

Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	Riverside Primary School
Pupils in school	289
Proportion of disadvantaged pupils	30.45%
Pupil premium allocation this academic year	£118,360
Academic year or years covered by statement	2020-2022
Publish date	June 2021
Review date	June 2022
Statement authorised by	Kim Wilmer
Pupil premium lead	Zoe Huggett
Governor lead	Dave Brockman

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

Disadvantaged pupil performance overview for last academic year

Measure	Score (attainment based on Teacher Assessment due to no KS2 tests)
Meeting expected standard at KS2 in both English and Maths	25% (NB: 1 out of 4 children – 3 with SEND including 1 with an EHCP)
Achieving high standard at KS2 in both English and Maths	25%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1: Enable disadvantaged children to close the gaps caused by the Covid-19 school closure and	Target disadvantaged children for interventions, including early morning groups for reading and maths, NELI, daily reading.

make progress at the same rate or better than their peers.	
Priority 2: Improve the wellbeing of disadvantaged pupils to reduce the number presenting with SEMH difficulties that are a barrier to their learning.	Employ a Home School Support Worker to work with vulnerable families to support emotional and mental health needs and address low-level safeguarding concerns. This role will also involve designated time for delivering wellbeing support to children with anxieties, SEMH needs or challenging behaviours. Continue to employ school counsellor for children with a high level of emotional or mental health needs.
Priority 3: Increase parental engagement with the school, with a particular focus on hard to reach families.	Employ a Home School Support Worker to work with families and encourage greater engagement with school activities and home learning. Restart programme of parent workshops to support various areas of need such as school readiness, sleep, behaviour. Signpost parents to external support services available locally.
Barriers to learning these priorities address	Improving basic skills and rates of progress, wellbeing and readiness to learn for the most disadvantaged pupils. Also improving attendance for the small number of disadvantaged children where attendance is a concern.
Projected spending	£58,500

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	July 2022
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 2022
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics	July 2022
Phonics	Achieve national average expected standard in PSC	July 2022
Other	Improve attendance of targeted disadvantaged children with low attendance	Dec 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Number of children passing the phonics screening check at the end of Year 1 is at least in line with National.	Maintain subscription to Lexplore. Ensure enough staff have received paid-for training to be able to use Lexplore assessment and ensure all Year 1 children are screened early in the academic year. Ensure Lexplore intervention materials are used effectively in class alongside good quality first teaching for phonics. Provide 3 TAs full time across Year 1 to enable targeted groups during phonics sessions. Ensure all KS1 staff have had the necessary training to be able to deliver the phonics scheme of work effectively.
Projected spending	£22,000

Targeted academic support for current academic year

Measure	Activity
Priority 1: Enable disadvantaged children to close the gaps caused by the Covid-19 school closure and make progress at the same rate or better than their peers.	Target disadvantaged children for interventions, including early morning groups for reading and maths, NELI, daily reading. NTP used to provide targeted interventions for disadvantaged children.
Priority 2: Improve the wellbeing of disadvantaged pupils to reduce the number presenting with SEMH difficulties that are a barrier to their learning.	Continue to employ school counsellor for children with a high level of emotional or mental health needs – disadvantaged children to be prioritised where there is a high level of need. Employ a Home School Support Worker to deliver targeted wellbeing and SEMH interventions to identified children.
Priority 3: Increase parental engagement with the school, with a particular focus on hard to reach families.	Employ a Home School Support Worker to work with hard to reach families and encourage greater engagement with school activities and home learning. Send targeted invitations to parenting workshops and carry out direct work with families of disadvantaged children where attendance is an issue.
Projected spending	£30,760

Wider strategies for current academic year

Measure	Activity
Priority 1: Enable disadvantaged children to close the gaps caused by the Covid-19 school closure and make progress at the same rate or better than their peers.	Monitoring of QFT. Ensuring all staff have training and access to Maths Mastery and Power of Reading materials. Provide INSET and develop a whole school Early Career Framework programme to support the development of the curriculum and pedagogy.
Priority 2: Improve the wellbeing of disadvantaged pupils to reduce the number presenting with SEMH difficulties that are a barrier to their learning.	Provide INSET and develop a whole school Early Career Framework programme to include trauma informed practice, mindfulness approaches and understanding of challenging behaviours. Continue to subsidise the Year 6 residential trip, experiences such as Creepy Claws and cultural opportunities. Continue with whole school focus on wellbeing and healthy lifestyles.

<p>Priority 3: Increase parental engagement with the school, with a particular focus on hard to reach families.</p>	<p>Employ a Home School Support Worker to work with families and encourage greater engagement with school activities and home learning. Restart school events such as assemblies, coffee mornings and opportunities to attend reading sessions in class. Restart programme of events led by FoRPS. Maintain open door policy and use of Class Dojo for contact with parents.</p>
<p>Projected spending</p>	<p>£8,000</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for SL monitoring and staff professional development (especially of ECTs).	Employing a cover teacher to provide ECT release time to give HLTAs capacity to provide more management release time for SLs.
Targeted support	Finding a suitable NTP tutor to provide high quality interventions.	Employing a teacher already known to the school.
Wider strategies	Engaging the families facing most challenges.	New HSSW role will ensure relationships can be developed further. New local services that include at-home support (eg. Small Steps, Family Solutions) can be promoted.

Review: last year's aims and outcomes

Aim	Outcome
<p>Enable disadvantaged children to close the gaps caused by the Covid-19 school closure and catch up at the same rate or better than their peers.</p>	<p>Booster teacher employed to provide support to targeted children both in class time and in early morning groups. Other groups such as NELI taking place with disadvantaged children prioritised. KW, HR and ZH also provided intervention groups with PPG children prioritised. TAs all trained on intervention programmes such as Alphabet Arc and Precision Teaching. Storytime magazines provided to PPG children.</p>
<p>Improve the wellbeing of disadvantaged pupils to reduce the number presenting with SEMH difficulties that are a barrier to their learning.</p>	<p>Focus on PSHE and wellbeing in curriculum and reintroduction of gardening and cookery. Counsellor employed for 2 days a week and NG delivering Listening Ear. CTs and TAs trained in Psychological First Aid, TAs trained in Lego Therapy and whole-school INSET on behaviour and wellbeing. Friends intervention run with all of Year 3. Wellbeing Dojo page signposts parents to support. Close links with school nursing team and Ed Psych. 'Creepy Claws' day in Term 6 to offer exciting opportunities that have been impossible during the pandemic.</p>
<p>Increase parental engagement in learning and attendance for disadvantaged pupils.</p>	<p>Subscriptions to online learning platforms maintained to enable sharing of home learning during lockdown and for any children who are required to isolate. Hard copy packs provided where needed. Telephone contact with vulnerable families maintained throughout school closure period. Devices loaned to ensure access to remote learning. Attendance was heavily impacted by Covid and there is no significant difference between the attendance of disadvantaged pupils and others. Disadvantaged individuals where attendance is a concern have been supported by AASSA and additional strategies such as individual risk assessments.</p>
<p>Increase the amount of targeted support available for disadvantaged children with speech, language and communication needs so that this is not a barrier to their learning.</p>	<p>Non-class-based specialist SALT TA with a designated base area to enable more children to have focused SALT sessions, social skills groups etc more regularly. This has included personalised support for PPG children with specific needs. External bought-in SALT has worked alongside specialist TA to assess and review children and create plans for children with a high level of need, deliver targeted therapy to children with severe and profound levels of need and monitor therapy targets for rest of caseload. Both have helped train class TAs to build in SALT approaches (including Lego Therapy) in class activities.</p>