

Pupil premium strategy statement – Riverside Primary Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	297 excluding nursery
Proportion (%) of pupil premium eligible pupils	28.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	December 2023 to December 2026. <i>Please note the change in some priorities one year early on the 2021-24 plan.</i>
Date this statement was published	December 2023
Date on which it will be reviewed	Sept- Dec 2024
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	£123,675.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£12,180.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£150.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£136,005.00

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	We have children who are still struggling post Covid lockdown to catch up to their age-related expectations. We must provide high quality teaching, leading to retained learning for children, with experienced and effective teaching staff.
2	Support is needed in Early Years and Key Stage 1 for deficiencies in spoken language of some children. The school needs to work with family members to recognise and then address this significant barrier to learning.
3	Disadvantaged EAL children need support to overcome early barriers to academic achievement with specific support for language/ vocabulary development.
4	Some of our children are experiencing anxiety following the Covid school closures. Counselling with Kalmer Counselling for children is necessary to address non-academic barriers such as emotional issues or emotional wellbeing, which ultimately prevent full access to the curriculum on offer.
5	Some children from non-working families or very low-income families do not always have the financial capacity to purchase school uniform/pay for school visits/attend clubs.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (i.e. end of 3 years)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children with gaps in learning to have gap analysis reviewed by the SLT and targeted teaching to address individual weaknesses. Children can be taught in small groups in blocked time (not necessarily continuously all academic year) but must achieve accelerated progress unless they have a SEND issue that is likely to prevent this. Key Staff will deliver the learning as necessary.	<ul style="list-style-type: none"> Each child will be identified, assessed, taught and evaluated on a 6 weekly programme. The SLT will carry out the monitoring of attainment and progress and the teaching staff and TAs will deliver the teaching, supported by additional tutoring. Staff will be supported during staff meetings to keep children on track and making accelerated progress.
Talk Boost and EKLAN to be used in Early Years to support speaking and listening in Early Years children. An additional Teaching	<ul style="list-style-type: none"> Children will receive formal and structured language teaching to directly target their individual needs.

Assistant/ Speech Therapist will be employed part-time to run these programmes.	<ul style="list-style-type: none"> Pre and post assessments will be made to show progress.
Disadvantaged EAL learners will use Flash Academy to rapidly extend their understanding of vocabulary/phrases and language structures.	<ul style="list-style-type: none"> This group of learners will use this programme in our computer hub every day and at home as frequently as possible. Their progress will be tracked by the computer software. Rapid improvements are expected.
Kalmer Counselling will be employed one afternoon per week in the Summer term.	<ul style="list-style-type: none"> This will give focussed support for children who have emotional barriers to school attendance and learning.
Disadvantaged learners will be provided with uniform/ school visits/club attendance etc to assist them socially and emotionally so that there are reduced/no social barriers to academic achievement.	<ul style="list-style-type: none"> All children who require this support will be given it. Children will have a positive school experience without social embarrassment or missing out on opportunities afforded to others.

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: 104,931 proposed spend

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision teaching and rapid catch-up learning. Delivery £98,931 Monitoring included in general school costs.	Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) Improving Mathematics in Key Stages 2 and 3 researchgate.net https://teachneli.org Phonics Toolkit Strand Education Endowment Foundation EEF https://www.ruthmiskin.com	Challenge 1
Weekly speech and language support in EYFS and KS1 for	https://www.rcslt.org/speech-and-language-therapy/where-slts-work/education/ Developing a language support model for mainstream primary school teachers	Challenge 2

targeted children.	https://www.cochranelibrary.com/cdsr/doi/10.1002/14651858.CD004110/full	
1) Training is free.		
2) Delivery £6000.00		

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £26,180.00 proposed spend for academic support and £894.00 for Flash Academy

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring (50% government funded in 2023-24) Qualified tutor £26,180.00	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF Making Best Use of Teaching Assistants: Interventions health check Education Endowment Fund.	Challenge 1
Flash Academy language development programme as recommended by EMTAS. Programme £894.00 Planning and monitoring £0.00	https://flashacademy.com/blogs/eal-attainment-accelerating-english-proficiency/ https://flashacademy.com/blogs/independent-learning-helping-pupils-develop-study-skills/ https://flashacademy.com/success-stories/pear-tree-junior-school/ https://ealjournal.org/2021/11/20/flashacademy-is-helping-educators-to-break-down-language-barriers-	Challenge 3

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

Budgeted cost: £4000.00 proposed spend

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Kalmer Counselling weekly sessions. Changed to Stormbreak sessions.</p> <p>£1000.00 for one term.</p>	<p>https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/anxiety/#:~:text=Counselling%20an</p> <p>https://www.nhs.uk/mental-health/children-and-young-adults/advice-for-parents/anxiety-disorders-in-children</p> <p>https://childmind.org/article/behavioral-treatment-kids-anxiety/</p>	<p>Challenge 4</p>
<p>Providing financial assistance to families which will enable their child(ren) to have the same school uniform and equipment as their peers, to take part in visits and clubs and have the same positive experience of schools as their peers.</p> <p>£3000.00</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> <p>Improving attendance at school. Gov.uk</p>	<p>Challenge 5</p>

Total budgeted cost: £136,005.00 proposed spend (from the 3 amounts above).

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge 1: This challenge has been fully addressed and can be evidenced in our statutory assessments. For example, the children in the Year 6 classes achieved higher than national averages in their SATs tests in 2024 as did the Multiplications check in the Year 4 class. Children working in the intervention groups on specifically targeted work have made significant progress. Staff have detailed the pupil progress to the Headteacher who has verified that this target has been achieved. The spending has achieved good value for money.

Challenge 2:

Talk Boost has now been superseded by Elklan training.

ELKLAN training has been undertaken by our Reception Class teacher who has then continuously trained all staff in the EYFS. This has taken weekly meetings for most of the year and has been labour intensive to deliver/audit/resource and adapt the environment for children. The results have been highly positive in both Early Years cohorts and the Alternative Provision classroom, where staff use planned vocabulary extension in play and working areas, assessing progress and reviewing next steps continually. Staff communicate about language development as a team and plan the most effective way forward for individual children and for small groups. Real life visuals have helped greatly for non-verbal children and children with no or little spoken English to communicate their needs and wants. There has been less anxiety noted in children who are non-verbal or have limited spoken English.

Challenge 3: This target was achieved with the first tranche of children It needs to be continued into 2024-5 with a new group of children. Once an online account is set up for the pupil, they can learn at their own pace and have their work marked and correctly targeted as an ongoing event.

Challenge 4: This target was not achieved as planned because parents refused to give parental permission so we replaced it with Stormbreak training for two of our staff. Since their training, they have delivered training to the staff in school to disseminate the training content and direct staff to applying good practice.

Challenge 5: This challenge received lower than usual uptake this year in terms of providing clothing for children. However, the finances were used as planned, then the surplus provided for this target was widened to include a bigger emphasis on trips and visitors. This allowed us to increase the visits to school of people like 'The History Bloke' and 'Animals About Town' by contributing to the Pupil Premium children's allocation.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.