

Pupil premium strategy statement Riverside Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Riverside Academy
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	30%
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)	2024 - 2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Beccy Payne
Pupil premium lead	Beccy Payne
Governor / Trustee lead	Yateen Bhoola

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101188
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil 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>	£101188

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

All pupils at Riverside Academy develop the knowledge, skills, aspirations and mind-set that allow them to enter the wider world and achieve their goals. We create a safe, happy and inclusive environment that encourages independence, resilience and learning. We aim to increase reading and language skills, as well as addressing SEMH concerns, through a variety of opportunities provided throughout every child's primary experience. Our aim is for every child to engage in all aspects of school life equitably. We aim for PP pupils to increase their attendance at school, therefore closing the gap between themselves and non-PP pupils and thus enabling them to experience the full learning experience at Riverside.

How does your current pupil premium strategy plan work towards achieving those objectives?

At Riverside Academy, highly effective quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The intention is that this progress is sustained and improved favourably compared to non-disadvantaged peers. We will consider the challenges faced by vulnerable pupils, such as those who have a SEND, require support through social care.

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.

What are the key principles of your strategy plan?

- Maintain an ethos where all staff have high expectations for PP pupils.
- Thorough and robust assessments so we act early to intervene at the point a need is identified.
- 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 initiatives 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 Senior Leadership Team will provide relentless challenge and support to the families of children whose attendance is causing concern.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, monitoring and discussions with pupils suggest that pupils who are disadvantaged attain lower in Reading, Writing & Maths.
2	Assessments and monitoring suggest that pupils who are disadvantaged attain lower in phonics.
3	Assessments indicate that pupils who are disadvantaged have more difficulties with Speech & Language, especially in the Early Years Foundation Stage.
4	Observations and data indicate a proportion of disadvantaged children have an identified SEND need.
5	Observations and discussions with pupils, and research, all indicate that disadvantaged pupils do not have the same cultural capital opportunities compared with non-disadvantaged pupils.

6	Attendance/PA is lower for disadvantaged pupils compared to their non-disadvantaged peers.
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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
Pupil outcomes for Reading, Writing and Maths across KS1 & KS2 to progress, closing the gap between disadvantaged and non-disadvantaged pupils.	<ul style="list-style-type: none"> • Highly effective quality first teaching • Triangulation demonstrates teaching in school is at least good. • Clear processes of identification of disadvantaged pupils and recognising their individual barriers in making the intended progress by all teachers. This will be evidenced through targeted intervention, learning walks and pupil books. • Progress to be identified for pupils with multiple barriers, i.e. SEND pupils. • Attainment figures in Reading, Writing and Maths to meet national figures.
Pupil outcomes in phonics ensure the gap is closed between disadvantaged and non-disadvantaged.	<ul style="list-style-type: none"> • Effective delivery of the Little Wandle Phonics Programme. • Robust phonics catch up interventions facilitate rapid progress
Improved communication and language skills, particularly in the Early Years Foundation Stage	<ul style="list-style-type: none"> • EYFS outcomes in Wellcomm Speech and Language screenings to improve quantitatively year on year. • Increase in % of pupils achieving the Communication and Language ELG at the end of the EYFS.
Pupil who face multiple barriers make progress from their relative starting points closing the gap between disadvantaged and non-disadvantaged.	<ul style="list-style-type: none"> • Early identification of need enables graduated approach. • Through an effective process of assess plan do review external agencies provide recommendations to further tailor provision. • Reasonable adjustments ensure the curriculum is accessible to all.
Disadvantaged pupils and their families benefit from pastoral care and assistance	<ul style="list-style-type: none"> • Evaluation of social, emotional and mental health provision through increased ability of children being able to self-regulate and have

	<p>positive social interactions with their peers and teachers.</p> <ul style="list-style-type: none"> • Positive impact upon families within schools and a reduction in moments of crisis.
To enhance the cultural capital of all pupils including our disadvantaged.	<ul style="list-style-type: none"> • The curriculum offers an extensive range of opportunities to develop cultural capital. • 11 before 11 opportunities are embedded and supported in school life.
Improved attendance for disadvantaged pupils	<ul style="list-style-type: none"> • Attendance in line with national expectations. • Rates of persistence absence are reduced and to be in line with the national average. • Disadvantaged pupils' attendance is in line with non-disadvantaged pupils.

