

Pupil premium strategy statement – Riverdale Primary School

This statement details our school's use of pupil 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	176
Proportion (%) of pupil premium eligible pupils	32.0%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Simon English: Interim Head Teacher and Carl Faulkner Trust CEO
Pupil premium lead	Jonathan Clarke
Governor / Trustee lead	Emily Henderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,915.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£91,915.00

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for disadvantaged pupils

- Close attainment gaps between disadvantaged pupils and their peers, with particular focus on:
 - Increasing the proportion achieving the expected and higher standards in Reading and Maths (KS2 higher score trend and 2-year maths progress).
 - Narrowing and reversing the widening gap in Reading expected standard for disadvantaged pupils.
 - Raising Writing attainment across all pupil groups, especially low and middle prior attainers.
 - Improving early phonics, early language and EPGS outcomes for low prior attainers.
- Improve pupils' readiness to learn by addressing language, social–emotional and contextual barriers so pupils are able to access the curriculum and sustain progress.
- Improve pupils' cultural capital, aspiration and access to enrichment so disadvantaged pupils can draw on wider knowledge and experience to support comprehension and achievement.

How this strategy works towards those objectives

- Uses the DfE three-tier Menu of Approaches: Tier 1 — High-Quality Teaching; Tier 2 — Targeted Academic Support; Tier 3 — Wider Strategies.
- Prioritises evidence-based approaches, principally those recommended by the Education Endowment Foundation (EEF) and high-quality sector guidance for early language support.
- Allocates Pupil Premium funding to strengthen curriculum delivery, targeted small-group and one-to-one tuition, early language interventions (EYFS & KS1), enhanced pastoral support and sustained parental engagement.
- Embeds evaluation and implementation planning: clear selection of pupils, measurable success criteria, termly progress measures and governor oversight (PPG link).

Key principles of the strategy

- Evidence-led: choose interventions and approaches with robust research backing (EEF guidance, specialist evaluations for early language programmes).
- Early and sustained: intervening early (EYFS/Reception/Nursery where appropriate) and maintaining support across key transition points.
- Targeted and inclusive: match intensity of support to need (low/mid prior attainers, SEND, disadvantaged pupils) and integrate SEND adjustments.
- Curriculum-first: ensure high-quality, carefully sequenced curriculum teaching is the primary driver of improvement; interventions are additive and explicitly linked to classroom learning.

- Whole-child approach: address academic, social-emotional, safeguarding and attendance needs as mutually reinforcing.
- Monitoring and accountability: termly data reviews, impact reports to governors, and iterative refinement using the EEF implementation guidance.

Challenges

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

Challenge number	Detail of challenge
1	Limited early language acquisition and communication skills across EYFS → affects phonics, early reading fluency and subsequent comprehension (affects Reception → KS1 → KS2).
2	Socio-economic disadvantage and limited access to home learning resources and enrichment (low access to books/devices/trips) that restricts background knowledge, vocabulary and reading comprehension.
3	Social, emotional and mental-health (SEMH) needs reducing readiness to learn, pupil resilience and sustained engagement (impacting behaviour for learning and progress).
4	Contextual safeguarding and community risks (exposure to anti-social behaviour, exploitation, unsupervised online use) which affect attendance, concentration and participation in extra-curricular learning.
5	Persistent attainment gaps: KS2 higher-score outcomes (Reading & Maths) significantly below average; disadvantaged 2-year maths progress below national; reading expected standard gap widening.
6	Writing attainment needs improvement across groups; maths low and middle prior attainers need improvements; low prior attainers for EPGS need improvement.

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
A. Improve early language, oral vocabulary and communication across EYFS and KS1 so pupils enter Year 1 with stronger language foundations.	By end of Reception 2025/26, proportion achieving GLD Communication & Language increases for disadvantaged pupils (compared to 2024/25 baseline). – Wellcomm Assessments for pupils who are not on track used to target support.

