

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Riversdale Primary
Number of pupils in school	387
Proportion (%) of pupil premium eligible pupils	25.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024
Date this statement was published	October 2023
Date on which it will be reviewed	May 2024 and September 2024
Statement authorised by	Amy Roberts
Pupil premium lead	Amy Roberts
Governor / Trustee lead	Linda Hawthorn

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132365
Recovery premium funding allocation this academic year	£13690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£146055

# Part A: Pupil premium strategy plan

## Statement of intent

### **Demographics and School context**

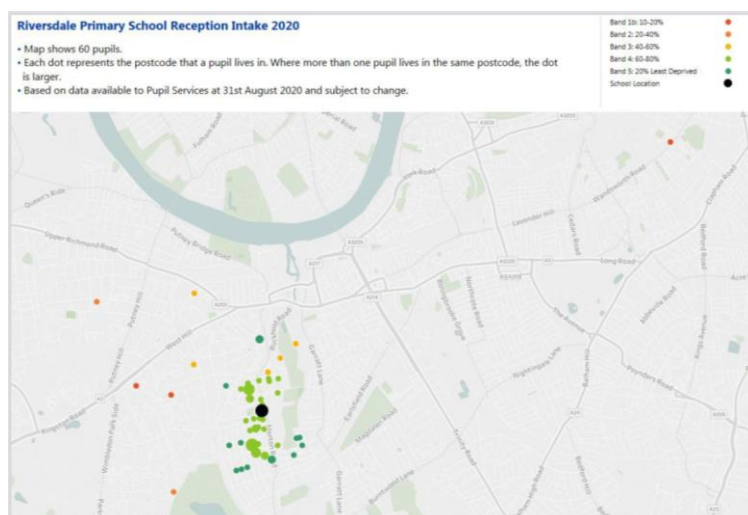
*We are a 2 form entry school with a 3 class asd base. Pupils typically start with low starting points. In year mobility is high.*

### **Principles**

***We recognise that the needs of all pupils need to be met in the teaching and learning opportunities.***

***We recognise that whilst we are making provision for socially disadvantaged pupils that others who do not meet the threshold are similarly disadvantaged. We reserve the right to allocate the funding to support any pupil who we recognise as being socially disadvantaged. We recognise that not all pupils who receive free school meals will be socially disadvantaged.***

***Pupil premium funding is allocated following a needs analysis.***



### **Ultimate Objectives**

*We wish to narrow the gap between disadvantaged and non- disadvantaged pupils nationally and within school data.*

*We wish disadvantaged pupils to make good progress in order to reach age related expectations.*

*We wish pupil premium pupils to access opportunities and real life experiences.*

*How we achieve these objectives.*

*Reducing the adult to student ratio for effective catch up and extension teaching.*

*This also allows effective interventions to be tailored to children's needs.*

*1:1 support*

*Tutoring*

*Transition projects to aid smooth transfers from one key stage to the other.*

*Educational visits, clubs and enrichment activities subsidised.*  
*Allow children whose parents request to learn a musical instrument.*  
*Behaviour and learning support from learning mentor, therapists and emotional wellbeing practitioners.*  
*Trauma informed school staff.*  
*Additional teaching and learning opportunities provided through trained LSA's*

## Challenges

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

Challenge number	Detail of challenge
1	<p style="text-align: center;"><b>Mobility</b></p> <p>(i.e. children joining the school other than at the usual time, the start of Reception. Children have gaps in their knowledge</p> <p>They need time to adjust to new settings and systems.</p> <p>mobile pupils are more likely than stable pupils to be in receipt of free school meals, to have English as an additional language and to require higher levels of support in learning English, to have identified and more severe special education needs and to have higher levels of absence.</p> <p>Similar amounts of children left each class during the year so constant upheaval for friendships and resources. Pupils entering school with limited English/no English (47.1% EAL pupils)</p>
2	<p>Slow progress made by some pupil premium children</p> <p>C=Pupils and families have social and emotional difficulties including medical and mental health issues.</p> <p>D=Pupils have limited experiences beyond their home life and immediate community</p> <p>Not always the right environment to learn at home. Not always the money available at home to enhance the curriculum.</p> <p>Students in receipt of disadvantaged funding are more likely to become passive or reluctant learners. Analysis of learning walks, student response to feedback and observations show that disadvantaged student are less likely to take risks with their learning and less likely to be resilient when responding to improvement targets. Students in receipt of disadvantaged funding are more</p>

	likely to engage in off-task behaviours in lessons. They are also less likely to participate in trips, visits or other enrichment activities. Mental health of significant care giver. Lack of financial resources.
3	Pupils and their families lack of aspirations reducing motivation and commitment to learning. Families without good experiences of education. Families without money for books or who are not able to read themselves. Time poor families as they are working more than one job. Not time to help or ability to support with homework or reading.  Parents who do not come to open evenings due to family commitments.  Parents may lack confidence in their own ability to support children at home
4	Low attendance rates and persistent absenteeism. Not in school to learn.  Late and unprepared for the start of the day.
5	Weak language and communication skills
6	low attainment on entry

## 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
<i>Progress in reading</i>	Achieve national expected scores in ks2 reading progress
Progress in writing	Achieve national expected scores in ks2 writing progress
Progress in maths	Achieve national expected scores in ks2 maths progress
Phonics	Achieve national average expected standard in phonics screening
Attendance	Ensure attendance of disadvantaged who start the school year is at expected.
Real life experiences Pupils will have a range of experiences that enable them to contextualise their learning.	All pupils have real life experiences which aid reading, writing and maths. Children exposed to a wide range of activities. Some trips replaced by in school experiences to lessen cost
Wellbeing support	Wellbeing support is offered to every pupil who reaches the criteria.

	<p>Headteacher support families identified with meal costs, before school care and after care.</p> <p>Children invited to clubs.</p> <p>Those above free school meals level supported if necessary.</p> <p>School uniform support for relevant families.</p> <p>Support with trip costs.</p> <p>Support with clothing for trips</p> <p>Signposting to food banks</p> <p>Additional food support given</p> <p>Vulnerable children are given time and opportunity to meet with SLT members for support.</p> <p>Families given resources for children to work at home. I.e desk, pencils, papers, colouring pens</p> <p>Book tokens distributed to families who haven't had experience of buying books.</p>
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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: £ 116378

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff cpd £5000	High quality cpd for staff is essential so they are trauma informed have high quality understanding of methods and needs	1,2,3,4
<i>Senco- additional day for early identification of need in early years</i> £19220	56% of disadvantaged children have significant SEND difficulties requiring high levels of care.16% of school are both send and disadvantaged. 6% of school have additional medical needs and higher level of care.	1,2,3,5
<i>Additional support for self care through early years assistant</i> £21224	24% of early years children are not toilet trained. 85% need help learning to use knife and fork and to dress themselves.	2,3,4
<i>Speech and language therapist.</i> £20000	Weak language and communication skills of many children entering school either through eal, or other reasons.	2,3
<i>Use of support adults in each class for catch up, extention, gap filling.</i> £49934	Reduced adult –child ratio to improve opportunities for effective teaching and accelerating progress	1,2,3,4,5,6
Ensure all staff have received training to deliver phonics scheme effectively £1000	EEF state that a systematic phonic programme can have a positive impact (+5 months) as an important component in the development of early reading.	5,6

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

Budgeted cost: £ 14400

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Therapeutic support</i> £14400	Essential that we are able to support children and help overcome difficulties which get in the way of learning and being emotionally secure. Much greater need since covid. Doubled provision.	1,2,3,4,5,6
<i>Time table rockstars/Ey/ KS1 phonic books and online access to books.</i> <i>Phonic online</i> £90 <i>Books</i> £5000 <i>Doodle maths</i> £1290	These have proved popular with children who traditionally didn't complete homework meaning they are now practising these skills	2,
<i>Tutoring.(additional to grant)</i> £23974	Children who missed out on their full education due to parent's work structures need the opportunity to catch up with their peers. 35% below ARE in reading at beginning of 2022.	2,3,5,6
<i>Early intervention support through the use of teaching assistants.</i> £28750	Only 48% on entry at age expected for language and communication.	1,2,3,4,5,6,
<i>Learning mentor</i> £16403	Essential that we are able to support children and help overcome difficulties which get in the way of learning and being emotionally secure.	4,2,6

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

Budgeted cost: £ 28150

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Subsidised enrichment activities and ensuring the curriculum is broad and balanced.  £4000	Creative opportunities allow children to have cultural development.	3,5,6
Better understanding of and support for issues facing families SLT time=£900	One size does not fit all. Remove barriers to accessing schooling.	3,4,6

Breakfast club/ after school care. £1000	Research shows that hungry children do not learn well. Parents who need to go to work need child care that is affordable to provide other opportunities for their children.	2,3,4
Residential costs. £2000	Essential for wellbeing that children have the same experience as their peers. Much that is covered on residential cannot be covered 'live' in school eg night sky, real food chains.	3
music lessons £650	Learning an instrument helps children learn other subject areas and opens up opportunities.	3
Clubs £500	Children able to shine in areas they are interested in and so raising self-esteem.	3,5,2
Coffee mornings for parents/carers to support home learning e.g. Mathematics, phonics	EEF findings show that parental engagement has a positive impact on average of 4 months' additional progress.	

**Total budgeted cost: £ £234435**



## 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 2020 to 2021 academic year.

Phonics: Overall Pass: 69% (School) % (National)

FSM: 40%

Non FSM: 84%

Disadvantaged & SEND: 1/4 (50%) Not including 2 for whom the screening was unsuitable.

#### **Attainment:**

KS2 Reading: 53% PP at or above ARE with 12% above vs. 63% Non PP with 37% above.

KS2 Writing: 59% at or above ARE vs. 59% Non PP with 11% above.

KS2 Maths: 30% PP at or above ARE with 6% above vs. 60% Non PP with 19% above.

#### **Progress:**

KS2 Reading: 75% PP at or above expected progress with 19% above vs. 68% Non PP with 16% above (PP made better progress)

KS2 Writing: 69% PP at or above expected progress with 6% above vs. 76% Non PP with 8% above (PP made better progress)

KS2 Maths: 88% PP at or above expected progress with 0% above vs. 72% Non PP with 0% above (Non PP made better progress).

## 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
NELI	Nuffield Foundation
Little Wandle	Collins

## 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?	Service Pp was spent on therapists and on reducing the adult /student ratio which allows for targeted interventions. Learning mentor time was spent on particular issues of Service families.
What was the impact of that spending on service pupil premium eligible pupils?	2 Service Children on roll. Both Siblings, both with SEND, 1 with significantly below average attendance.  Progress:  Reading: 50% SC made at or above expected progress vs 94% Non SC.  Writing: 50% SC made at or above expected progress vs 97% Non SC.  Maths: 100% SC made at or above expected progress vs 97% Non SC.

## Further information (optional)

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