

Pupil premium strategy statement – Riverside Junior School



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	126
Proportion (%) of pupil premium eligible pupils	21% (30 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	
Pupil premium lead	Joy Rooney
Governor / Trustee lead	Jo Doherty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,650
Recovery premium funding allocation this academic year	£4,350
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
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>	£48,000

Part A: Pupil premium strategy plan

Statement of intent

At Riverside our intention is that all pupils, irrespective of their starting points, background or the challenges they face, make 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 by ensuring they receive the highest quality of education, this includes 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 children who are looked after (CLA). 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 ultimate objectives for disadvantaged pupils are to:

- Remove barriers that are created due to family circumstances and early life experiences
- Narrow the gap in attainment between disadvantaged pupils and their non-disadvantaged peers
- Use feedback to ensure that progress is accelerated
- Teach self-regulation to help support a greater number of children to achieve expected age-related progress and attainment in maths, writing and reading
- Ensure that all pupils learn the phonic code, become fluent readers and develop a life-long love of reading
- Provide an environment where pupils and their families feel safe and looked after, where their emotional wellbeing is supported and developed.
- We will ensure that the additional funding reaches the pupils who have been identified as within the Pupil Premium category and that it makes a significant impact on their education and lives.

To achieve these objectives and help children overcome barriers to learning we will:

- Provide frequent CPD to ensure that we offer a high quality, effective Quality First Teaching

- Provide frequent CPD to improve writing outcomes, this will include 'The Writing Process', oracy and vocabulary.
- Provide high quality CPD on the use of feedback, metacognition and self-regulation
- Quickly identify gaps in learning and put provision, support or interventions in place to address these gaps.
- Use funding to ensure that all children are able to take part in visits that enhance the curriculum and extra-curricular activities.
- Keep wellbeing as a high priority for all pupils so that they are able to settle to learn and provide additional support to those requiring it.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the funding for tutoring for those 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 take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Teachers will identify pupils needing support through provision mapping. This will be support may be academic or for social, emotional and mental health needs.

Challenges

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

Challenge number	Detail of challenge
1	Attainment of all pupils to close the gap created by COVID-19 school closures from baseline assessment across the school in RWM.
2	Staff CPD
3	Social, emotional and Mental Health and wellbeing

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
<p>To continue to raise the attainment of all pupils to close the gap created by COVID-19 school closures from baseline assessment across the school in RWM.</p> <p>Disadvantaged pupils to be in line or above national average at the end of KS2</p>	<p>KS2 reading, writing and maths outcomes in 2024/25 show that the proportion of disadvantaged pupils meeting the expected standards is broadly in line with non-disadvantaged pupils</p> <p>Analysis of data, including prior attainment will identify children in need of intervention and 1:1 tuition.</p> <p>School Tuition Fund in place</p>
<p>CPD for class teachers on feedback will begin and will be implemented</p>	<p>Guided learning will enable an increased amount of constructive teacher feedback at the point of learning. This will improve attainment and accelerate progress.</p>
<p>Provide frequent CPD to improve writing outcomes, this will include 'The Writing Process', oracy and vocabulary.</p>	<p>The new approach to planning and teaching writing will be embedded. This will improve attainment and accelerate progress.</p>
<p>CPD for class teachers on metacognition and self-regulation will begin and will be implemented</p>	<p>Teachers will report improved skills and confidence in areas of metacognitive approaches and methodologies to support self-regulation</p>
<p>We will increase our enrichment opportunities across the curriculum.</p>	<p>The broad and balanced curriculum that is offered will always be accessible to all our learners, including educational visits.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil voice, pupil and parent surveys and teacher observations a significant increase in self confidence <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>

<p>To ensure attendance of disadvantaged pupils is at least 96%.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 96%, and the rate for disadvantaged and non-disadvantaged pupils being broadly in line • the percentage of all pupils who are persistently absent being below 96% • Work with EWO to support and advise families • Offer breakfast Club place.
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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: £ 15,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Monitoring of catch up interventions to ensure that all support staff are well trained and consistent in their approach</p>	<p>EEF Toolkit and research shows that the approaches we are focusing on (EEF - feedback +8 months and small group tuition +4months) will have a strong impact on the attainment and progress of all pupils.</p>	<p>1, 2</p>
<p>CPD to improve writing outcomes, this will include 'The Writing Process', oracy and vocabulary.</p>	<p>Word reading, spelling, reading comprehension, and writing composition rely to some extent on the same underlying processes and are therefore inexplicitly linked.</p> <p>Learning to be literate relies on pre-existing oral language and cognitive skills, with the extent of involvement of these processes differing between aspects of reading and writing and at different points during development. As an educator it is important to understand the underlying skills used in reading and writing and how the processes are</p>	<p>1, 2</p>

	related, work together, and operate in isolation. This will support planning—ensuring that the right skills become the focus, assessment, so children’s literacy progress can be monitored with any weaknesses identified, and teaching—so support can be adapted to the needs of the child.	
Embed small steps tracker (BSquared) to ensure individualised targets for accelerated progress	EEF Toolkit and research shows that a targeted approach will increase progress by 4 months. (EEF – Individualised instruction + 4months)	1, 2
CPD for teaching Staff focussed on the impact of feedback	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback can be effective during, immediately after and some time after learning.	1, 2
CPD for teaching staff and support staff on meta cognition and self-regulation	There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future	1,2
Maintaining adult to pupil ratios	Ensuring that all classes have access to additional intervention through a teaching assistant or HLTA Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress.	1

