PARTNERSHIP LEARNING
RIVERSIDE SCHOOL
Excellence for All

Headteacher: Andrew Roberts B.Sc. (Hons) | **Address:** Renwick Road, Barking, IG11 0FU | **Web:** www.riversidecampus.com
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Pupil Premium Strategy 2024-2025

Date of next review: October 2026

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Pupil premium strategy statement

This statement details our school's use of pupil premium funding the 2025 to 2026 academic year funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Riverside School
Number of pupils in school	1551
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2027/2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Andrew Roberts Headteacher
Pupil premium lead	David Wylde Associate Headteacher
Governor / Trustee lead	Venilia Amorim

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£482,675
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£482,675

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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 outstanding progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. 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. Most of our students come from comparable backgrounds and it is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our mission is clear and, simply put, aims to ensure that what a young person's family does or where they are born should not determine their life chances.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

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

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Challenges

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

Challenge number	Detail of challenge
1	Access to internet and equipment. Our observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils is impacted by lack of internet access at home.
2	Disadvantaged pupils reading ages are generally below expected when they arrive in year 7, and low levels of literacy (particularly talking in full sentences) and numeracy are apparent from observations.
3	WBRI disadvantaged attainment is lower than the whole school average of 55.5(2024/25 GCSE results) and PP school average of 53.4.
4	Observations show social and emotional welfare needs impact on learning behaviors, specifically on independence, resilience and the ability to work collaboratively.

Intended outcomes

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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
Attainment and progress of disadvantaged students in line with whole school and well above national non-disadvantaged.	By the end of our current plan in 2027/28, disadvantaged students will be well above national for all measures, and in line with the whole school targets • 70% 9-5 in combined English and maths • P8 score of +1 • A8 measure of 60.00 • Ebacc APS of 5.6
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved learning behaviours among disadvantaged pupils across all subjects.	Teacher reports, class observations and behaviour logs show students develop their key independence, resilience and ability to work collaboratively.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2027/28 demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations. • 100% of disadvantaged students participate in enrichment activities.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2027/28 demonstrated by: • the overall absence rate for all pupils being no more than 3%, with the attendance of disadvantaged students being in line with their peers • the percentage of all pupils who are persistently absent being below 8% with the PA disadvantaged students being in line with their peers

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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**: £400,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding the release of teachers for Weekly subject specific CPD and observation sessions	Departments have an allocated hour added to their timetable as time to develop teaching pedagogy and the curriculum intent / implementation. This raises teaching standards as evidenced by lesson observations and the high progress students make, including disadvantaged ones.	2, 3, 4
Funding for additional teachers so that an additional form is added to each year.	This enables low starters to receive 1:8 ratio. It has contributed to high progress for our low starters across all year groups, including those who are disadvantaged.	2, 3, 4
Thinking reading	Use of thinking reading to assess, track and monitor the progress of student's reading ages over time. Proven to rapidly increase reading ages.	2

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

Budgeted cost: **£32,675**

Activity	Evidence that supports this approach	Challenge number(s) addressed
In class support	Teaching assistant support for targeted students with key subjects and classes. It has contributed to high progress for our low starters across all year groups, including those who are disadvantaged.	2, 3, 4
Reading interventions	This is led by a TA and helps targeted students in KS3 catch up to their peers.	2, 3, 4
Study skills	External visitors meet with a focus group of students and discuss research informed revision strategies. It has contributed to high progress for our low starters across all year groups, including those who are disadvantaged.	2, 3, 4
Academic support and intervention	Additional lessons for all year 11 students. Year 11s are given an additional hour of schooling every day in a subject in which they need extra support.	All

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

Budgeted cost: **£50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support	Dedicated welfare support officer to work alongside the pastoral team in identifying and intervening with students at risk of PA. This has contributed to attendance being over 96%, despite the challenges of Covid.	2
Duke of Edinburgh award subsidies	The Duke of Edinburgh award is heavily subsidised for our disadvantaged students to encourage participation. There is currently 100% completion rate.	3, 4
Sponsorship scheme	PP students selected to take part in a London based charity that aims to support pupils to succeed at school by ensuring they have all the equipment or resources they require (20 students across all year groups). This enables these students to engage in school, and to access the learning at home.	All
Music tuition	The school has removed the barrier of money so that all students, including disadvantaged ones, who want to learn an instrument can, free of charge. 32% of music lessons were for PP students, showing the engagement levels are in line with the whole school.	All
Access to a school counsellor/mentor	The services of a school counsellor two days a week, to help support our most vulnerable students	3, 4

Total budgeted cost: **£482,675**

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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Our high expectations for all students and effective pastoral systems have led to exceptional outcomes for all students. For the 2024/25 GCSE exams, disadvantaged pupils Attainment 8 score was 53.4 which is above the national figure for non-disadvantaged (50.3).

Our relentless drive on attendance meant our figures for disadvantaged students in 2024/25 were higher than the previous year at 94.6%. PA also improved for this cohort, falling from the (already impressive) 12% to 11%. Both measure are significantly better than national and have contributed to Riverside becoming a RISE attendance and behaviour HUB for the DFE.

Externally provided programmes

Programme	Provider
Mentoring	Subwize
Talk the Talk	Jack Petchey Foundation
ENO Project	English National Opera House
Young Poet Laureate	Forward Arts Foundation
Social Enterprise Schools	Social Enterprise Academy
Water Safety Programme	Black Swimming Association
Rise Workshop	Talent Foundry
The Arts Explore Award	Bow Arts
Young City Poets	Literacy Trust

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Further information

Additional activity

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

- Embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Utilising support from our local Mental Health Support Team and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- Offering and monitoring the uptake of 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

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies 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 also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our 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.