

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 Primary School
Number of pupils in school	454
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Chelsea Williams (Executive Head)
Pupil premium lead	Melissa Unwin-Rose/Chelsea Williams
Governor / Trustee lead	Tricia Owen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 96,065
Recovery premium funding allocation this academic year	£ 9425
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	£105,490

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school and close the gap between pupil premium and non-pupil premium pupils.

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well:

- quality first teaching
- oral language, vocabulary and expectations.
- metacognition
- improved phonological skills
- providing first hand experiences and opportunities

Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Our expectation at Riverside Primary School is that all pupils, irrespective of background or the challenges they face, become independent, resilient and confident learners who embrace challenge and have high future ambition. This will enable them to be life-long successful learners who have the knowledge, skills and learning dispositions to succeed. At our school we pride ourselves on the holistic and academic approach to our curriculum. Children are provided with rich experiences, both in and outside the classroom, to ensure good progress and a life-long love of learning.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments, discussions and observations show that the number of Pupil Premium children achieving at Greater Depth level in writing across some year groups is significantly lower in comparison to all children. In some year groups the % of Pupil Premium children achieving at both ARE and GD in English is specifically lower than all pupils.</p> <p>In 2021/2022 end of KS1 25% of Pupil Premium children achieved ARE in writing compared with 65% of all pupils, 33% of Pupil Premium children achieved ARE in reading compared to 75% of all pupils. 58% of Pupil Premium achieved ARE in maths compared to 75% of all pupils.</p>

	In 2021/2022 end of KS2 64% of Pupil Premium children achieved ARE in writing compared to 76% of all pupils and 79% of Pupil Premium children achieved ARE in comparison to 88% of all pupils.
2	Internal and external assessments show some disadvantaged pupils attain less well in the Y1 phonics check, impacting on their development as readers. 60% of our PP children passed the 2022 Phonics test compared to 83% of all children
3	Our wellbeing assessments, discussions and observations have identified social and emotional / self-confidence issues for some disadvantaged pupils. 30% of our pupil premium children across school are accessing social group interventions.
4	Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance. Data shows that the attendance for pupil premium children in 2021/22 is on average 91% with 36% children considered to be persistent absentees. This compares to 94% whole school and 15% persistent absence.

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
Develop phonological skills from EYFS through to KS2.	KS1 phonics assessment data reflects our ambition to reduce the attainment gap between disadvantaged pupils and we aim that all PP children should pass the Year 1 phonics test. We would like to see 80% of Pupil Premium children pass the Phonics screening check at the end of 2023 compared to 60% of Pupil Premium children passing in 2022, narrowing the gap by 20%.
Develop writing skills through highly structured approaches and interventions. Children to be able to write for a variety of purposes across the curriculum.	End of Key Stage outcomes show disadvantaged pupils performing as well as non-disadvantaged pupils nationally, and reflect our ambition to reduce the

Challenge our more able disadvantaged pupils to reach greater depth.	attainment gap between disadvantaged pupils and their peers. At Riverside we aim to get more disadvantaged pupils working at greater depth.
Children feel well supported with their emotional development.	<p>Our commitment to wellbeing support shows a reduction in the number of pupil premium pupils accessing wellbeing support.</p> <p>We would like to see a reduction of 10% taking the total percentage of pupil premium children accessing emotional support to 20%.</p> <p>However, we will continue to monitor these children by having regular check ins with pupils and parents and through our well-being trackers.</p>
To improve attendance for disadvantaged pupils and see a reduction in PA % for pupil premium children	This year we would like to see a rise in pupil premium attendance from 91% to 96% in order to be in line with our whole school target. We would also like to see the % of PA children significantly reduced from 36% to in line with or below national average.

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: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Quality first teaching for all pupils. TA CPD is ongoing for challenge across Maths and English by leads</i></p> <p><i>Challenge in both Maths and English are high priority on school development plan and CPD plan.</i></p> <p><i>Pupil Progress meetings track progress of PP pupils and appropriate, timely</i></p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p> <p>Training and supporting highly qualified teachers deliver targeted support.</p>	1,2

<p><i>interventions are put in place to support them achieve at the highest level.</i></p>		
<p>CPD linked to - Teach writing composition strategies through modelling and supported practice</p> <p><i>Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goalsetting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently.</i></p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1667384838</p>	<p>1</p>
<p><i>Children feel well supported with their emotional development. Emotion coaching CPD linked to our new behaviour policy and a consistent approach across the school.</i></p>	<p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p> <p>Emotion coaching based on the research of John and Julie Gottman 1990's</p>	<p>3</p>
<p><i>To improve attendance for disadvantaged pupils</i></p>	<p>Macleod, S., Sharp, C., Bernardinelli, D., Skipp, A. and Higgins, S., 2015. Supporting the attainment of disadvantaged pupils: articulating success and good practice: Research report November 2015.</p> <p>Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFERR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	<p>4</p>