	Early Talk Boost cohorts make measurable average progress in oral language (monitor programme standardised scores). Evidence of improved phonics screening outcomes for those cohorts. (Termly ELG/phonics monitoring)
B. Raise disadvantaged pupils' Reading attainment and reduce the widening gap at KS2 (expected standard and higher standard).	Disadvantaged expected standard gap in Reading reduces by at least 50% vs 2024/25 baseline by end of 2025/26. - Higher-score Reading proportion rises by at least 8 percentage points across Y2–Y6 combined. Termly running records, fluency checks and comprehension assessments show accelerated progress. Half-termly pupil progress meetings
C. Improve Maths progress and higher-score outcomes for disadvantaged pupils, particularly low & middle prior attainers.	Disadvantaged 2-year maths progress improves to at least in line with national average by July 2026 (tracked via internal progress measures). - Low & middle prior attainers achieve targeted step gains on maths curriculum progression grids; small-group tuition impact evident in termly assessments.
D. Raise Writing attainment for all groups (with focus on disadvantaged pupils).	Writing outcomes improve: increase in proportion of pupils at expected standard by 10 percentage points for disadvantaged pupils by July 2026; improved moderated writing samples across year groups. - Increased quantity & quality of extended writing across curriculum (book scrutiny).
E. Improve pupil SEMH, attendance and behaviour so pupils are ready to learn.	Disadvantaged attendance at or above current school average; reduction in persistent absence for disadvantaged pupils by at least 5 percentage points. - Fewer behaviour incidents affecting learning; improved survey scores for disadvantaged pupils. - Early access to nurture/Hive shows measurable reduction in referrals.
F. Improve access to enrichment, broaden cultural capital and reduce experiential disadvantage.	100% of disadvantaged pupils offered at least one funded enrichment opportunity (trip, music tuition, club) per year. - Increased pupil reports of broader experiences in pupil voice and parental feedback.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £31767

Activity	Evidence that supports this approach	Challenge number(s) addressed
1.1 Embed a carefully sequenced, knowledge-rich curriculum with explicit vocabulary progression documents and subject leader CPD (curriculum maps, progression grids, subject leader monitoring). Provide whole-staff training on vocabulary instruction and disciplinary literacy.	EEF guidance emphasises curriculum sequencing and high-quality teaching as the primary route to close gaps; the EEF Guide to the Pupil Premium recommends prioritising high-quality teaching as Tier 1. See: EEF — Guide to the Pupil Premium and EEF curriculum/implementation guidance (A School's Guide to Implementation).	1, 2, 5, 6
1.2 Systematic, daily phonics fidelity across Reception–Y2 with ongoing CPD, coaching and matched decodable reading books to ensure strong early reading.	Phonics and early reading approaches are shown by the EEF to be high impact when implemented with fidelity (see EEF Early Years / Phonics guidance and EEF Teaching and Learning Toolkit). See: EEF — Communication & Language / Early Years Evidence Store and EEF phonics summaries in the Toolkit and Guide.	1, 5
1.3 EYFS & KS1 focused training on high-quality interactions (ShREC approach); embed sustained shared thinking and richer adult–child talk in Nursery and Reception.	The EEF Early Years Evidence Store and ShREC practitioner guidance recommend focused adult–child interaction strategies to boost communication and language outcomes. See: EEF — Communication and Language and EEF — The ShREC approach .	1

1.4 Implement reading comprehension and oral language progression across KS2 (planned talk, modelled discussion, structured questioning, and text-based vocabulary work).	EEF evidence: Oral language interventions and reading (oracy progression) comprehension strategies yield on average around +5 months progress; targeted approaches improve reading comprehension. See: EEF — Oral language interventions and EEF — Reading comprehension strategies .	1, 2, 5
1.5 Invest in professional coaching and teacher development (coaching cycles for early career teachers and targeted teachers of low/mid prior attainers) focused on effective feedback, metacognition and formative assessment.	EEF highlights the high impact of CPD and teacher coaching when focused on explicit classroom strategies and feedback. See: [EEF A School's Guide to Implementation] and Teaching & Learning Toolkit (Feedback, Metacognition). ([EEF Small group tuition & implementation guidance] also emphasises teacher preparation).	5, 6, 1