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: £14188

Activity	Evidence that supports this approach	Challenge number(s) addressed
To further embed adaptive teaching strategies across the school through coaching, mentoring and high quality CPD as well as personalised coaching and ECT mentoring.	<p>EEF research shows that improving teaching is the 'key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending'. 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.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</p>	1, 2, 3 & 4

Headteacher/Curriculum Lead will play a key role in developing subject leaders. SLT will be able to rigorously monitor the impact of the curriculum on pupil outcomes.	Leaders have developed a curriculum, based on the findings of research, that promotes knowing more and doing more. 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 to support retention. Leaders have thought carefully about the rationale for their curriculum and understand the importance of pupils acquiring early language skills and knowledge. https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833	1, 2 & 3
Purchase of Programmes of Work (including White Rose Maths, Little Wandle and TTRS).	Why is it important to have a curriculum planning? – Colors-NewYork.com	1 & 2
Bespoke CPD for teaching staff to secure phonic subject knowledge and high-quality teaching. SLT to provide Reading 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.	1, 2, 3
Specialist Teaching (including SEND specialist agencies).	374_Implementing_Inclusive_Education.pdf (publishing.service.gov.uk)	1, 2, 3 & 4

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

Budgeted cost: £64000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Support-, <i>WellComm programmes of work/resources and Teaching Assistant time.</i>	Oral language interventions EEF (educationendowmentfoundation.org.uk) Prioritising speech, language and oracy has a proven impact on all areas of the curriculum, in particular reading.	1, 2 & 3
Additional adult support for low attaining pupils in classrooms, targeted maths, reading & writing support for identified children.	EEF confirms that Learning Support Assistants can 'provide a large positive impact on learner outcomes' dependent on how they are deployed in schools. Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	1, 2, 3 & 4
Reading, phonics and maths targeted interventions for identified pupils.	The EEF states that stronger positive benefits can be made (additional 4-6 months across a year) when interventions are undertaken (often by support staff) provided these have been	1, 2 & 3

	specifically tailored to the needs of the individual children through teacher directive, and for which the provider has been trained. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support for pupils and their families, through <i>DSL for CLA, Early Support practitioners and Interventions linked to improving social/emotional health.</i>	Giving time to teach children how to self-manage their emotions and cognitive elements of learning, can lead to enhanced progress of around 4 months across a year. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4 & 5
Key skilled adults for 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. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4 & 5
Curriculum enrichment opportunities to address the cultural capital gap. Including, <i>subsidies payments towards trips, external visitors and other enrichment opportunities.</i>	Subsidised payments to support families in ensuring all pupils have access to enrichment opportunities with the aim of improving all pupil's cultural capital offer.	5 & 6
Pastoral 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. Rewards and incentives to support the school attendance strategy.	Research shows that good attendance has a direct link to academic outcomes and subsequent life chances.	1, 2, 3 & 6

Total budgeted cost: £ 101188

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This is the impact that our pupil premium activity had on pupils in the 2024-2025 year.

Outcomes for Disadvantaged pupils

	Riverside 2024/2025 data for disadvantaged pupils	National 2024/2025 data for disadvantaged pupils
EYFS	57%	47%
Phonics	50%	67%
KS2 Combined	60%	47%
KS2 Reading	80%	63%
KS2 Writing	70%	59%
KS2 Maths	70%	61%
KS2 GPS	70%	60%

- Data showcases that disadvantaged children at Riverside perform better than the national picture for disadvantaged pupils across the curriculum with the exception of Phonics. This data dip was cohort related in 2025.

Targeted support for pupils has mean that they are achieving well and are prepared for the next stage of their education.

- 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, including engagement and participation for all disadvantaged pupils for the 11B411 promises.

Attendance outcomes for disadvantaged pupils

- Disadvantaged attendance remains a key area of focus

	2022-2023	2023-2024	2024-2025
Attendance for disadvantaged pupils	90.8%	92.0%	90% National: 92%

- School provided high-quality support and guidance offered to families in need of help.
- Mentor sessions and intervention impacted on pupil wellbeing and behaviour.
- High-quality pastoral support and guidance offered to pupils through 1:1 support.

Targeted intervention for families to ensure attendance is a high priority.