



PARTNERSHIP LEARNING  
**RIVERSIDE SCHOOL**  
Excellence for All



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## **Pupil Premium Strategy 2019-2020**

**Date of next review: July 2020**



## Context

All schools receive a payment known as Pupil Premium (PP), for each child who is either currently registered for free school meals (FSM) or have received FSM in one or more of the previous six years (FSM6). Pupil Premium Plus is received for students who have been in continuous care for six months or more, as well as for the children who are 'Looked After' (LAC).

In schools across the country, there has been a growing momentum to overturn generations of stereotyping as research has shown that children who have been on or currently on FSM do not attain as highly as other children in school. Our mission is clear and, simply put, aims to ensure that what a young person's family does or where they are born should not determine their life chances. As such, we have a relentless focus on improvement and measure our success by the achievement of all our students and our expectation is that no student is left behind.

The government provide a grant so that we, as a school, can allocate additional support to ensure progress is made by all. The support can be in a short burst or over a longer period such as a term, two terms, a year or more and it may take the form of small group teaching or may be an evidence based intervention. It can even equate to additional resources, enrichment or access to opportunities that enhance learning and aspiration.

The PP amount payable to school is £935.00 per student and £2,300 for LAC for 2019-2020. At Riverside, 39% of our students were eligible for PP in the last academic year and 42% students for this academic year. The allocation of funding that we receive during the academic year of 2019-2020 is £428,005.

### Whole School Pupil Premium Figures 2018-2019

Number of pupils on roll	1058
Number of pupils eligible for PPG	443
Amount of PPG received per pupil FSM6	£935
Amount of PPG received for 6 LAC	£13,800
Total amount of PPG received	£428,005



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Year Group	Number of students	% of PP	CLA
Year 7	273	30%	1
Year 8	264	42%	1
Year 9	156	47%	2
Year 10	171	46%	0
Year 11	111	54%	1
Year 12	40	30%	1
Year 13	43	53%	0
Whole School	1058	42%	6

## Performance of pupil premium students at Riverside School

The following tables show how our disadvantaged students compared with our non-disadvantaged students in the last three academic years, 2016-2017, 2017-2018 and 2018-2019. Disadvantaged students at Riverside exceed or are in line with all national performance measures.

We are very proud that for all indicators Riverside School's disadvantaged pupils perform significantly better than all pupils nationally; moreover, for three consecutive years the disadvantaged pupils also either match or exceed every key measure nationally for non-disadvantaged pupils.

### 2018-2019

Performance Threshold	National (all) 2019 provisional	National (non-disadvantaged) 2018	Riverside School (Disadvantaged – 47 students) 2019
Progress 8 (P8)	-0.02	0.13	0.75
Attainment 8 (A8)	46.5	50	50
% Basics 5+ (E&M)	43.3%	49%	49%
% entered for Ebacc	38.4%	42%	72%

### 2017-2018

Performance Threshold	National (all) 2018	National (non-disadvantaged) 2017	Riverside School (Disadvantaged – 52 students) 2018
Progress 8 (P8)	0.03	0.11	0.83
Attainment 8 (A8)	44.3	49.76	52.89
% Basics 5+ (E&M)	39.9%	49%	54%
% entered for Ebacc	34.9%	45.2%	81.37%



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## 2016-2017

Performance Threshold	National (all) 2017	National (non-disadvantaged) 2016	Riverside School (Disadvantaged – 54 students) 2017
Progress 8 (P8)	0.67	0.11	0.68
Attainment 8 (A8)	44.6	49.8	51
% Basics 5+ (E&M)	39.6%	49.4%	44%
% entered for Ebacc	35%	43%	74%

Riverside reversed the gap between disadvantaged achievement, in 2018 and 2019, and non-disadvantaged nationally for the P8 measure. Riverside is very proud that all students follow a rigorous academic curriculum with 72% of disadvantaged students entered for Ebacc. The percentage of PP students being very successful at GCSE is a result of good or better teaching and high quality tailored interventions by teachers both inside and outside of lessons. Riverside School has a strongly inclusive ethos and all students are encouraged to pursue excellence in their learning irrespective of their backgrounds. It is our belief that the rich and diverse nature of our curriculum offers every student the opportunity to achieve genuine success.

