

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Academy
Number of pupils in school	314
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Autumn Term 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Julie Goodfellow
Pupil premium lead	Julie Goodfellow & Lianne Smith
Governor / Trustee lead	Clare Freemantle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,255.00
Recovery premium funding allocation this academic year	£8,808.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£114,255.00

Part A: Pupil premium strategy plan

Statement of intent

Key Principles for our Strategy

As a school, we know that within our education system, access to opportunities is not a level playing field. Not everyone has the same opportunities from home and from society and we understand that Pupil Premium Funding (PPF) is allocated in order that schools can flexibly address some of their specific barriers to learning for those who are categorised as disadvantaged, looked after or have family members in the armed forces.

In our academy, our vision statement demonstrates that we recognise that everyone is valued for being different, but that everyone can aspire to be the best possible version of themselves and to strive for greatness and success. The funding we are provide with goes some way to helping our academy address this.

Be who you want to be...

Do what you want to do...

Go where you want to go...

At Riverside Primary Academy we make sure that every child has a limitless horizon..

How We Allocate Our Finances

We base our strategic pupil premium spending plans on our **current needs**, as recommended in government guidance. Recently, we noted, following the first lockdown, that we needed to take note of the rising numbers of our children living in poverty and relative poverty within our school community.

Families were given the flexibility to wear uniform or non- uniform until September 2021, relinquishing the need to ask families to spend money on uniform which perhaps might not be worn during lockdowns and returns to school. We decided also to hold onto the finances in our PP statement relating to purchasing uniform and school clothing. This ensured it was not wasted as children grew out of it.

We respond to current **research** which tells us that spending on some of the more general staffing areas need to be considered wisely, considering they do not always have such influential outcomes as we might think.

When considering the needs of Teaching Assistants, we understand that to be effective, they need to have the following four 'Cs':

1. **Consistency** in approach
2. Good **communication** with their class teacher and each other
3. **Clarity** of their purpose within their role and use of PP finance
4. Make **connections** between one area of learning and another.

To this end, Miss Smith ran an intensive series of in-house training sessions with both the Teaching Assistants and separately, with the Lunchtime Assistants with the aim of providing the best possible outcomes for our children.

Research also illustrates that increasing teaching has various outcomes depending upon how it is organised. Larger class sizes are not the factor that causes less progress, however, precision teaching in small groups has good outcomes, in our academy and elsewhere, and this was adopted in the Summer term 2021 and beyond using some of our pupil premium funding (a re- organisation and re-allocation of the 2020-21 funding).

Teaching children how to learn independently has an even better outcome than intervention groups so training in independent learning and long-term memory retention will be a training focus for all staff in the academic year 2021-22, funded from our PP allocation.

Intervention is thoroughly planned and organised to ensure the sessions are:

1. Brief (20-50 minutes)
2. Regular (2 or 3 times per week)
3. Sustained (8-20 weeks)
4. With trained staff
5. Using structured resources and plans which have clear objectives
6. Use assessment to track pupil progress and guide future learning.

Identifying Barriers

Barriers for children's learning are far ranging and different for everyone. However, across the academy, they are identified as historical barriers which have all had to be addressed in the school curriculum and incidental teaching:

- Limited language/restricted vocabulary – scientific, mathematical, linguistic vocabulary is in general terms missing and prevents high levels of discourse in specific academic discussion.
- Mis-pronunciation of words due to local dialect or not attending speech therapy sessions arranged by the school
- Poor attendance for a limited number of children with families making excuses for that poor attendance and supporting lack of schooling.
- Family issues including a high level of domestic violence.
- Medical issues or emotional issues that family members do not accept when introduced by the school.
- Lack of sleep and routine for sleep.
- Poor nutrition – often sufficient food but not nutritious food.
- Poverty or very, very low income.
- Lack of family engagement with learning and confrontation with school when we discuss this with the family.
- Education not valued within much of the local community.
- Low aspirations for the entire family.
- Low expectations – particularly of behaviour in the community and the need to be a good citizen.
- Narrow range of activities and experiences for many pupils outside of the school day.
- Lack of positive role models – particularly male role models.
- Poor social skills in some families.

We have a varied school catchment intake and some families do not exhibit any of the barriers identified above. Some families exhibit most of the above barriers to learning and are the families who we triangulate with attendance, social services involvement and significant barriers to learning. These appear on our vulnerability list and are time demanding for the senior leaders and teaching staff.

For the purpose of our PP strategy, we identify some of the above barriers to learning and focus on them, trying to address them sufficiently to make a difference.

Pupil Premium Groupings

In every class the teacher and teaching assistant are made aware of who their pupil premium children are and when formal monitoring is arranged, the pupil premium children are noted on the observation proforma for the person conducting the monitoring to note. This enables special notice to be taken of the pupil premium children in the lesson.

In our experience, **Free School Meals eligibility** does not correlate with the poorest children in terms of need and academic ability. Some of our pupil premium children have been the most academic and outgoing children in the school. The element of home support and social standards influence the success of a child in school significantly.

Pupil premium children are therefore not a homogenous group. There is not a typical pupil premium child. In our context, the gap in home support, social skills, family expectations and academic ability within some of our non-pupil premium children is large, resulting in some non-pupil premium children faring less well than those in the pupil premium category.

This conflict of groups, results in our 'closing the gap' data being relatively meaningless. We could potentially consider and analyse the 'closing the gap' data for pupil premium as one group and non-pupil premium in another; and sometimes we do. However, the bottom line is that all of our children are entitled to the expectation that we will move them all forward socially and academically so that all reach their full potential.

Choosing Our Strategies

When choosing our strategies, **we promote a culture of successful learning for all of our children, no-matter which groups they find themselves in.** Our learning needs to be tailored, using the skills and craft of the teacher to understand fully the way a unit of curriculum work 'hangs together' and how one unit of work interacts and layers with another. Our curriculum is spiral; which accommodates new children in our learning and gives opportunities for previously learned knowledge and skills to be built upon, and expanded at the correct level of ability for the age and stage of the child, in a way that allows them to continuously reach their full potential.

We find our greatest success is achieved when teachers provide **individualised or small group tuition within a whole class context.** We focus on outcomes for our children and record the outcomes promptly in our data tracking system so that the progress and attainment can be accessed by all in an up to date time frame.

Our teachers are valued, well trained and have a good level of challenge and support. They are adept at intervening with the support necessary for our disadvantaged pupils. Our focus is always on **high quality first teaching.**

Monitoring and Review

In our academy, we focus less on formal monitoring schedules, which staff prepare for in advance and are consistently of an exceptionally high quality. Formal and planned monitoring occurs every year but are now mostly linked to the performance management of staff members. We focus on incidental learning walks and drop-ins which are unplanned and unannounced. The findings are then discussed and further monitoring foci agreed.

We focus on detail frequently. If the small details are right then there is more of a chance that nothing is forgotten or deemed unimportant. Everything is important.

When monitoring occurs, we are not afraid to change direction or alter our plans completely if things need this to happen. Stopping what we are doing and going in a different direction if necessary is important to us so that we can take the school in the direction it needs to go in that moment in time.

Setting Criteria

When setting our success criteria for all of our pupils, including our pupil premium group of children, we are clear about the outcomes we need to see. They are:

1. Raising attainment
2. Accelerating progress
3. Improving attendance
4. Improving and maintaining excellent behaviour and learning behaviours
5. Teaching children to be part of a respectful community rather than excluding
6. Improving engagement of parents and volunteers
7. Increasing the range of skills each child has and allowing opportunities to apply them in a different context
8. Providing and enrichment curriculum which extends beyond the end of the school day.

Where and Why are Children Falling Behind?

Research shows that 2/5 children fall behind in the Early Years, 1/5 in the primary school years and 2/5 in the secondary school years. That means we have every opportunity to assist children to close their gaps in learning in our academy which caters for both Early Years and Primary phases.

Children from deprived family backgrounds do not have the vocabulary to do well in sciences, languages and technology, for example. This is recognised greatly within our EYFS and is a focus in learning that has been addressed by all of the EY team.

Words such as rotation, assume, procedure and required are focussed on in the Early Years. This is then built upon throughout the school, where vocabulary is expected to extend into using words such as concept, consistency, derived, distribution and variables in Key Stage 2.

Cultural Capital

Cultural capital is linked to pupil premium and the opportunities we provide for our children to achieve well in our school context and beyond. To refer back to our school vision statement, we want everyone to 'be what they want to be'. This includes children who have less barriers to learning and those who experience significant barriers. It is our job as a school full of experienced professionals to do our utmost to ensure all progress well and achieve as highly as possible. We do not leave this to chance – we plan it and act out our aims to get to a point where we achieve our success criteria, and do so very well.

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 we have low language/vocabulary development levels from Early Years to Y6, which has been significantly hindered further than previously, due to the effect of Covid-19 and school closures.																																										
2	Our professional discussions, SEND records and assessments demonstrate that Key Stage 1 and lower Key Stage 2 children have language delay and some have communication issues linked with SEND.																																										
3	Our professional discussions, observations and assessments show that a number of children with no understanding of the English language arrive into school and require additional support or adapted learning procedures.																																										
4	Assessments, observations and discussions demonstrate that starting points are very low in some cases and require outstanding Early Years provision and teaching in phonics and the basic skills of number and self-care.																																										
5	Our observations and external reports demonstrate there is a significant link seen in our school between Pupil Premium and vulnerability (Looked after children, Child Protection, domestic violence/substance abuse and some parenting capacity).																																										
6.	<p>Records show that attendance and punctuality needs to be continually addressed; particularly with our disadvantaged families. Our attendance data over the last 3 years indicates that attendance amongst disadvantaged pupils is generally lower than non-disadvantaged pupils but has been higher during restricted attendance (Covid -19 closure/ limited attendance) than non-disadvantaged pupils due to the fact that our vulnerable families attended school more during Covid-19 lockdowns than non- vulnerable children. However, this was not the usual pattern pre-Covid lockdowns. Data averages for our last 3 years is as follows:</p> <p>Period: 01/09/2018 AM to 30/08/2019 PM</p> <p>Whole School Percentages</p> <table border="1"> <thead> <tr> <th></th> <th>Pupils in group</th> <th>Attendances</th> <th>Authorised Absences</th> <th>Unauthorised Absences</th> <th>Late Before</th> <th>Late After</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>69</td> <td>95.91</td> <td>3.02</td> <td>1.07</td> <td>0.05</td> <td>0.00</td> </tr> <tr> <td>Not Pupil Premium</td> <td>247</td> <td>96.47</td> <td>3.00</td> <td>0.53</td> <td>0.02</td> <td>0.00</td> </tr> </tbody> </table> <p>Period: 01/09/2019 AM to 30/08/2020 PM</p> <p>Whole School Percentages</p> <table border="1"> <thead> <tr> <th></th> <th>Pupils in group</th> <th>Attendances</th> <th>Authorised Absences</th> <th>Unauthorised Absences</th> <th>Late Before</th> <th>Late After</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>76</td> <td>87.17</td> <td>11.25</td> <td>1.58</td> <td>0.00</td> <td>0.00</td> </tr> <tr> <td>Not Pupil Premium</td> <td>241</td> <td>85.97</td> <td>13.70</td> <td>0.33</td> <td>0.00</td> <td>0.00</td> </tr> </tbody> </table> <p>Period: 01/09/2020 AM to 30/08/2021 PM</p>		Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	Pupil Premium	69	95.91	3.02	1.07	0.05	0.00	Not Pupil Premium	247	96.47	3.00	0.53	0.02	0.00		Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	Pupil Premium	76	87.17	11.25	1.58	0.00	0.00	Not Pupil Premium	241	85.97	13.70	0.33	0.00	0.00
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	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	86	92.65	6.45	0.90	0.02	0.00
Not Pupil Premium	240	96.44	3.13	0.43	0.00	0.00

7. Our observations and discussions with parents & carers, show that many families have been negatively impacted by school closures in terms of wellbeing, education and income. This has resulted in significant knowledge gaps leading to pupils falling behind age related expectations especially in maths and writing.

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 skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including, engagement in lessons, book scrutiny and ongoing formative assessment.
Systems and resources are in place to effectively support and guide children who arrive in our school without the ability to understand or use English.	Further develop the role of the new EAL co-ordinator. Introduce a Young Interpreter's Scheme in school and employ a specialist teacher from EMTAS.
The Early Years outcomes will demonstrate an increasing trend in the GLD over a three year period for disadvantaged pupils (but excluding SEND pupils).	External data will demonstrate the general GLD trend is increasing. School assessment will calculate GLD with SEND children excluded.
To sustain good relationships with parents/carers, community and other professionals to ensure that our disadvantaged and vulnerable children are safeguarded and ready for learning.	Children will demonstrate a good attitude to learning and engagement. Social and emotional wellbeing will be monitored and additional resources put in place for significant cases.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The attendance audit will be completed annually and attendance is monitored weekly. Actions will be carried out according to our procedure with vulnerable children taking priority. Targets set by governors will be met.
Improved attainment in writing and maths through quality teaching leading to accelerated progress.	Internal moderation and assessment will show a greater proportion of disadvantaged children reaching age related expectations in line with their peers. (Starting from 2021).

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: £75,493.00 proposed spend

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subject leaders addressing vocabulary use and development across foundation subjects. Enhancement of our teaching of vocabulary in line, then beyond, that of vocabulary outlined in the National Curriculum.</p> <p>Training budget £2,500.00</p>	<p>Research carried out by subject leaders has informed staff training sessions including the use of technical or key vocabulary in subjects such as history, geography and science for example.</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) Improving Mathematics in Key Stages 2 and 3 researchgate.net</p>	1
<p>Evaluate the planned progression in phonics from Letters and Sounds, to Nursery RWI an reception RWI. Purchase the RWI portal for phonics resources and teacher training. Purchase a Leadership Day to evaluate the effectiveness of recent training.</p> <p>Portal £225.00 Leadership Day £768.00</p>	<p>Standardised and accurate RWI assessments are used to place children in the correct short-term teaching group. They are revised regularly and children move groups accordingly.</p> <p>https://teachneli.org Phonics Toolkit Strand Education Endowment Foundation EEF https://www.ruthmiskin.com</p>	3 and 4
<p>A combination of additional teacher time, TA</p>	<p>Regular 'Educater' data and discussions with professionals will guide the teaching and leadership staff to make decisions</p>	2, 3, 4, 5, 7.

<p>time and a professional from EMTAS to provide precision teaching from Reception to Y6 with specified targeted work to provide accelerated learning where needed.</p> <p>£72,000.00</p>	<p>regarding where to target our precision teaching next so that it is efficient and effective.</p> <p>https://dro.dur.ac.uk/20987/1/20987.pdf</p> <p>https://www.tandfonline.com/doi/abs/10.1080/00131881.2018.1500079</p> <p>https://eprints.ncl.ac.uk/file_store/production/242270/99F15C18-813F-4447-BE90-0BBDAA211E0C.pdf</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £28,326.00 proposed spend

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SENDCo to evaluate our level of need for children with communication and language issues and plan activities and resources which are suitable to address their needs.</p> <p>£8,326.00</p>	<p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>https://www.ncbi.nlm.nih.gov/pmc</p> <p>https://theconversation.com</p>	2
<p>Engage with the National Tutoring Programme (or similar) to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.</p> <p>£20,000.00</p>	<p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Making Best Use of Teaching Assistants: Interventions health check Education Endowment Fund.</p>	7

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

Budgeted cost: £10,436.00 proposed spend

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sustain and improve the quality of relationships between the Designated Safeguarding Leads and vulnerable families. This will include home visits and engaging with a wide range of professionals.</p> <p>£10,000.00</p>	<p>There is extensive evidence relating to the readiness of children to learn being linked with wellbeing and social and emotional resilience and the outcomes in later life.</p> <p>Working Together to Safeguard Children. Gov.uk</p> <p>Reducing parental conflict: training and tools for practitioner and their managers. Gov.uk</p>	5
<p>Conduct an annual attendance audit. Ensure procedures are clear and methodical. Follow up work with parents.</p> <p>£436.00</p>	<p>Improving School Attendance: support for schools and local authorities. Gov.uk</p> <p>Strategies for schools to improve attendance and manage lateness.</p> <p>Improving attendance at school. Gov.uk</p>	6

Total budgeted cost: £114,255.00

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 2020 to 2021 academic year.

The targets we have set for ourselves in 2020-21 have been severely disrupted due to the challenges of the pandemic and the school closures. We have been unable to work with Pupil Premium children in the way we intended and therefore we need to address some of this plan once again in 2021-22.

- 1) **School Trips and Afterschool Clubs** – no impact as not carried out in 2020-21. A PE and sports provision was put into school in place of the planned spend.
- 2) **Appropriate Outdoor Clothing** – all in place and this means children can all take part in sporting and outdoor learning using the same clothing, so that vulnerable children are not identified.
- 3) **Appropriate School Uniform** - no impact as not carried out in 2020-21. This money was re-directed to catch- up group teaching. The impact of the re-directed funding can be seen in the reading scores collated at the end of Summer term 2021.
- 4) **Nutrition** – Key Worker’s children and vulnerable children were provided additional nutrition in school to assist families who were struggling with redundancies and loss of earnings. These children were therefore fed and ready for learning, no matter what their family circumstances were.
Food packs were bought for a limited number of families to assist them with providing nutrition for their children. This meant they were also ready for learning.
- 5) **Teaching Assistant Small Group Support** – Progress has been made within small intervention group teaching, yet, the damage done to loss of learning has outweighed the benefits and we have seen a widening of the gap for Pupil Premium children. The most improvement has been seen in reading progress. The gap has generally narrowed, due to the specific precision teaching but it has not caught up to where it should have been before the pandemic as yet.
- 6) **Greater Depth Maths Teaching** - Progress has been made within small intervention group teaching, but it must continue next academic year because the gap we have seen in maths attainment is significant and needs a lot of work to see good outcomes for greater depth maths progress and attainment. Almost all children have made progress but not to the level we would have expected pre-pandemic.
- 7) **Pupil Premium SEND Children** – The children within this group mostly accepted the offer of school attendance when the school was allowed to partially open. Therefore, their education was less disrupted than that of other children. Intervention with this group of children has seen some good outcomes but due to restricted time available (due to the school closure) this target will need to continue next year.
- 8) **Monitoring** – we now have assessment which is as accurate as possible given the current climate. New benchmarks and aspirational targets have been set to ensure focussed teaching and learning with the aim of accelerated progress for our pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read, Write, Inc full training for all key staff.	Ruth Miskin
Oxford Reading Buddies	Oxford University Press
Accelerated Reader	Renaissance learning

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Two of the three children in this group were given the opportunity to take part in small group interventions with a focus on accelerated learning. The other child was in a small group for high level attainers and was able to have smaller group teaching.
What was the impact of that spending on service pupil premium eligible pupils?	Although the children in this category were from different ability groupings, all were able to make progress at their own level and their progress can be seen on our in-house data collection system.

Further information (optional)

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