

Pupil premium strategy statement –Riverdale Primary 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	177 (reception-year6)
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	16 th December 2022
Date on which it will be reviewed	Autumn Term 2023
Statement authorised by	Mrs K Reilly
Pupil premium lead	Mr J Clarke
Governor / Trustee lead	Mrs S Rawlinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91410
Recovery premium funding allocation this academic year	£9570
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>	£100980

Part A: Pupil premium strategy plan

Statement of intent

At Riverdale Primary School, our ultimate objectives for disadvantaged pupils is that they complete their primary education having reached the same levels of achievement and enjoyment as their peers. This means that they are well prepared both academically and socially to begin secondary education so that they can look forward to a successful and fulfilling future both at school and beyond.

Our Pupil Premium strategy works to achieve this objective through the provision of high-quality teaching and targeted academic support in the classroom. This is supplemented by wider strategies that support families, improve pupil's mental health and well-being and provide exposure to new opportunities and experiences.

The key principles of our strategy are to ensure disadvantaged pupils are closely monitored and receive support and intervention quickly and effectively. The school makes every event and opportunity available for all pupils regardless of their level of disadvantage and can call upon a network of service providers to support children and families.

Challenges

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

Challenge number	Detail of challenge
1	Standards on entry to school remain low, particularly with regard to language, vocabulary and personal self care
2	Although in KS1 and KS2, our disadvantaged pupils generally achieved as well if not better than disadvantaged pupils nationally, they did not achieve as well as non-disadvantaged pupils. With the biggest gap being in the attainment of writing In 2022 0 children eligible for PPG achieved expected in writing at greater depth in either KS1 or KS2
3	.Limited vocabulary use and understanding which impacts on both reading and writing attainment and progress.
4	The emotional health and well being of disadvantaged pupils is negatively affected by issues with attendance at school, access to support services, opportunities for curriculum enrichment and social deprivation
5	Limited opportunities to visit local areas of interest and to support pupil's learning outside of the classroom

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
The quality of phonics teaching for all pupils, including 'catch-up' phonics for Year 2,3 and 4 will be improved. Children requiring 'catch-up' phonics will be identified and given support.	The attainment of disadvantaged children matches non-disadvantaged children in school in the Year 1 Phonics Screening Check. The new approved phonics scheme will be fully implemented across all relevant year groups. The attainment gap between disadvantaged children and non-disadvantaged children nationally is reduced.
The quality of the teaching of writing will be improved through CPD of writing pedagogy and vocabulary acquisition and understanding	The attainment gap in writing between disadvantaged children and non-disadvantaged children nationally is reduced.
The quality of the teaching of reading will be improved through CPD of reading pedagogy and vocabulary acquisition and understanding	The attainment gap in reading between disadvantaged children and non-disadvantaged children nationally is reduced.

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: £35000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff delivering RWI phonics sessions to have updated training from RWI consultant. Quality of delivery to be monitored by	Phonics EEF (educationendowmentfoundation.org.uk)	1,2,3

RWI lead teacher each half term		
All staff trained in Reading Rocketeers and Explorers approach to developing reading skills across the school	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1,2,3
close monitoring and assessment of disadvantaged groups	Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	1,2,3
All staff trained in delivering lessons that support self regulation and metacognition All staff continue to have support in understanding Thrive approach in school	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1,2,3
All staff trained in pedagogy of impact of teaching of higher level vocabulary and its inclusion in reading and writing	Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,2,3
Release of Thrive practitioner during the afternoon sessions to work with 1-1 and small groups to develop emotional well being and stress regulation	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1,2,3

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

Budgeted cost: £40000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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High quality one to one and small group provision including tutoring.	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3
Provide effective tutoring in phonics and phonics catch up	Small group tuition EEF (educationendowmentfoundation.org.uk)	1,3

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

Budgeted cost: £25980

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of breakfast club for disadvantage children	Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk)	4
Close monitoring of the attendance of disadvantaged children and provision of support to families.	Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	4
Funding of a range of curricular and extra-curricular visits, visitors to school and residential experiences.	Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	4,5
Access to range of professional support services including psychological service, learning support and counselling.	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4

Total budgeted cost: £100980

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	
Quality of teaching for all	Improved attainment in reading, writing and maths.	CPD Talk4Writing with new and existing staff CPD on active learning and independent learning strategies
Targeted Academic Support	High quality teaching will be supported by additional work completed in small groups or 1-1. Pupils make accelerated progress.	Targetted 1-1 and small group tutoring in core subjects in KS1 and 2
Enrichment Beyond the Curriculum	Maximise opportunities to consolidate and extend learning through a wide range of experiences and support for our children e.g. being able to resume visits outside of the classroom which will provide children with vital learning experiences that can be then applied to work within the classroom	Tees Outdoors – outdoor education lessons for all groups in KS2 Year 3 - 6

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