

Pupil premium strategy statement – Riverside Primary School

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	374
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Sarah Kinnaird, Headteacher
Pupil premium lead	Nicole Coull, Deputy Headteacher
Governor / Trustee lead	Venilia Batista Amorim , lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,480
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£112,480

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 at least good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high achievers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those that are a young carer. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage

attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our motto is excellence for all and we aim to ensure that a child's economic or social status should not determine their life chances.

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 all pupils are challenged in the work that they are set;
- act early to intervene at the point where need is identified;
- maintain a whole school approach in which all staff have high expectations for all students regardless of their background.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. On entry to Reception class in the last 3 years, 35% of our disadvantaged pupils arrive at age-related expectations compared to 75% of non-disadvantaged pupils. This gap is closed by the end of KS2 as 66.6% of our disadvantaged pupils met the expected standard.
3	Internal and external assessments indicate that attainment in Math among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years, 31% of our disadvantaged pupils arrive at age-related expectations compared to 74% of non-disadvantaged pupils. This gap is closed by the end of KS2 as 66.6% of our disadvantaged pupils met the expected standard.
4	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 0.27- 1.49 % lower than for non-disadvantaged pupils.

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 show that more than 76% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026/27 show that more than 76% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school,	Sustained high levels of wellbeing by 2026/27 demonstrated by:

particularly our disadvantaged pupils.	• qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in positive relationships • a significant increase in participation in enrichment activities by all pupils to broaden horizons.
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 42,624

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of NEFR standardised diagnostic tests. Staff CPD to ensure that Gap analysis is used to consolidate learning	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF Identified pupils to attend boosters	2, 3
Adapting the writing curriculum to provide opportunities for the development of oracy. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Ongoing staff CPD and Literacy lead training	Oracy is important for self-advocacy, processing thoughts, emotional intelligence and debating. Oracy Education Commission states this is vital for preparing students for the demands of society.	1,
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Ongoing staff CPD and Phonics lead training.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of	3

We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£48,544**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition Teaching and Learning Toolkit EEF	1, 2, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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 Teaching and Learning Toolkit EEF	2
Small group or one to one tuition for students to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.	Speech and 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: Oral language interventions Teaching and Learning Toolkit EEF	1,

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

Budgeted cost: **£ 21,312**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Regular meetings with the welfare officer and Social Inclusion Manager to support families.	Holistic understanding of families, which helps to identify needs and early sign posting to support reduces absenteeism EEF Supporting school attendance	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: **£ 112,480**

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that 66.6% of disadvantaged children met the expected standard in reading, writing and maths. In addition, 55.5% of disadvantaged pupils met greater depth for reading and 44.4% met greater depth for maths at Key stage 2.

We found that our disadvantaged pupils were less confident in answering reasoning questions due to language used and the multi-step demand. We found that our disadvantaged pupils had less opportunity to read at home and were less likely to read for pleasure, therefore not being exposed to a wide and rich vocabulary. The morning boosters were instrumental in closing these gaps. Data shows that disadvantaged children that attend Riverside are above National average.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

The data demonstrates that there was little disparity between disadvantaged and non-disadvantaged pupils at Riverside. That majority of pupils were above National level.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on track to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that breakfast club and early morning booster had the most effect on both attendance, and mathematical and reading progress.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. These include implementing small group reading to provide all pupils an additional opportunity to read a variety of texts. Thus, improving and widening their vocabulary. Additionally, pupils have access to additional online maths and reading resources, which are highly motivating, to continue learning at home.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- 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.

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 also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

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 have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

