



Pupil Premium Strategy 2022-2023

Date of next review: July 2024



Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium for the 2022 to 2023 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 School
Number of pupils in school	1400
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2025/2026
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Andrew Roberts Headteacher
Pupil premium lead	David Wylde Deputy Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£489,555
Looked after children or Previously looked after children	12,650
Recovery premium funding allocation this academic year	£122,544
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	£624,749



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make outstanding progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, 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 teaching is at the heart 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. Most of our students come from comparable backgrounds and it is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. 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.

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.

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 excel. 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 need is identified
- adopt a whole school approach in which all staff have high expectations for all students regardless of their background.



Challenges

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

Challenge number	Detail of challenge
1	Access to internet and equipment at home. Our observations and discussions with pupils and families suggest 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 backed up by several national studies
2	Disadvantaged pupils reading ages are generally below expected when they arrive in year 7, and low levels of literacy (particularly talking in full sentences) and numeracy are apparent from observations.
3	WBRI disadvantaged progress, whilst still above national at +0.25, is lower than the whole school average of +1.07 (2021/23 GCSE results) and PP school average of +0.74.
4	Observations show social and emotional welfare needs impact on learning behaviors, specifically on independence, resilience and the ability to work collaboratively.



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
Attainment and progress of disadvantaged students in line with whole school and well above national non-disadvantaged.	By the end of our current plan in 2025/26, disadvantaged students will be well above national for all measures, and in line with the whole school targets <ul style="list-style-type: none">• 70% 9-5 in combined English and maths• P8 score of +1• A8 measure of 60.00• Ebacc APS of 5.6
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved learning behaviours among disadvantaged pupils across all subjects.	Teacher reports, class observations and behaviour logs show students develop their key independence, resilience and ability to work collaboratively.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none">• Qualitative data from student voice, student and parent surveys and teacher observations.• 100% of disadvantaged students participate in enrichment activities.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: <ul style="list-style-type: none">• the overall absence rate for all pupils being no more than 3%, with the attendance of disadvantaged students being in line with their peers• the percentage of all pupils who are persistently absent being below 8% with the PA disadvantaged students being in line with their peers



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: **£523,280**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding the release of teachers for Weekly subject specific CPD and observation sessions	Departments have an allocated hour added to their timetable as time to develop teaching pedagogy and the curriculum intent / implementation. This raises teaching standards as evidenced by lesson observations and the high progress students make, including disadvantaged ones.	2, 3, 4
Funding for additional teachers so that an additional form is added to each year.	This enables low starters to receive 1:8 ratio. It has contributed to high progress for our low starters across all year groups, including those who are disadvantaged.	2, 3, 4
All maths teachers have been trained in how to deliver maths mastery	The maths department have spent a high proportion of their weekly CPDL time on understanding the principles behind maths mastery and how to teach it to students of all ages.	2, 3, 4
Scholastic Programme	Use of Scholastic reading to assess, track and monitor the progress of student's ages over time. Contributes to increase reading ages across all year groups	2



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

Budgeted cost: **£39,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
In class support	Teaching assistant support for targeted students with key subjects and classes. It has contributed to high progress for our low starters across all year groups, including those who are disadvantaged.	2, 3, 4
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring 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.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 3, 4
Study skills	External visitors meet with a focus group of students and discuss research informed revision strategies. It has contributed to high progress for our low starters across all year groups, including those who are disadvantaged.	2, 3, 4
Academic support and intervention	Additional lessons for all year 11 students. Year 11s are given an additional hour of schooling every day in a subject in which they need extra support.	All



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

Budgeted cost: **£62,869**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support	Dedicated welfare support officer to work alongside the pastoral team in identifying and intervening with students at risk of PA. This has contributed to attendance being over 95%, despite the challenges faced post-covid.	2
Duke of Edinburgh award subsidies	The Duke of Edinburgh award is heavily subsidised for our disadvantaged students to encourage participation. There is currently 100% completion rate.	3, 4
Sponsorship scheme	PP students selected to take part in a London based charity that aims to support pupils to succeed at school by ensuring they have all the equipment or resources they require (20 students across all year groups). This enables these students to engage in school, and to access the learning at home.	All
Music tuition	The school has removed the barrier of money so that all students, including disadvantaged ones, who want to learn an instrument can, free of charge. 32% of music lessons were for PP students, showing the engagement levels are in line with the whole school.	All
Access to a school counsellor/mentor	The services of a school counsellor two days a week, to help support our most vulnerable students	3, 4

Total budgeted cost: £625,149



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 2022 to 2023 academic year.

Our 2022/23 GCSE data showed that the progress of disadvantaged pupils +0.74 and the progress of non-disadvantaged pupils was +1.24, both of these being significantly above national. This has improved since our 2021/22 data which shows disadvantaged students achieving a score of +0.7, compared to non-disadvantaged students scoring +0.99. Promisingly, our internal data for future predictions are in line with the most recent GCSE results.

National figures for 2021/22 show disadvantaged pupils underperform (-0.57) in comparison to non-disadvantaged pupils (+0.17).

This is in spite of evidence in schools across the country showing COVID and the economic crisis was most detrimental to disadvantaged pupils. 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 provided by Oak National Academy. Those students who struggled with remote learning were invited into school.

Although overall attendance in 2022/23 was lower than in the preceding 2 years at 95.0%, it was higher than the national average. In 2022/23 disadvantaged pupils' attendance was 93.8% whilst non-disadvantaged pupils was 95.7%. Both of these are higher than the national attendance of 90.8% for 2022-23.

Externally provided programmes

Programme	Provider
Mentoring	Lifeline
SMILE-ing Boys Project	Foundation for future London
ENO Project	English National Opera House
Insight Days and work experience opportunities	Social Mobility Partners



Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- Offering and monitoring the uptake of a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.