

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	367
Proportion (%) of pupil premium eligible pupils	27.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25
Date this statement was published	October 2024
Date on which it will be reviewed	May 2025 and September 2025
Statement authorised by	Amy Roberts
Pupil premium lead	Amy Roberts
Governor / Trustee lead	Vasoula Baron

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130790
Recovery premium funding allocation this academic year	N/A
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	£130790

Part A: Pupil premium strategy plan

Statement of intent

Demographics and School context

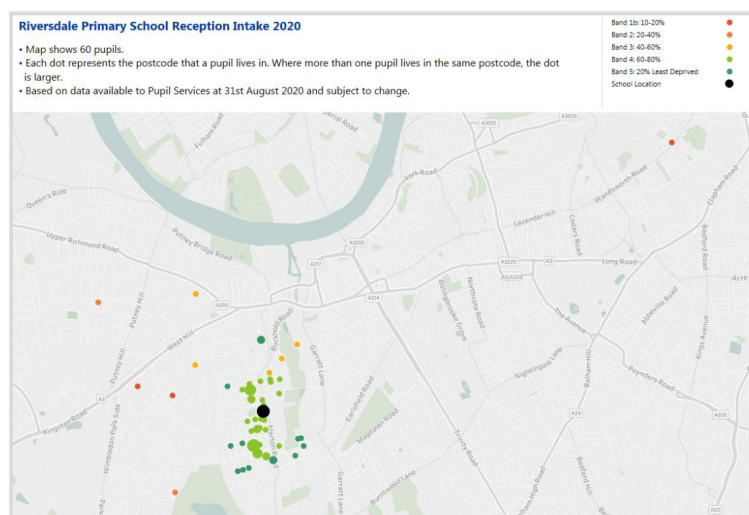
We are a 2 form entry school with a 3 class asd base. Pupils typically start with low starting points. In year mobility is high.

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

Principles:

1. **High quality teaching and learning:** We recognise that the biggest factor in high standards of pupil attainment is high quality teaching and learning. We will continue to ensure that all pupils receive quality first good teaching.
2. **Emphasis on Basic Skills:** We will concentrate our spending on achieving the highest possible standards in English and mathematics. This may be in the form of direct teaching, small group teaching and intervention or may be indirect through behaviour or access to resources and support. We place the highest importance on the breadth of the curriculum. Pupils must access the very broadest opportunities.
3. **High expectations:** Providing a culture where staff believe in all children and no excuses are made for underperformance. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success
4. **Inclusive Provision:** We acknowledge that pupil premium pupils are not always socially disadvantaged and at risk of underachievement. Likewise, there are many pupils that we would consider to be vulnerable that are not in receipt of pupil premium funding and do not receive this additional funding

Our Provision will include:

- Small group teaching
- Timetabled catch up and interventions in English and Maths
- 1:1 support
- Support with speech and language in the early years and across the school
- High quality feedback from staff
- Subsidising residential trips, music provision and extra-curricular activities
- We will subsidise clubs, activities and educational visits and ensure our children get the opportunities to widen their cultural capital

This list is not exhaustive and will change in according to the needs of our socially disadvantaged pupils and what they require.

Challenges

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

Challenge number	Detail of challenge
1	Mobility

	<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 (40.1% 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 likely to engage in off-task behaviours in lessons. They are also less likely to participate in trips, visits or other enrichment activities.</p> <p>Mental health of significant care giver. Lack of financial resources.</p>
3	Low attainment on entry to our Early Years Foundation Stage
4	<p>Low attendance rates and persistent absenteeism. Not in school to learn.</p> <p>Late and unprepared for the start of the day.</p>
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
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<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. Headteacher support families identified with meal costs, before school care and after care. Children invited to clubs. Those above free school meals level supported if necessary. School uniform support for relevant families. Support with trip costs. Support with clothing for trips Signposting to food banks Additional food support given Vulnerable children are given time and opportunity to meet with slt members for support. Families given resources for children to work at home. ie desk, pencils, papers, colouring pens Book tokens distributed to families who haven't had experience of buying books.

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: £ 26266.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff cpd £1000	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> £1500	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>Speech and language therapist.</i> £1250	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> £15,666.66	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 £650	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
Buy additional phonics books to go home £6200	EEF state that a systematic phonic programme can have a positive impact (+5 months) as an important component in the development of early reading	2

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

Budgeted cost: £ 97897.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Therapeutic support</i> £12000	Essential that we are able to support children and help overcome difficulties which get in the way of learning and being emotionally secure.	1,2,3,4,5,6
<i>Time table</i> <i>rockstars/Ey/ KS1</i> <i>phonic books and</i> <i>online access to books.</i> <i>Phonic online</i> £90 <i>Books</i> £ 500 (for holiday <i>keep up</i> <i>Century</i> £1290 <i>Showbie</i> £1046.40 <i>Rockstars</i> 850.20	Online resource for children to access Maths learning from home. Maths results across the school are improving and pupil voice tells us that this is working well These have proved popular with children who traditionally didn't complete homework meaning they are now practising these skills	2,
<i>Tutoring</i> £37273 <i>Reading catch up</i> £10066	1:1 tutoring sessions in Reading, Writing or Maths	2,3,5,6
<i>Early intervention support through the use of early years teaching assistants.</i> £18750	Only 48% on entry at age expected for language and communication.	1,2,3,4,5,6,
CPD for TAs to deliver small teaching groups for Speech and Language £1250	Weak language and communication skills. Most children are unlikely to have a breadth of vocabulary that reflects their experiences on entry to reception. In KS1 and KS2 some children find it difficult to use talk to explain their ideas coherently.	2,3,5
<i>Learning mentor</i> £14780	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: £ 9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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. £950	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: £ 133,163.66

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 2023 to 2024 academic year.

Residential 73 % PP attended.74% Non PP

Parent curriculum events. Turn out

Pp= 85% non pp = 82%

Clubs attendance

39% of all PP attended after school clubs

30% of non pp pupils attended after school clubs

Phonics: Overall Pass: 80% non pp passed

62.5% pp passed

GLD

25% Pp GLD

69% non pp GLD

Attainment:

KS2 sats Reading: 41% PP at or above ARE with vs. 66% Non PP.

KS2 sats Writing: 35% at or above ARE vs. 59% Non PP.

KS2 sats Maths: 35% PP at or above ARE vs. 63% Non PP.

Progress: Years 2-6

KS2 Reading: 84% PP at or above expected progress vs. 75% Non PP (PP made better progress)

KS2 Writing: 85% PP at or above expected progress. 77% Non PP at or above

KS2 Maths: 87% PP at or above expected progress vs. 80% Non PP

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.

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.