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

Budgeted cost: £36312

Activity	Evidence that supports this approach	Challenge number(s) addressed
2.1 Deliver targeted small-group tuition (1:2–1:4) in Maths for low and middle prior attainers (3 sessions/week blocks over 10–12 weeks). Link tuition closely to classroom curriculum and diagnostic assessment.	EEF Small Group Tuition: average +4 months progress; most effective when targeted, frequent and linked to classroom learning. See: EEF — Small group tuition .	5, 6
2.2 Deploy one-to-one/very small group literacy tuition (including guided reading fluency, comprehension and phonics catch-up) for	EEF One-to-one tuition: average +5 months progress; effective when sessions are short, regular and linked to classroom learning. See: EEF — One to one tuition .	5, 1

disadvantaged pupils below age-related expectations.		
2.3 Implement evidence-based early language programmes in Nursery and Reception Early Talk Boost / structured small-group language work), delivered by trained staff with parental engagement elements.	Specialist evidence and EEF Early Years guidance show language programmes like NELI and Talk Boost produce measurable gains in oral language; Speech and Language UK summary "Getting in Early" and EEF Early Years Evidence Store provide programme evaluations. See: Speech and Language UK — Getting in Early report and EEF — Communication and Language Evidence Store .	1
2.4 Structured writing interventions for targeted groups (small-group handwriting/ sentence construction / talk for writing scaffolds) and grammar/spelling practice for low prior attainers (regular diagnostic assessment + short blocks).	EEF evidence: explicit teaching of writing strategies, supported practice, and targeted small-group instruction can meaningfully improve writing outcomes (EEF Toolkit recommendations on literacy and classroom practice). See EEF guidance on oral language and reading comprehension strategies which underpin writing. EEF — Oral language interventions and reading/writing evidence summaries.	6, 1
2.5 Structured use of trained TAs for high-quality, evidence-guided interventions (TA training, work with small groups and pre/post teaching) — ensure TAs deliver programmes with clear materials, training and monitoring.	EEF guidance emphasises that trained TAs can be effective when they deliver structured interventions and are well-trained and supervised. See: EEF — Small group tuition technical appendix and EEF implementation guidance.	5, 6
2.6 Peer tutoring / reciprocal reading approaches for older primary pupils to boost reading comprehension and fluency.	EEF evidence: collaborative learning and peer tutoring produce moderate improvements at very low cost; reciprocal reading supports comprehension. See: EEF — Collaborative learning / Reading comprehension strategies .	5, 2

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

Budgeted cost: £23836

Activity	Evidence that supports this approach	Challenge number(s) addressed
3.1 Expand and formalise SEL (Social and Emotional Learning) provision: weekly taught SEL sessions, assembly-linked themes, staff CPD and targeted small SEL groups (Hive/nurture) for pupils with SEMH needs. Systematic SEL audit and progress measures.	EEF guidance: SEL interventions typically deliver +3–4 months progress, improve attitudes/behaviour and benefit disadvantaged pupils; EEF/EIF Primary SEL guidance gives implementation checklists and audit tools. See: EEF — Social and Emotional Learning guidance and EEF/EIF SEL guidance materials .	3
3.2 Strengthen attendance and family engagement: targeted parental-engagement programmes (tailored support for families, attendance calls, incentives, breakfast club places), and casework for persistent absence with Trust Attendance Lead and local partners.	EEF: parental engagement approaches can deliver ~+4 months' progress and are promising for attendance improvement when sustained; EEF evidence brief on improving attendance highlights responsive, tailored approaches. See: EEF — Parental engagement and EEF — Evidence brief on attendance .	2, 4, 5
3.3 Provide universal and targeted pastoral support (nurture groups, 1:1 mentoring, family liaison, DSL-led safety work) to reduce risks from contextual safeguarding and increase pupil trust and school engagement.	EEF/sector guidance: behaviour interventions and nurture approaches show positive effects on attainment and behaviour; targeted pastoral work reduces barriers to learning. See: [EEF — Behaviour interventions overview in Toolkit] and EEF resources on nurture/nurture group rationale (NurtureUK summary referencing EEF).	3, 4
3.4 Provide funded enrichment and cultural capital programmes for	EEF and policy research note links between enrichment/extended time and broader progression; EEF Guide to the Pupil Premium recommends	2, 5, 6

