

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	December 2024
Date on which it will be reviewed	Autumn Term 2025
Statement authorised by	Mrs K Reilly
Pupil premium lead	Mr J Clarke
Governor / Trustee lead	Mrs S Atkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81400.00
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>	£81400.00

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 KS2, the percentage of PPG children achieving expected standard in the SAT tests are better than disadvantaged pupils nationally. Whilst the attainment gap between PPG and National other decreased significantly last year, there is still a gap between PPG and National other in subjects other than writing for 2024 data at expected standards and will continue to be a focus for improvement. At the higher standard the percentage of children achieving higher standard is below that of national disadvantage in GPS, Maths and RWM which will be a focus for improvement this year.</p> <p>Expected Standard</p> <table border="1"> <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 PPG</td> <td>64%</td> <td>71%</td> <td>71%</td> <td>79%</td> <td>57%</td> </tr> <tr> <td>National Other</td> <td>78%</td> <td>79%</td> <td>79%</td> <td>78%</td> <td>67%</td> </tr> <tr> <td>National Disadvantage</td> <td>59%</td> <td>62%</td> <td>59%</td> <td>58%</td> <td>45%</td> </tr> </tbody> </table> <p>Higher Standard</p> <table border="1"> <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 PPG</td> <td>7%</td> <td>21%</td> <td>7%</td> <td>7%</td> <td>7%</td> </tr> <tr> <td>National Other</td> <td>37%</td> <td>33%</td> <td>29%</td> <td>16%</td> <td>10%</td> </tr> <tr> <td>National Disadvantage</td> <td>20%</td> <td>18%</td> <td>13%</td> <td>6%</td> <td>3%</td> </tr> </tbody> </table>	KS2	GPS	Reading	Maths	Writing	RWM	Riverdale PPG	64%	71%	71%	79%	57%	National Other	78%	79%	79%	78%	67%	National Disadvantage	59%	62%	59%	58%	45%	KS2	GPS	Reading	Maths	Writing	RWM	Riverdale PPG	7%	21%	7%	7%	7%	National Other	37%	33%	29%	16%	10%	National Disadvantage	20%	18%	13%	6%	3%
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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 and weaker stress regulation systems can negatively impact on their ability to engage in new tasks and be resilient in the face of challenges which then impacts on the progress they are able to make when in school.
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
<p>The quality of phonics teaching for all pupils, including 'catch-up' phonics for Year 2- Year 6 will be a continued focus and build on whole school CPD to particular elements of phonics teaching.</p> <p>Children requiring 'catch-up' phonics will continue be identified and given additional support daily.</p> <p>Adaptive teaching ensures that those children in KS2 accessing RWI and fresh start have the correct resources available to use and referred to to support them in their lessons within their year group classroom.</p>	<p>The attainment of disadvantaged children is in line with non-disadvantaged children in school in the Year 1.</p> <p>The attainment gap between disadvantaged children and non-disadvantaged children nationally is reduced.</p>
<p>The confidence and accuracy of assessment and next steps needed for progress to be further developed with GPS in termly progress reviews and application within lessons.</p>	<p>The attainment gap in GPS at the higher standard between disadvantaged children and non-disadvantaged children nationally is reduced.</p>
<p>The quality of the teaching of higher order maths skills will be further improved through accuracy of assessment and next steps needed in termly progress reviews.</p>	<p>The attainment gap in maths between disadvantaged children and non-disadvantaged children nationally is reduced.</p>
<p>The emotional well being and stress regulation of PPG children will improve to be able to tackle new experiences and be resilient in the face of challenges through right time Thrive action plans and 1-1 reparative support.</p>	<p>The percentage scores in each key area of emotional well being termly assessments improves to that of expected levels for age</p>

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: £17400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff delivering RWI phonics sessions to have updated training from RWI consultant and English Hub on key areas identified in action plan.</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 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>
<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</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p>
		<p>1,2,3</p>

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)	
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: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality one to one and small group provision including tutoring in Maths and GPS	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
Termly pupil progress meetings with each teacher to be held reviewing progress and standards in RWM combined.	Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) Evidence review on feedback approaches and educational... EEF (educationendowmentfoundation.org.uk)	

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

Budgeted cost: £26000

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: £81400.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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.	Results at end of Year 1 show in line with disadvantage national percentage but below that of national other by 16% and will be a continued focus
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.	Results at KS2 show that attainment at expected standard is above the percentage for non disadvantaged children
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.	Results at KS2 show that attainment at expected standard is in line with non disadvantaged children
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.	Results at KS2 show that attainment at expected standard is in line with non disadvantaged children

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