

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 Academy
Number of pupils in school	78 attract PP funding for this document. 5 have PP funding in EYFS (324 is the total pupil number including EYFS).
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended). However, this will be changed slightly due to additional tutoring funding being available.	2021-2024
Date this statement was published	Autumn Term 2022
Date on which it will be reviewed	September 2023
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	£108,030.00
Recovery premium funding allocation this academic year	£10,440.00
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	£118,470.00

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.

We have a good system in place where families can discretely order pre- loved uniform. This system has been in place in our school for more than twenty years but has been upgraded in 2021-22 to ensure parents can quickly order online and have items delivered to them discretely.

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 in 2021 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). This can be targeted – for example – the Deputy Headteacher undertaking precision teaching in the Spring Term with Year 6 Pupil Premium children to prepare them for their SATs tests.

Teaching children how to learn independently has an even better outcome than intervention groups. Additional tutoring will include work on becoming an independent worker as well as the subject content.

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. This is a particular issue for children receiving Pupil Premium.
- 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 always 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 an 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. This has to extend into KS1 in our context as the children often begin so far back in terms of their development.																																										
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. Targeted support has been focussed on vulnerable learners to make the most impact in this assessment period.</p> <p>Period: 01/09/2020 AM to 30/08/2021 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>86</td> <td>92.65</td> <td>6.45</td> <td>0.90</td> <td>0.02</td> <td>0.00</td> </tr> <tr> <td>Not Pupil Premium</td> <td>240</td> <td>96.44</td> <td>3.13</td> <td>0.43</td> <td>0.00</td> <td>0.00</td> </tr> </tbody> </table> <p>Period: 01/09/2021 AM to 30/08/2022 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>88</td> <td>93.81</td> <td>5.69</td> <td>0.49</td> <td>0.00</td> <td>0.00</td> </tr> <tr> <td>Not Pupil Premium</td> <td>263</td> <td>94.65</td> <td>4.88</td> <td>0.48</td> <td>0.00</td> <td>0.00</td> </tr> </tbody> </table> <p>Period: 01/09/2022 AM to 30/08/2023 PM</p> <p>Whole School Percentages</p>		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		Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	Pupil Premium	88	93.81	5.69	0.49	0.00	0.00	Not Pupil Premium	263	94.65	4.88	0.48	0.00	0.00
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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. (challenge 1)	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. (challenge 3)	Further develop the role of the new EAL coordinator. Introduce a Young Interpreter's Scheme in school and employ a specialist teacher from EMTAS.
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. (challenge 5)	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. (challenge 6)	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. (challenge 7)	Internal moderation and assessment will show a greater proportion of disadvantaged children reaching age related expectations in line with their peers. (Starting from 2021).
Improved social and subject specific vocabulary for SEND children. (challenge 2)	Children will move from 'emerging' through 'developing' to 'expected' and/or 'greater-depth' in relevant objectives as seen in Educater.
Whilst EYFS is funded separately for pupil premium, it is important to overcome the EYFS barrier of how desperately low some of our children attain when on entry to Nursery and Reception classes so that they can begin to be successful in KS1 and beyond. (challenge 4)	It is important to recognise the work needed to build language up to enable children to have improved outcomes in the GLD assessment at the end of Reception class. We aim to improve the GLD scores over a three-year period.

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: £4,570.00 proposed spend

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subject leaders addressing vocabulary use and development across foundation subjects.</p> <p>Enhancement of our teaching of vocabulary in line, then beyond, that of vocabulary outlined in the National Curriculum.</p> <p>No additional cost as this can be done within intervention & tuition groups. (costed elsewhere).</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. As a school, we need to consider where there might be agencies who can help us achieve this or which elements are better managed in-house.</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3 researchgate.net</p>	1
<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. Build upon the additional leadership work and coaching completed last year by our RWI Leader. Continue with external support from a RWI Consultant. Work with precision to target the very challenging class which did so poorly in their Phonics Screening Assessment and work around the issues caused by the class context.</p> <p>Portal and Progress Meetings with external consultant £1770.00</p>	<p>https://teachneli.org</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>https://www.ruthmiskin.com</p>	3 and 4
<p>Regular 'Educater' data and discussions between the Headteacher and the teachers will guide the teaching and leadership staff to make decisions throughout 2022-23. This will follow a coaching model and will have precise focus on where to target our precision teaching next so that it is efficient and effective. It will be very precise and very regular.</p> <p>EMTAS to support after an initial settling in period for non-English speakers arriving in school. £2800.00 for the SLA and additional sessions individually priced at £51.00 per hour.</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>	2, 3, 4, 5, 7.

RWI £1770.00 EMTAS £2.800.00		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £109,920.00 proposed spend (plus costings included in section above).

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Time for our SENDCo to meet with parents/carers of children who have speech and language delay to encourage them to attend the meetings set up for them by the school and the Speech and Language department. Explore the potential possibility of hosting a specialist professional in school for a period of time.</p> <p>Staff training to ensure all teaching staff are aware of how they can support their children with speech and language issues most effectively.</p> <p>£960.00 for language and communication provision.</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>Continue to use the maximum DfE funding for tuition as possible to support the needs of our learners. Target those children who have Pupil Premium funding and those who have compounded needs such as Pupil Premium/ EAL/ SEND/ Vulnerable. Keep regular checks on their attainment and progress and attempt to make accelerated progress where possible.</p> <p>Ensure children are taught how to learn and improve their rate of learning as research suggests.</p> <p>DHT will focus during the Spring Term on supporting Year 6.</p> <p>DHT Intervention for one term £8,514.00</p> <p>Precision teaching via intervention and tuition in EYFS, KS1, lower and upper KS2, targeting PP children: £90, 474.00</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

<p>£8,100.00 cost to school for additional targeted tutoring for PP children.(School's contribution).</p> <p>£ RWI Intervention 39 weeks x 1 afternoon = £1872.00</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,980.00 proposed spend

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parents have been targeted in 2022-23 in relation to lack of good progress in the previous year. .HLTA time for 1;1 parent meetings on phonics development.</p> <p>10 afternoons of meetings = £480.00</p> <p>Support families with the cost of uniform, educational visits and residentials where appropriate. Include the children in gifted and talented provision and after school clubs.</p> <p>£1500.00</p> <p>To support families who consent to have in-school counselling sessions for children with small group work on emotional intelligence.</p> <p>Counselling sessions est. £1500.00</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 and/or meetings with parents.</p> <p>Continue to monitor those with Pupil Premium funding for attendance issues and meet with the parents/carers to discuss the issue directly.</p> <p>Est. £500.00</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: £118,470.00

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 2021 to 2022 academic year.

Challenge 1

This target has been addressed very thoroughly with staff using the Talk Boost training to enhance speaking and enhance vocabulary development amongst our children in the foundation subjects throughout the school. Vocabulary is used extensively to expand language variety and depth. However, in Early Years we are seeing children coming to school with very, very poor language and incoherent speech. There appears to be little recognition from parents that their child's speech is a barrier to their learning. We therefore need to change the direction of our language development and focus more on speech therapy- style language development in our Early Years, and to some extent, in Key Stage 1. A key member of staff is to be further trained on EKLAN training in January 2024.

Challenge 2

The SENDCo has now met with the families of children with significant SEND in speech and language and has managed to achieve the target of encouraging families to attend speech and language appointments outside of school. Because this has not yielded sufficient progress with some of the most significant speech and language issues, we are training a member of staff to deliver the EKLAN language development work in-house in January 2024. We will refocus this target in EYFS and Key Stage 1 where the issues of incoming children are so significant.

Challenge 3

EAL has been developed in the last two years since the increase of children with no or very little English as they arrive in school. We have appointed a leader for this area of the school's work and we have taken advice/guidance from EMTAS at Gateshead Local Authority and introduced a computer programme called 'Flash Academy'. This has been effectively used, with impressive rates of progress shown as outcomes during 2022-23. Graphs showing rates of progress are produced for individual children helping them, their families and their children to re-focus learning as they need it. The computer programme itself is responsive to the accuracy of the children's responses and produces appropriate next steps of learning for each individual child. We will adopt this programme in 2024, fully adopting the programme so that children can rapidly increase language fluency and accuracy. This programme includes units of work to improve vocabulary retention, sentence structure, noun-verb agreement and other

language structures. We will continue with this target as new children continually join the school and therefore, the need still remains.

Challenge 4

Our leadership, coaching, teaching and development of Read, Write, Inc has been extensive and detailed. This target is fully achieved with outcomes in our phonics national assessments being above national expectation now. Therefore, this target will no longer continue beyond 2023 as it is fully achieved and systems in school are fully sustainable.

Challenge 5

This target is achieved year on year, yet the issues caused by poverty and low-income remain and increase. We will continue this target and expand it to include more children; proactively seeking them out to give targeted support where needed.

Challenge 6

The annual attendance audit is fully in place and has been for two years now. Follow up work with parents and families is intensive and costly in terms of time. However, this has been highly effective as we are above national averages in attendance for two years running. We can now ease off prioritising this target from December 2023. This will not continue as a target in the next cycle.

Challenge 7

Quality teaching and learning will always be a focus in any primary school. Aspects of this target are fully met and do not need to continue as a target any longer due to them being self-sustainable. For example, the development of 'Educater' is fully implemented now and staff are trained and coached in how to use it. It is an effective tool in identifying gaps in learning (via the gap analysis tool) and staff are fluent in their effective use of this system. We can now fully sustain the use of this key system without further development and so this target will not be continued into the 2023-24 cycle.

The focus going forward will therefore be to use Educater to identify gaps in learning and to use tuition and in-house precision teaching methods to address the gaps in learning and to move the attainment and progress of struggling learners forward with pace.

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
National Tutoring Programme	Connex Education Partnership

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Although EYFS get a separate PP allocation to this, we have included their work in here to illustrate what is being done in the foundations of our developments so that it gives some context to our work planned for the next academic year.