

Riverside Primary School Pupil Premium Strategy Statement 2022-2023 (Three year plan)

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	398 Including Nursery 362 Without Nursery
Proportion (%) of pupil premium eligible pupils	32% (115/362)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	Helen Robson
Governor / Trustee lead	Dave Brockman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,525
Recovery premium funding allocation this academic year	£18,678
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	£164,203

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 good progress across all subject areas and to close the attainment gap between disadvantaged and non-disadvantaged children. 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. 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. 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.

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 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and reading compared to their peers. This negatively impacts their development as readers.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry 73% of disadvantaged pupils arrived with highlighted concerns in maths compared to 33% of their non-disadvantaged peers. This gap remains steady to the end of KS2.
4	Our assessments including observations and discussions with pupils and families have identified social and emotional issues for many disadvantaged pupils. 43% of disadvantaged pupils currently have identified SEMH needs.
5	Our attendance data indicates that attendance among disadvantaged pupils has been between 3% lower than for non-disadvantaged pupils. 34% of disadvantaged pupils have been 'persistently absent' compared to 12% of their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 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.
Improved reading progress / attainment among disadvantaged pupils.	KS1 and KS2 reading outcomes at the end of the year show that more than X% of disadvantaged pupils met the expected standard. Phonics results through KS1 improve and show good progress.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS1 and KS2 maths outcomes at the end of the academic year show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing shown in data at end of year and strategies in place show progress. This is demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • Well-being and behaviour monitoring on CPOMS
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance each year demonstrated by: <ul style="list-style-type: none"> • The school attendance figures to be in line or better than national 96% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent or late being below 10% and the figure among disadvantaged pupils being no more than 4% lower than 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

Budgeted cost: **£58,601**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>NELI programme to support FS</p> <p>Vocabulary lists for all subjects.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Purchase and training in Read Write Inc – a DfE accredited Systematic Synthetic Phonics Programme to secure stronger English teaching for all pupils across the school.</p> <p>Use of Fresh Start resources from RWI to support comprehension in UKS2.</p> <p>1:1 tutors and RWI tutors to support pupils and narrow gaps.</p> <p>Purchase Story Time magazine for disadvantaged pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the</p>	3

<p>planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Mastery resources and CPD (including Maths Mastery training).</p> <p>Maths lead to support new members of staff.</p>	<p>Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>Improve the quality of social and emotional (SEL) learning and continue with trauma informed practice training.</p> <p>Approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Support from HSSW and school counsellor.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	4

Targeted academic support

Budgeted cost: **£88,339**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of a specialist TA to deliver speech and language programmes across the school especially for disadvantaged pupils who have relatively low spoken language skills.	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2
Use of NELI programme to support reception children who enter school with poor language skills.		1

Additional phonics 1:1 sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered with resources from our new DfE accredited scheme – RWI.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. Have other additional support for targeted individuals / groups using a booster teacher. 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
Engaging in 1:1 / small group well-being sessions eg Lego Therapy, ELSA, Counselling	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	

Wider strategies

Budgeted cost: **£17,263**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
Embedding principles of good practice set out in the DfE's	The DfE guidance has been informed by engagement with schools that have significantly	5

<u>Improving School Attendance</u> advice. This will involve training and release time for staff to develop and implement new procedures around attendance and use of HSSW and office attendance staff to support this and work with hard to reach parents / families.	reduced levels of absence and persistent absence.	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £164,203

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.

Our internal assessments during 2021/22 suggested that the attainment of disadvantaged pupils was lower than their non-disadvantaged peers in key areas of the curriculum. The progress for this group of children has been good.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees and our targeted support to this group of children in school. Our disadvantaged children are making progress but still have gaps in their learning compared to their non-disadvantaged peers. Our on-entry data shows that our disadvantaged pupils have a lower start compared to their non-disadvantaged peers. Targeted disadvantaged children have received 1:1 tuition this academic year through the NTP and are making progress. This needs to continue into next academic year. Our July 2022 KS2 SATs results show that attainment for our Year 6 disadvantaged children was lower compared to their non-disadvantaged peers. Reading was 64% for disadvantaged compared to 81% for non-disadvantaged and Maths was 79% for disadvantaged compared to 94% for non-disadvantaged.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year and COVID-19-related issues have also increased these numbers. 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. This has included employing a Home School Support Worker who has worked with children, parents and families and a school counsellor who supports individuals. We are going to continue to build on our approaches going forward with the activities detailed in this plan.

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:

- Booster Groups, Creepy Claws, Trips, clubs, extra curricular activities, visitors.
- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering 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. This will include cooking and gardening.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

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 used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We will monitor the progress against this during our three-year approach and will adjust our plan over time. If needed, to secure better outcomes for pupils.