

Riverside Primary School Pupil Premium Strategy Statement 2025-2028 (Three year plan)

This statement details our school's use of pupil premium and recovery premium for the 2025 -2026 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	444 Including Nursery 416 Without Nursery
Proportion (%) of pupil premium eligible pupils	34% (142/416)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Current year 2025/2026 2025/2026 to 2027/2028
Date this statement was published	2025/2026
Date on which it will be reviewed	Annually
Statement authorised by	Helen Robson
Pupil premium lead	Helen Robson
Academy Committee Lead	Andrew Kean

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£233,925
Recovery premium funding allocation this academic year	£0
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	£233,925

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 with additional needs, multiple vulnerabilities, complex homes lives or those who have a social worker, and be proactive in addressing these needs to overcome barriers.

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.

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. This is also evident in play opportunities.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and writing compared to their peers. This negatively impacts their development as readers and writers.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry, 55% of disadvantaged pupils arrived with highlighted concerns in maths compared to 33% of their non-disadvantaged peers. This gap remains 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. 45% of disadvantaged pupils currently have identified SEMH needs.
5	Our attendance data indicates that attendance among disadvantaged pupils has been 2.2% lower than for non-disadvantaged pupils. Last academic year, 4.8 of disadvantaged pupils have been 'persistently absent' compared to 2.7% 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, speech and language assessments, book scrutiny, through play and ongoing formative assessment and pupil voice.

<p>Improved reading and writing progress / attainment among disadvantaged pupils.</p>	<p>KS2 reading outcomes at the end of the year show that outcomes for disadvantaged children improve to be more in line to their peers.</p> <p>Phonics results through KS1 improve and show good progress for disadvantaged pupils.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes at the end of the year show that outcomes for disadvantaged children improve over time and are more in line to their peers.</p> <p>Times Tables check results for disadvantaged pupils in Year 4 show disadvantaged pupils data is improving and is more in line with their peers.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing shown in data at end of year and strategies in place show progress.</p> <p>This is demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • Well-being and behaviour monitoring on Arbor
<p>To sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance each year demonstrated by:</p> <ul style="list-style-type: none"> • The school attendance figures to be in line or better than national and the attendance gap between disadvantaged pupils continuing to close. • the percentage of all pupils who are persistently absent or late being below 10% and the figure among disadvantaged pupils aligns to their peers.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: **£83,525**

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>Early Talk Boost to support FS</p> <p>Vocabulary lists for all subjects. Star Words in lessons. PIXL resources on oracy.</p> <p>Speech and Language therapist used in school and speech and language training for staff</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 resources 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>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>Use PIXL resources / training and Power of Reading resources / training for all staff on supporting writing to support staff with developing writing skills</p>	<p>The new DfE Writing Framework shows the level of support needed to support writing across the school.</p> <p>https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/T he_writing_framework_092025.pdf</p>	2

across the school. Train and release school based moderators for KS2.		
<p>Purchase new maths scheme and additional resources to enhance our maths teaching and curriculum 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 White Rose Maths and CPD package.</p> <p>Maths lead to support new members of staff.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: 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: Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Improve the quality of social and emotional (SEL) learning and continue with trauma informed practice training and link to the Medway TIP training.</p> <p>Approaches will be embedded into routine educational practices and supported by professional development and training for all staff. Engage with local authority PINS project to source additional training and support where needed and ensure all staff are EBSA trained.</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: **£90,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of school employed speech and language therapist and trained Tas / HLTAs to deliver speech and language programmes /	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:	1, 2

assessments across the school especially for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions EEF (educationendowmentfoundation.org.uk)	
Use of Early Talk Boost programme to support reception children who enter school with poor language skills. Delivered by TAs in FS		1
Additional phonics interventions targeted at disadvantaged pupils who require further phonics support. This will be delivered with resources from our 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
Use of PIXL therapies in English and Maths to narrow gaps for pupils across the school.	EEF in on the effective use of TAs in delivering structured interventions out of class https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1733316402	2, 3
Use of MELSA intervention to support learning across the school.	EEF in on the effective use of TAs in delivering structured interventions out of class https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1733316402	2,3,4
Use of intervention teacher x 3 days a week to support English and Maths across the school.	EEF – Targeted academic support https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	2,3,4

Wider strategies

Budgeted cost: **£60,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4
<p>Engaging in 1:1 / small group well-being sessions eg ELSA, Lego Therapy, Counselling from a school based counsellor. Drawing and Talking. Use of our Wellbeing Coach and HSSW.</p> <p>Train new staff members in ELSA / Drawing and Talking</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
<p>Develop play opportunities for children across the school by engaging with the OPAL programme.</p>	<p>Independent evaluation of the OPAL Primary Programme led by Gloucestershire University and published by the National Children's Bureau https://outdoorplayandlearning.org.uk/wp-content/uploads/2016/07/supporting-school-improvement-through-play-1.pdf</p>	4
<p>Develop support and provision for increasing number of high needs children. Further develop 'The Nest' learning environment which supports stage of development.</p>	<p>Interventions should be applied using the principles of effective implementation described in the EEF's guidance report Putting Evidence to Work: A School's Guide to Implementation.</p>	4
<p>Further embed attendance strategy and procedures in school. Use of Arbor to support this. Work with hard to reach parents / families – use of Well-being Coach and HSSW. EBSA training for all staff.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5

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
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Total budgeted cost: £233,925

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 2024 to 2025 academic year.

Our internal assessments during 2024/25 suggested that the attainment of disadvantaged pupils was lower than their non-disadvantaged peers in key areas of the curriculum. The in school progress for this group of children has been good.

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. Our July 2025, KS2 SATs results show that attainment for our Year 6 disadvantaged children was lower compared to their non-disadvantaged peers. Reading was 48% for disadvantaged compared to 68% for non-disadvantaged and Maths was 43% for disadvantaged compared to 64% for non-disadvantaged. This disadvantaged group had multiple vulnerabilities but made good progress.

RWI assessments showed that progress for all groups can be seen through the year. End of Year 1 phonics check for disadvantaged pupils was 52% compared to 79% for their peers. Progress through assessments in the year for the disadvantaged group was good from their low starting points.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year. 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 using our Home School Support Worker who has worked with children, parents and families and is ELSA trained to deliver sessions and a school counsellor who supports individuals across the school. We employed a Well-being Coach to support children across the school with behaviour and to be in a place to learn. This has proved highly effective and supported children both in and out of class. 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 teacher, 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.
- Our Life Skills curriculum which ensures that children have a wide variety of skills and experiences to prepare them for their next stage in education. This includes a bespoke cooking curriculum, finance workshops and community projects.
- 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 includes cooking, craft and Shakespeare club.

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.