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Language is a focus across the whole school for all pupils including PP children as part of QFT and the mastery approach.</p> <p>Teachers to help children develop as independent learners by scaffolding and modelling and then slowly withdrawing the support. Learning Scientist approaches are used to promote independence and retention.</p> <p>Disadvantaged pupils will be given the opportunity to practice language across the curriculum.</p> <p>Interventions will run including:</p> <ul style="list-style-type: none"> • Oral communication skills developed through weekly social groups • NELI- 3 x30 mins sessions each week over 20 weeks 	<p>Office for Standards in Education, Children’s Services and Skills (Ofsted) (2016) <i>Unknown children – destined for disadvantage?</i> Ofsted, Manchester.</p> <p>Endorses effectiveness of buying-in CPD and adjunct professional time, specifically speech and language therapists.</p> <p>School-employed SALT/specific S&L training for whole staff: Dann, R (2016) <i>Understanding and enhancing pupils’ learning progress in schools in deprived communities.</i> <i>Education 3–13</i> 44(1):19–31.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	1, 2
<p>Writing interventions run by teachers or LSAs across the school. Support staff and class teachers support learning effectively</p> <p>CPD for key intervention leads on developing challenge in writing – led by Director of English</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1667384838</p>	1
<p>Continued implantation of RWI in the early years and KS1.</p> <p>1-1 phonics supporting focus PP pupils</p> <p>Spelling program introduced across KS2</p> <p>Targeted and swift interventions run throughout school to support children.</p> <p>Staff share good practise and new staff work alongside experienced colleagues.</p> <p>Research indicates that pedagogical awareness is a key component for successful teaching of reading and is considered when organising groupings.</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/abracadabra-abra-pilot</p> <p>Nessy (2021) <i>Research evidence</i> [online]. Available from: https://www.nessy.com/uk/research-testimonials/research-evidence. [Accessed 30/7/21.]</p> <p>Carbol, B. (2015) <i>Research into the efficacy of the Nessy learning program</i> [online]. Available from: https://www.nessy.com/uk/files/2020/05/Research-into-Efficacy-of-the-Nessy-Learning-program-2014-Dr-B-Carbol.pdf</p> <p>Niolaki, G., Vousden, J., Taylor, L. and Tarzynski-Bowles, L. (2020a) <i>An evaluation of a digital reading intervention for beginning readers.</i> Available at: https://www.coventry.ac.uk/research/research-directories/current-projects/2018/an-evaluation-of-a-digital-reading-intervention-for-beginning-readers/ [Accessed 8/3/21.]</p>	1,2

KS2 to receive training in phonics to enable them to support learners.	<p>Niolaki, G., Vousden, J., Terzopoulos, A., Taylor, L.M. and Masterson, J. (2020b) A linguistic awareness intervention targeting spelling and written expression in a 10-year-old dyslexic child. <i>Preschool & Primary Education</i>.</p> <p>Vincent, K., (2020) Closing the gap: supporting literacy through a computer-assisted-reading-intervention. <i>Support for Learning</i>. 35(1), 68-82.</p>	
Phonic groups Intensive support in small groups and 1-1 with the aim to supporting pupils to catch up with their peers.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Speech and language- Private speech and language therapist to work with individuals and small groups. Also providing CPD for all staff which is targeted and focussed on this area of identified need.	<p>Office for Standards in Education, Children's Services and Skills (Ofsted) (2016) <i>Unknown children – destined for dis-advantage?</i> Ofsted, Manchester. Endorses effectiveness of buying-in CPD and adjunct pro-fessional time, specifically speech and language therapists. School-employed SALT/specific S&L training for whole staff: Dann, R (2016) <i>Understanding and enhancing pupils' learning progress in schools in deprived communities</i>. <i>Education 3–13</i> 44(1):19–31.</p>	1,2

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

Budgeted cost: £24,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Forest Schools</p> <p>Forest schools will help support our wellbeing work for vulnerable pupils by helping them develop emotionally and socially as well as appreciating the outdoor environment.</p>	<p>Successful 'forest school' intervention: Dann, R (2016) <i>Understanding and enhancing pupils' learning progress in schools in deprived communities</i>. <i>Education 3–13</i> 44(1):19–31.</p> <p>Slade, M., Lowery, C. and Bland, K.E.N., 2013. <i>Evaluating the impact of Forest Schools: a collaboration between a university and a primary school</i>. <i>Support for Learning</i>, 28(2), pp.66-72.</p> <p>O'Brien, L., 2009. <i>Learning outdoors: the Forest School approach</i>. <i>Education 3–13</i>, 37(1), pp.45-60.</p> <p>Tiplady, L.S. and Menter, H., 2021. <i>Forest School for wellbeing: an environment in which young people can 'take what they need'</i>. <i>Journal of Adventure Education and Outdoor Learning</i>, 21(2), pp.99-114.</p>	3,4

