress meetings enables planning to be adjusted for identified pupils so that they can successfully achieve the intended learning before gaps appear.</p> 	1, 2, 3, 5
School-led booster sessions for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>EEF findings states that 'small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.'</p> 	1, 2, 5

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

Budgeted cost: £18,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
For pupil premium children to access clubs, to broaden their experiences and increase their engagement with school	<p>Many of our pupil premium children have limited experiences outside of school to develop their cultural capital.</p> <p>Offering clubs both develops their cultural capital and also increases their self-esteem and enjoyment of school</p>	4, 5
To provide a wide range of visits, and visitors to the school as part of the WOW approach to the learning challenge curriculum. For every visit or in-school experience with a cost associated, is funded entirely by the school to make these experiences available to all.	<p>Pupils have had many more opportunities to experience the world outside of school enriching their learning across the curriculum.</p> <p>EEF guidance states that "children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. . . . that enrichment approaches can directly improve pupils' attainment."</p> <p>EEF guidance</p>	1, 3, 4, 5
Breakfast Club Breakfast Club is free for all pupils entitled to free school meals. The cost of breakfast club is heavily subsidised by the school.	<p>This helps pupils to get a good start to the school day, ensuring that they are appropriately fed and helps with punctuality.</p> <p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their</p>	1, 2, 3, 5

	<p>reading, writing and maths results by the equivalent of two months' progress over the course of a year.</p> <p>EEF evaluation</p>	
Musical Instrument Instruction	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture.</p>  <p>EEF guidance states that "Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum."</p> <p>EEF Guidance</p>	4, 5

Total budgeted cost: £102,705

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 pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those teaching via TEAMS.

Overall attendance in 2020/21 was slightly higher than in the preceding year at 96.0%, it was at the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 1.4% which is a reduction from the previous year. These gaps are smaller than in previous years, which is why attendance is now being monitored rather than a focus on the plan. .

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

Externally provided programmes

Programme	Provider
National Tutoring Program	Pearson
Diagnostic Tests	Rising Stars Salford Reading Test