## Review of Pupil Premium Spending 2018-2019

The overall impact of our PP funding is positively evidenced in:

- Performance tables, which show the performance of disadvantaged students compared to non-disadvantaged students
- The Ofsted inspection framework.

### Academic support:

Strategies	Focus	Impact
Access to the curriculum	Additional qualified teachers were recruited to improve contact ratios by dividing a four form entry cohort into five forms for two year groups. This generated 50 additional hours of teaching per week for both year groups.	Progress 8 for academic year 18-19 is 0.75 whilst the % of PP students achieving a 5+ in both English and maths is 48.94%
Weekly CPD hour and observation sessions	All teachers receive an extra two non-contact periods for observation and departmental CPDL. Departments have an allocated hour added to their timetable as time to develop teaching and discussion of strategies to raise achievement for all students.	Improved progress and attainment of PP students across all year groups. Schools for success award.



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Additional support and intervention	Additional lessons for all year 11 students. Year 11's are given an additional hour of schooling every day in a subject in which they need extra support. They also receive support with knowledge retention and exam preparation from staff and sixth formers during this time.	Progress 8 for academic year 18-19 is 0.75 which is better than national non disadvantaged figures whilst attainment 8 is 49.74 which is in line with the national non-disadvantaged students.
Barriers to learning	Literacy focus groups focusing on students with low prior attainment. It supports students in all year groups and allows small teaching groups with teachers where the focus remains on literacy through integrated programmes of study.	Progress 8 for low KS2 attainers is 0.78 and our middle attainers is 0.55.
SLT support	Allocating SLT responsibility for the outcomes of PP students; tracking, targeting and observing to develop effective pedagogical provision.	PP students perform in line or better than non-disadvantaged students nationally on all key measures. Schools for success award.
Barriers to learning - Scholastic Reading Programme	Use of Scholastic Reading Programme to assess, track and monitor the progress of students reading ages. Students are also supported with reading and provided opportunities to read for pleasure.	Scholastic Reading programme has proved successful. Year 7 and 8's had a weekly lesson in the library and there has been an increase in borrowing books across all year groups.
Barriers to learning - Project X	A modern, whole school reading and writing programme specially developed to motivate boys and address the gender gap in literacy.	100% success rate in increased reading ages.
Financial constraints for music tuition	Music tuition for violin, trumpet and piano.	Progress 8 for our PP music students is 0.86 – 33% of music lessons were for PP students

## Student Welfare Support:

Strategies	Focus	Impact
Welfare Support – City Year	The Recruitment of our City Year Team to work closely with targeted disadvantaged pupils through supporting Heads of Years by mentoring pupils in need.	Limited impact for PP students and strategy not to be re-used due to sustainability
Attendance Support	Investment in attendance monitoring provision which includes a dedicated attendance support officer and a Deputy Head of Year to work alongside Heads of Years and pastoral SLT.	Attendance for disadvantaged students is 95.4% and better than non-



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		disadvantaged students nationally.
Emotional and wellbeing – Duke of Edinburgh	Duke of Edinburgh award is fully subsidised for our disadvantaged students to encourage participation throughout the Bronze, Silver and Gold Awards.	16% of PP students participated and 100% received bronze, silver or gold award.
Financial constraints – trips	Funding will be used to encourage all PP students have access to trips across all year groups.	There was a wide range of trips which all students eligible were able to attend
Emotional and wellbeing – House system	Funding will be used to encourage positive student competition through the house system and engage our disadvantaged students with the house system. Inter-house events being held termly to promote wider participation.	House competitions were successful with all students taking part in at least one house competition
Wellbeing and welfare	The introduction of a free Breakfast Club for all Pupil Premium Students	Breakfast club was visited 4091 times last year and 68% were our PP students
Emotional and wellbeing – counsellor.	The services of a school counsellor two days a week, to help support our most vulnerable students	The school counsellor was used by 26% of our PP students, aiding to the 0.75 progress score



## **Pupil Premium Planned Spending 2019-2020**

### **Barriers to Learning:**

PP students' barriers to learning and future attainment at Riverside School:

- Pupils start from below age-related expectations when entering at year 7 which could impact on their long term achievements. Pupils begin with a lack of experience of independent learning, reading ages are generally below expected and low levels of literacy and numeracy are generally apparent.
- Social, emotional welfare needs impact on independence, confidence, resilience and the ability to problem solve in everyday situations requires support at every stage of the curriculum to ensure that pupils are fully prepared for life beyond Riverside. Social and emotional well-being is of vital importance to ensure safety and engagement; this could be a potential barrier to future attainment if issues are not addressed.
- Attendance and punctuality are crucial for continued progress but could present as a barrier due to difficult family circumstances.
- Financial constraints often mean that students need to be supplied with uniform in order to enable them to feel secure in school.
- Lack of IT/Internet at home reduces opportunities for learning at home and as a result reduced levels of progress in school

### **Strategy for this academic year, 2019-2020:**

Schools are held accountable for the spending of this funding: performance tables will capture the achievement of students covered by the PP and money is given to the school to be used in ways that they consider to have the most impact on their students. At Riverside School, we regard raising achievement as being important for all students and similar strategies are used for all groups of students. However, it is vital that our disadvantaged students are given support and every opportunity possible to achieve their potential.

PP funding is used to support the learning of disadvantaged students based on the following principles:

- Good or better teaching benefits disadvantaged students - as a result, we invest in experienced and effective classroom teachers and a rich CPDL programme to train staff.
- A banding system – which allows students to access the teaching, learning and support best suited to their needs.
- Effective tracking enables timely intervention - by individually monitoring pupils for both progress, as well as attainment, we aim to intervene before gaps in attainment widen, as well as support FSM students of all abilities in making accelerated progress.
- Students who are behind need additional learning time to catch up - we invest in raising attendance, extended day provision, supervised study rooms and tutoring, to enable gaps to narrow. We also aim to maximise the effectiveness of home learning through successful cross-curricular homework.
- Early intervention is crucial - we understand the impact of early identification, and invest in work with parents and pupils during years 7 and 8





- Life experiences and cultural literacy raise aspirations - so we invest in visiting experts, residential experiences and cultural activities.
- Students benefit from advice and guidance – as a result we invest in additional staffing, including mentors/counsellors/teaching assistants.

The above strategies will benefit many of our PP students however, a number of PP students require some additional support and we ensure that all students have access to what they need to progress.

### Pupil Premium Plan 2019-2020:

#### Academic support:

Strategies	Focus	Cost	Impact
Weekly CPD hour and observation sessions	All teachers receive an extra two non-contact periods for observation and departmental CPDL. Departments have an allocated hour added to their timetable as time to develop teaching and discussion of strategies to raise achievement for all students.	£303,980.07	Improved progress and attainment of PP students across all year groups.
Access to the curriculum	Additional form added in each year group to enable low starters to receive 1:6 ratio and bespoke curricular.	£60,000 (including catch up funding)	Improved progress and attainment of low starters across all year groups
In class support	Teaching assistant support for targeted students with key subjects, facilitating smaller class sizes.	£25,000 (yr 7 literacy focus)	Improved progress and attainment of low starters across all year groups. Increased reading ages
Additional support and intervention by SLT	Additional lessons for all year 11 students. Year 11's are given an additional hour of schooling every day in a subject in which they need extra support. They also receive support with knowledge retention and exam preparation from staff during this time.	£10,000	Improved progress and attainment of PP students in year 11. Students have high aspirations and are able to access the curriculum.
SLT support	Allocating SLT responsibility for the outcomes of PP students; tracking, targeting and observing to develop effective pedagogical provision.	£6,200 (% of SLT salary)	Improved progress and attainment of PP students.
Raise levels of literacy – Scholastic Programme	Use of Scholastic Reading Programme to assess, track and monitor the progress of students reading ages. Students are also	£2000	Increased reading ages and attainment across all year groups.





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	supported with reading and provided opportunities to read for pleasure.		
Raise levels of literacy – Project X	Use of Project X Programme - A modern, whole-school reading and writing programme specially developed to motivate boys and address the gender gap in literacy.	£473	Increased reading ages and attainment across all year groups.
Study Skills	External visitors meet with a focus group of students and discuss possible revisions strategies and helpful tips in preparing for their exams.	£1500	Students able to work independently and increased aspirations improve PP attainment in year 11.
Financial constraints for music tuition	Music tuition for violin, trumpet and piano. 32% of music lessons were for PP students	£17,728	Increased engagement in school life as students able to access the curriculum.