Relate counsellor 1-1 support for wellbeing	<i>Individualised approach to emotional support: Macleod, S, Sharp, C, Bernardinelli, D (2015) Supporting the attainment of disadvantaged pupils: Articulating success and good practice. Department for Education, Durham, UK.</i>	3,4
ELSA workers Early intervention through the school ELSA workers to support emotional wellbeing.	<i>Individualised approach to emotional support: Macleod, S, Sharp, C, Bernardinelli, D (2015) Supporting the attainment of disadvantaged pupils: Articulating success and good practice. Department for Education, Durham, UK.</i>	3,4
Character award	<i>Shain, F (2016) Succeeding against the odds: Can schools 'compensate for society'? Education 3-13 44(1):8-18. (Effectiveness of 'enrichment' activities offering 'middle class' experiences to children who can't access them through home) Offering enriched curriculum: Dann, R (2016) Understanding and enhancing pupils' learning progress in schools in deprived communities. Education 3-13 44(1):19-31.</i>	3
Other support e.g clubs, uniform, school trips, breakfast clubs and after school clubs	<i>Shain, F (2016) Succeeding against the odds: Can schools 'compensate for society'? Education 3-13 44(1):8-18. Copeland, J., 2019. A critical reflection on the reasoning behind, and effectiveness of, the application of the Pupil Premium Grant within primary schools. Management in Education, 33(2), pp.70-76. Dann, R (2016) Understanding and enhancing pupils' learning progress in schools in deprived communities. Education 3-13 44(1):19-31. Watt, L. 2016. "Engaging Hard to Reach Families: Learning from Five 'Outstanding' Schools." Education 3-13 44</i>	3,4

Total budgeted cost: £105,490

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 2021 to 2022 academic year.

1. Improve communication, oral language and vocabulary for disadvantaged pupils.

Targeted support was deployed through a range of in-school interventions and externally sourced interventions. Pupils engaged with the Nessy programme to support their spelling and reading across KS2. A Speech and Language Therapist delivered sessions and support for the pupils with highest need in this area and trained LSA's delivered follow-up work with these pupils. Helicopter story sessions were delivered within the EYFS and Year 1 cohorts to support oral language development and teachers conducted interventions for 1:1 reading, particularly for the lowest 20% of readers.

2. Develop phonological skills from EYFS through to KS2.

CPD was delivered across the whole school to support all staff in the teaching of phonics. Phonics was closely monitored and assessed across the year. Additional support was implemented, 1-1 sessions delivered where needed as well as parent information held in order to upskill parents in supporting with phonics.

Y1 phonics was above national average at the end of the 2022 at 83% compared to 76% national, with 60% of our PP children passing the test in compared to 37% in 2021.

3. Develop reading comprehension skills through highly structured approaches and interventions. Children to be able to read widely and fluently across the curriculum. Stretch our more able disadvantaged pupils to reach greater depth.

The impact of high-quality teaching was evident in our monitoring and evaluating as well as in our children's work and parent-voice. The implementation of the VIPERS reading scheme has supported children to make strong progress in reading comprehension. Targeted groups and one-one tutoring has also supported in both KS1 and KS2 to enable PP children to make good progress in reading.

Impact was especially evident in reading where in KS2 outcomes PP children achieved both above the national average and above all pupils. PP 93% at ARE compared to 90% of all pupils with 13% of PP children achieving Greater Depth.

4. Children feel well supported with their emotional development.

The emotional wellbeing of pupils was supported across the year through our well being support network which includes ELSA, Forest Schools, small group work with trained LSAs on bereavement, friendship fall-outs. Pupils also engaged in the Lionheart Character Award in Y4 and had access to a wide range of clubs and experiences. We also commissioned sessions from Relate where the Relate counsellor undertook intensive 1-1 sessions with children in six weekly blocks throughout the year.

5. To improve attendance for disadvantaged pupils

Senior leaders in school have worked closely with parents and the Education Welfare Officer to ensure that there is a robust system in place for attendance.

At the end of the academic year 2021/2022 the attendance for Non PP 94% compared to PP pupils which was 91% showing that the gap has narrowed by 3%.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.