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

Budgeted cost: £ 5,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Program to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups</p> <p><i>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</i> <i>One to one tuition and small group tuition are both effective interventions.</i> <i>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</i></p> <p>(EEF - small group tuition + 4 months) (EEF - extending school time + 2 months)</p>	1,2
TA and SA's to meet half termly to receive information and training on effective interventions and QFT	<p>Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1, 2
Pupil Progress Meetings – SENCo provision mapping	<p>Teacher assessments used to identify pupils off track, in need of support. These children will then be targeted and monitored with the involvement and support of the SENCo.</p>	1, 2, 3
LINGO (Speech and Language)	<p>Language Legends intervention for KS2 with a focus on Vocabulary. Training for all staff</p>	1, 2
BSquared	<p>Small steps tracker to identify targeted areas of teaching for those</p>	1, 2, 3

	children making smaller steps of progress, including social interactions.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 23,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure attendance is above 96% and PP attendance is in line with peers. (EWO)	To ensure that Pupil Premium attendance is at least in line with national figure of 95.3% School will monitor attendance termly. EWO will support with those cases where attendance fall below 90%	4
Jigsaw PHSE Curriculum	Fifty per cent of mental health problems are established by the age of 14, which is why early intervention matters and primary schools play such a vital role in providing high-quality PSHE lessons.	3, 4
Mental Health Support team in residence 1 day per week – therapy space/resources	Prioritising mental health and wellbeing is something supported by the EEF EEF Guide the Pupil Premium – Aut 1, 2021	3, 4
Children with specific social and emotional needs are supported through specialist wellbeing support. (Invictus)	(EEF - social and emotional learning +4months) Support provided 1 day week for 3 pupils half termly.	3, 4
Increased enrichment opportunities	Targeted access to trips Targeted / priority access to clubs	3
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.	

Total budgeted cost: £ 44,730

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 2022/23 academic year using Key Stage 2 performance data and our own internal assessments.

Measure	Score (22/23)
Meeting expected standard at KS2 in reading, writing and maths.	Riverside – 60% (Nat 60%)
Achieving high standard at KS2 in reading, writing and maths.	Riverside – 13% (Nat 8%)
Reading progress score	Riverside – 2.8 (above average)
Writing progress score	Riverside – 1.7 (average)
Maths progress score	Riverside -0.6 (average)
Percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths	Riverside – 36% (Nat 66%)
Percentage of disadvantaged pupils achieving at a higher standard in reading, writing and maths	Riverside – 7% (Nat 10%)

To help us gauge the performance of our disadvantaged pupils we compared our results to those at a national and regional level.

End of KS2 data showed that our disadvantaged pupils were just below the national average in reading and maths with an average score of 105 in reading compared to 106 nationally and an average score of 101 in maths compared to 105 nationally.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils is still evident, especially in writing, since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Previous Outcomes

To raise the attainment of all pupils to close the gap created by COVID-19 school closures from baseline assessment across the school in RWM.

Improve attainment for pupils in maths through the development of metacognition (EEF +7 months) and small group targeted intervention.

- *Internal intervention programme in place with training for staff completed.*
- *Small step assessment system (BSquared) in place and training completed for all staff. Data shows accelerated targeted progress for pupils accessing the system.*
- *Support staff appraisals and training in place with regular CPD sessions on safeguarding, curriculum, well-being and assessment.*
- *Additional intervention resources and programmes purchased.*

Buy and embed small steps tracker (BSquared) to ensure individualised targets for accelerated progress. (EEF – Individualised instruction + 4months)

PP and SEND pupils will be targeted through support in class/additional interventions to ensure they make expected progress across the year (EEF - small group tuition + 4 months) (EEF - extending school time + 2 months)

- *Bsquared purchased and set up for pupils identified with the widest attainment gaps. Accelerated progress evidenced*
- *PP and SEND interventions in place through in and out of class support. Staff trained in specific targeted interventions for Maths, Reading and Phonics.*
- *Tutoring programme in place for 34 pupils.*

Ensure attendance is above 96% and PP attendance is in line with peers. (EWO)

Children with specific social and emotional needs are supported through specialist wellbeing support. (Invictus) (EEF - social and emotional learning +4months)

Provide access to life enriching experiences and wider school life. (PE Kit, trips and clubs) (EEF - sports participation +2months)

- *Social and Emotional support in place through Invictus*
- *Additional unplanned support is on offer from Calder Music Trust Nurture Support, Therapeutic Intervention in Primary Schools and Calderdale Transition Support Programme at no additional cost.*
- *Trips and PE kits subsidised through disadvantaged pupil fund.*

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
White Rose Maths Premium	https://whiterosemaths.com/resources/
Nessy	https://www.nessy.com/en-us
BSquared	https://www.bsquared.co.uk/
Word Aware	http://thinkingtalking.co.uk/word-aware/