## Welfare Support:

Focus:	Strategies	Cost	Impact
Attendance Support	Investment in attendance monitoring provision which includes a dedicated welfare support officer to work alongside the pastoral team.	£15,000	Attendance greater than 95.4%. Improved punctuality and engagement of pupils across all year groups. Increased parental involvement.
Financial constraints - Duke of Edinburgh Award	Duke of Edinburgh award is fully subsidised for our disadvantaged students to encourage participation throughout the Bronze, Silver and Gold Awards (52 PP students participating for bronze, silver or gold award)	£10,000	Improved aspiration and welfare of individuals. Increased attendance and attainment and improved behaviour amongst cohort. 100% success rate
Cost of PP subsidy for trips	Funding will be used to encourage participation from students across year groups.	£5000	Improved aspiration and welfare of individuals. Increased attendance and attainment and improved behaviour amongst cohort.
Financial constraints - Sponsorstars Scheme	PP students selected to take part in a London based charity that aims to	£96 per pupil £1920	Increased engagement in school life as



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	support pupils to succeed at school by ensuring that they have all the equipment or resources they require (20 students selected across years 8-10)		students able to access the curriculum. Increased attendance and attainment and improved behaviour amongst cohort.
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## Literacy and Numeracy Catch-Up Premium 2019 – 2020

### Context

The literacy and numeracy catch-up premium is aimed at Year 7 students who did not achieve at least the expected standard in reading and/or mathematics at the end of Key Stage 2 (KS2). It provides additional funding to support these students and accelerate their progress in English and mathematics. The funding enables the school to deliver additional support, such as individual tuition or intensive support in small groups, for those pupils that most need it, so that they catch up with their peers.

### Allocation

Schools receive an additional £500 for each pupil in year 7 who formerly did not achieve an average point score of 100 in reading and/or maths at the end of KS2. In 2018-2019 Riverside School was allocated £47,000 in funding as part of the catch-up premium. For this academic year Riverside School has been allocated £61,000. At Riverside we assess the individual needs of each pupil who requires additional support and intervention in literacy and/or numeracy to decide the best way to use the funding. We then select programmes and approaches that are proven to be effective in enhancing literacy and/or numeracy skills. We use the funding to enhance our provision of a sophisticated range of interventions.

	2018-2019	2019-2020
Number of students eligible for catch-up premium	46 English 48 maths	74 English 48 maths
Amount of funding received per student	£500	£500
Total funding for academic year	£47,000	£61,000

### Provision

At the start of school in September, following assessments, MIDYIS tests and a detailed analysis of Key Stage 2 information, students are targeted for a variety of literacy and numeracy interventions as follows:

- Effective teaching and learning - staff professional development sessions have focused on how to work with students that arrive in school with lower than low prior attainment whose reading age is below 11. Quality teaching has the strongest impact on pupil achievement and is critical to supporting student progress.
- Improved contact ratios in year 7 for low prior attaining students through an additional form in year 7. This enables low literacy and numeracy students to follow a bespoke curriculum. Students in these bands have a teaching assistant to support which created the needs for additional teaching posts and specialised training.
- Baseline testing in all subjects, allowing early identification and interventions where appropriate.
- The use of the scholastic reader programme to support the assessment and improvement of students' reading age and to support their basic literacy skills.
- A weekly book club programme in developing reading skills for students.



- Homework club run at lunchtimes and after school for Year 7 students who have difficulty managing their homework at home
- Increase in timetabled English and Maths lessons at KS3 – Most year 7 students have 4 lessons a week to in English and maths. The aim of this is to ensure that students receive one reading lesson a week as well as allowing a more extensive focus on core skills in year 7.
- The introduction of Maths Mastery in year 7.

## Impact

The table below illustrates the achievement of the students who received catch-up funding over the past three years.

Catch up students	2016-2017	2017-2018	2018-2019
% Basics 4+ (E&M)	22.22%	12.5%	16.67%
Progress 8	0.95	0.97	0.78

In the last academic year, those pupils eligible for catch-up funding were making positive progress at the end of year 7.

Subject	Progress 8
English	+1.51
Maths	+0.94