disadvantaged pupils (subsidised trips, music lessons, after-school clubs, summer offer and school visits outside local area).	wider strategies including enrichment and extended school time to build background knowledge and engagement. See: EEF — Guide to the Pupil Premium and EEF — Extending school time evidence .	
3.5 Improve access to home learning resources: subsidised reading packs, device/hotspot signposting and a structured home-learning support programme (workshops for parents on reading and how to support homework).	EEF: parental engagement and support for the home learning environment improves outcomes; tailored family workshops increase capacity to support learning. See: EEF — Parental engagement .	2
3.6 Online safety, contextual safeguarding education and partnership working (local authority, police, family hubs) to reduce out-of-school risk and increase safe participation.	DfE and sector guidance underscore need for multiagency work on contextual safeguarding; EEF attendance/safeguarding briefs highlight the importance of targeted community responses. See EEF material on attendance & parental engagement and local safeguarding guidance (school to work with LA safeguarding partners). See: EEF — Evidence brief on attendance and Speech and Language UK report for family engagement relevance.	4, 3

Monitoring, evaluation and governance

- Termly monitoring of intended outcomes by SLT and the Pupil Premium governor link with termly RAG reporting to governors.
- Data sources: termly formal assessments (Reading, Maths, Writing), phonics screening checks, speech & language measure outcomes for targeted programmes, attendance/PA data, behaviour incident logs, pastoral referral counts, and parental engagement metrics.
- Implementation fidelity checks: lesson observations for curriculum & phonics, book scrutinies, intervention delivery logs, TA training records, and programme adherence checks for NELI/Talk Boost.
- Financial oversight: detailed record of Pupil Premium spend by activity, with cost/impact commentary for each major programme.
- Annual Pupil Premium impact statement submitted to governors and published on the school website as required by DfE.

Key implementation considerations (aligned to EEF implementation guidance)

- Select interventions carefully and train staff before launch.
- Use diagnostic assessment to identify pupils and match intensity.
- Ensure interventions are linked to day-to-day curriculum teaching.
- Plan for sustainability (training, induction, resources).
- Monitor and adapt: if limited impact after planned review cycle, adapt or reallocate resources.

Appendix: Key Evidence Sources (selected)

- EEF — Guide to the Pupil Premium (tiered approach and overall guidance): [EEF — Guide to the Pupil Premium](#)
- EEF — Communication & Language / Early Years Evidence Store (adult–child interactions; NELI context): [EEF — Communication and Language Evidence Store](#)
- Speech and Language UK — Getting in Early: evidence on early language programme impact and recommendations: [Speech and Language UK — Getting in Early report](#)
- EEF — The ShREC approach (practical early years interaction strategies): [EEF — The ShREC approach](#)
- EEF — One-to-one tuition (impact ~ +5 months): [EEF — One to one tuition](#)
- EEF — Small group tuition (impact ~ +4 months): [EEF — Small group tuition](#)
- EEF — Oral language & Reading comprehension strategies (impact evidence): [EEF — Oral language interventions](#) and [EEF — Reading comprehension strategies](#)
- EEF/EIF — Improving Social and Emotional Learning in Primary Schools guidance and audit: [EEF/EIF SEL Audit Tool](#) and [EEF — SEL Toolkit](#)
- EEF — Parental engagement guidance and attendance evidence briefs: [EEF — Parental engagement](#) and [EEF — Evidence brief on attendance](#)

Total budgeted cost: £91915

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Even though disadvantaged pupils often start with lower prior attainment and face significant contextual barriers, over three years the school's disadvantaged outcomes are broadly in line with national disadvantaged pupils.

Teaching consistency is strengthening across phonics, reading, writing and maths. Staff engaged in CPD and leaders improved monitoring, modelling and coaching systems. These developments form the foundations needed for long-term improvement.

School successfully strengthened diagnostic assessment, intervention matching, and TA implementation.

SEMH work had clear and positive impact. Thrive support improved emotional regulation, and metacognition strategies strengthened pupils' resilience and independence. These improvements enhance readiness to learn, forming an essential basis for subsequent academic progress.

Disadvantaged pupils' attendance remained a strength. Persistent absence is low and family engagement improved. This ensures consistent access to teaching and supports future improvements in learning.

Enrichment had strong social and emotional impact. Pupils showed improved confidence, engagement and vocabulary during discussion and curriculum activities. These experiences strengthen cultural capital and support long-term academic development.

School strengthened the quality of teaching, SEMH provision, attendance and intervention systems. These developments create the necessary conditions for future academic improvement as implementation continues to embed.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils