



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of disadvantaged pupils. This is part of a three-year strategy.

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	Riverside Academy
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	
Date on which it will be reviewed	July 2024
Statement authorised by	Beccy Payne
Pupil premium lead	Beccy Payne
Governor / Trustee lead	Shanakay Luckoo-Millington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102860
Recovery premium funding allocation this academic year	£8990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£111,850



Part A: Pupil premium strategy plan

Statement of intent

At Riverside Academy, we aim to strategically use pupil premium funding to ensure all children achieve excellence and reach their full potential in all aspects of their learning. The school draws from national research alongside analysing individual and group school data to identify barriers to learning and ensure money is used appropriately to work towards overcoming these. We will use a tiered approach to Pupil Premium and Recovery Premium spending. This will help ensure we balance approaches to improving teaching, targeted academic support and wider strategies.

By spending funding on improving teaching through professional development, training and support for early career teachers and recruitment and retention, we will ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving.

Through targeted academic support, we will work hard to ensure pupils identified as needing to catch up with their peers get the support they need to make strong progress.

In addition to academic support, interventions are in place to ensure a more holistic approach. Mentoring and small, social group activities will help remove barriers to learning linked to emotional and behavioural development.

Through our curriculum provision we will address the cultural capital gap by providing a wide range of learning opportunities, such as the 11 BEFORE 11 initiative to ensure all children are able to gain knowledge and life experience.

Increasing attendance and reducing persistent absenteeism is a focus of the school. The Learning Mentor and Attendance Lead will provide relentless challenge and support to the families of children whose attendance is causing concern.

Raising the achievement of disadvantaged pupils is the responsibility of all staff and our pupil premium strategy is fully aligned with our school development plan.

Challenges

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

Challenge number	Detail of challenge
1	Attendance levels for disadvantaged pupils is not high enough and persistent absence is too high.
2	Gaps in pupil knowledge and attainment due to varied starting points



3	Children enter with low levels of language and communication skills
4	Limited access to varied life experiences and enrichment for many of our pupils outside of their educational setting.
5	Some children have multiple barriers (e.g disadvantaged and SEND)
6	Increased requirement for access to early help continues due to children and or parents presenting with varied and often complex social, emotional and mental health concerns.

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>2023-2024 attendance rates finish in line with national expectations</p> <p>Improved attendance for disadvantaged pupils</p>	<p>Attendance is at least in line with national expectations</p> <p>Rates of persistence absence are reduced to be in line with or below national average.</p> <p>Disadvantaged pupils attendance is in line with non- disadvantaged pupils.</p>
<p>Identified gaps across the school are closed.</p>	<p>Highly effective quality first teaching</p> <p>Monitoring and evaluation shows that all teaching in school is at least good</p> <p>Identified children will have caught up and made progress. This will be evidenced through targeted intervention and pupil books.</p>
<p>Individual barriers to learning are addressed and understood</p>	<p>Small step progress can be evidenced for all SEND pupils</p>
<p>Disadvantaged pupils make at least strong progress.</p>	<p>In reading, writing and maths, 100% of disadvantaged pupils make strong progress from previous statutory assessment points.</p> <p>In statutory assessments, pupils eligible for pupil premium perform in line with their non-disadvantaged peers nationally.</p>
<p>Improved language and communication skills</p>	<p>The % of children at ARE in EYFS will increase in communication and language.</p> <p>Children will have suitable language and communication skills to aid their transition into Year 1.</p>



	<p>Across the school children will have improved oracy skills to articulate and present.</p>
<p>Increased access to a wide range of curricular and extra-curricular experiences</p>	<p>All disadvantaged pupils participate in curricular experiences.</p> <p>The curriculum offers an extensive range of opportunities to develop cultural capital.</p> <p>11 before 11 opportunities are supported and embedded in school life.</p> <p>Rates of participation in extra-curricular clubs are high.</p>
<p>Disadvantaged pupils and their families benefit from pastoral care and assistance</p>	<p>Evaluation of social and emotional based intervention provision evidence children's increased ability to self-regulate and have positive social interactions.</p> <p>We will be able to see a positive impact upon families within school and there is a reduction in moments of crisis.</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: £31387

