

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	173 (reception-year6)
Proportion (%) of pupil premium eligible pupils	32.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	16 th November 2023
Date on which it will be reviewed	Autumn Term 2024
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	£87300.00
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£87300.00

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	<p>Although in KS1 and KS2, our disadvantaged pupils generally achieved as well if not better than disadvantaged pupils nationally except for in Maths and Writing KS2. Key area of focus for school this year They do not achieve as well as non-disadvantaged pupils in all subject areas.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>KS2</th> <th>GPS</th> <th>Reading</th> <th>Maths</th> <th>Writing</th> <th>RWM</th> </tr> </thead> <tbody> <tr> <td>Riverdale</td> <td>57%</td> <td>64.3%</td> <td>50%</td> <td>42.9%</td> <td>42.9%</td> </tr> <tr> <td>National Other 2022</td> <td>78%</td> <td>80%</td> <td>78%</td> <td>75%</td> <td>65%</td> </tr> <tr> <td>National Disadvantage</td> <td>59%</td> <td>62%</td> <td>56%</td> <td>55%</td> <td>43%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>KS1</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Phonics</th> </tr> </thead> <tbody> <tr> <td>Riverdale</td> <td>59%</td> <td>56%</td> <td>56%</td> <td>67 % (disagg)</td> </tr> <tr> <td>National Other 2022</td> <td>72%</td> <td>63%</td> <td>73%</td> <td>80%</td> </tr> <tr> <td>National Disadvantage</td> <td>51%</td> <td>41%</td> <td>52%</td> <td>62%</td> </tr> </tbody> </table>	KS2	GPS	Reading	Maths	Writing	RWM	Riverdale	57%	64.3%	50%	42.9%	42.9%	National Other 2022	78%	80%	78%	75%	65%	National Disadvantage	59%	62%	56%	55%	43%	KS1	Reading	Writing	Maths	Phonics	Riverdale	59%	56%	56%	67 % (disagg)	National Other 2022	72%	63%	73%	80%	National Disadvantage	51%	41%	52%	62%
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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- Year 6 will be improved. Children requiring 'catch-up' phonics will be identified and given additional support daily. Year 5 and 6 Fresh-start re introduced.	The attainment of disadvantaged children is in line with non-disadvantaged children in school in the Year 1. 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 with Ready Steady Write.	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.
The quality of the teaching of maths will be improved through CPD of maths pedagogy using EEF research on improving maths outcomes at KS1 and 2.	The attainment gap in maths 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: £30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>All staff delivering RWI phonics sessions to have updated training from RWI consultant.</p> <p>RWI lead to attend leadership training to ensure effective targeting and grouping for progress.</p> <p>Quality of delivery to be monitored by RWI lead teacher each half term</p>	<p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p>
<p>CPD with all staff use of high level question strands for each strand of reading based on EEF guidance.</p> <p>All children access Reading Rocketeers and Reading Explorers in addition to phonics teaching.</p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p>
<p>CPD for all staff on effective implementation of Ready Steady Write</p>	<p>Writing programmes EEF (educationendowmentfoundation.org.uk)</p>	
<p>CPD for all staff on effective high quality maths lessons based on the recommendations for KS1 and KS2 .</p>	<p>Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>Early years and Key Stage 1 mathematics teaching EEF (educationendowmentfoundation.org.uk)</p>	
<p>close monitoring and assessment of disadvantaged groups</p> <p>Effective use of AFL and same day intervention to address misconceptions before next lesson</p>	<p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence review on feedback approaches and educational... EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p>

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
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 metacognition and self regulation implementing this in their teaching	Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)	1,2,3

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

Budgeted cost: £35000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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: £22300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of breakfast club for disadvantage children Grab a bagel before school	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 and visitors to school.	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: £87300.00

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.	Improved attainment percentages in each subject including phonics from previous year but in line with national disadvantaged not national other percentages
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