Activity	Evidence that supports this approach	Challenge number(s) addressed
Through coaching and mentoring the Assistant Headteachers will ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving. They will support whole school CPD as well as personalised coaching and ECT mentoring.	EEF research shows that improving teaching is the <i>'key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending'</i> . Important aspects of CPD provided include: teacher AFL, reading comprehension strategies, phonics and adaptive teaching. All of which the EEF research shows has a positive impact on pupil outcomes.	2, 3, 4
Curriculum Lead will play a key role in developing subject leaders. There will be a strong focus on ensuring sequential learning and addressing gaps in knowledge. Subject leaders will receive high quality CPD. SLT will be able to rigorously monitor the impact of the curriculum on pupil outcomes.	Leaders have developed a sequential curriculum, based on the findings of research, that promotes remembering. The curriculum model creates links across the year groups and across subjects so that knowledge and concepts taught in one subject are explicitly reinforced and revisited not only in other subjects, but in subsequent years. Leaders have thought carefully about the rationale for their curriculum and understand the importance of pupils acquiring early language skills and knowledge. It aims to provide cultural capital through relevant and engaging learning experiences for pupils, which enable them to acquire knowledge and skills and to deepen their understanding.	2, 3, 4 & 5
Bespoke CPD for teaching staff to secure phonic subject knowledge and high quality teaching. Reading Lead to provide CPD to develop fluency in reading for all pupils	EEF research shows phonics has a positive impact overall (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	2, 3, 4 & 5



In addition, provision for pupils with SEND or EAL will be enhanced through external agency advice and staff CPD.	Research shows that children from disadvantaged backgrounds have less access to	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £61674

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted teaching support for low prior attaining pupils, further disadvantaged by lockdown, to enable strong progress.	EEF research shows that small group tuition has a positive impact on attainment levels.	2
Additional teaching capacity to support with the delivery of phonics in EYFS an KS1 to enable children to 'keep up' Small group Reading and phonic interventions based on diagnostic assessments.	EEF research shows that small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. And diagnostic assessment are used to assess the best way to target support.	2, 3, 4, & 5

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

Budgeted cost: £ 18789

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor to provide support for pupils and their families – offering support and challenge as well as promotion of high levels of attendance and removal of barriers to learning.	Research shows that good attendance has a direct link to academic outcomes and subsequent life chances. If pupils in receipt of early help intervention feel happy and safe, they are	1 & 5



Rewards and incentives to support the school attendance strategy.	more likely to be able to learn well in school.	1
Teaching Assistants to provide small group nurture support and intervention to support pupils with self-regulation and understanding of emotions. SEMH Mentor to provide 1:1 and small group support for identified pupils with SEMH needs,	EEF research shows that social and emotional learning and improved self-regulation has a positive impact on attainment.	1&5
Curriculum enrichment learning opportunities to address the cultural capital gap and support learning motivation.	Research shows that through participation in challenging physical and emotional activities and outdoor learning can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. Leaders have thought carefully about the rationale for the curriculum and understand the importance of pupils acquiring early language skills and knowledge. It aims to provide cultural capital through relevant and engaging learning experiences for pupils, which enable them to acquire knowledge and skills and to deepen their understanding.	3&4

Total budgeted cost: £111 850

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 2022-2023 academic year.

<p>Year 1 phonics 57% achieved expected mark</p> <p>Year 2 Cumulative phonics- 80%</p> <p>Key Stage 1 attainment Reading- 50% Writing- 40% Maths-40%</p> <p>Key Stage 2 attainment 2023</p>



Reading- 78%
Writing- 56%
Maths-56%

Year group	Subject	Making at least strong progress
Year 1	reading	86% 6/7
	writing	86% 6/7
	maths	86% 6/7
Year 2	reading	90% 9/10
	writing	90% 9/10
	maths	100% 10/10
Year 3	reading	91% 10/11
	writing	91% 10/11
	maths	73% 8/11
Year 4	reading	85% 11/13
	writing	69% 9/13
	maths	77% 10/13
Year 5	reading	100% 13/13
	writing	100% 13/13
	maths	77% 10/13

Disadvantaged progress in year:

- Most pupils who received targeted catch-up provision closed the gap in phonics.
- Staff CPD strengthened teacher of phonics synthetic programme.
- School monitoring and evaluation, shows that pupils demonstrate high levels of engagement in learning across the curriculum. Disadvantaged children enjoy varied experiences that they may not otherwise have been able to access.
- High quality and varied enrichment opportunities enhance learning throughout the curriculum.
- Disadvantaged attendance 2022-2023 92% 2021-2022 90.7% - this area remains a key school improvement priority.
- School held records show high-quality support and guidance offered to families in need of help.
- Increased participation in sport through extra-curricular clubs in school to support physical and mental wellbeing.
- Mentor sessions and intervention impacted on pupil wellbeing and behaviour.
- High-quality pastoral support and guidance offered to pupils through 1:1 support.