



RIVERSIDE PRIMARY SCHOOL

Pupil Premium Strategy Statement 2024 - 2027

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	155 including Nursery
Proportion (%) of pupil premium eligible pupils	67%
Academic years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	November, 2024
Date on which it will be (annually) reviewed	July, 2025
Statement authorised by	Mrs Angela Yilmaz, Headteacher
Pupil premium lead	Mrs Angela Yilmaz
Governor lead	Mr Stephen Lonsdale, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 160,100
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
Total budget for this academic year	£ 160,100

Part A: Pupil premium Strategy Plan

Statement of intent

The targeted and strategic use of pupil premium funding will support Riverside Primary School in achieving our aim of helping all our pupils achieve their full potential at Reception/KS1/KS2. To do this we will ensure that the pupil premium funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their education and lives. We will:

- Close the attainment gap between our disadvantaged pupils and their peers.
- Accelerate their progress.
- Support our able disadvantaged pupils to reach their potential.
- Help disadvantaged pupils catch up with learning lost during the coronavirus pandemic.

Our Principles:

- We will continue to ensure that teaching and learning opportunities meet the needs of all pupils.
- We will make appropriate provision for all pupils who belong to vulnerable groups.
- This includes assessing and addressing the needs of our disadvantaged pupils
- Although the use of FSM is a generally reliable and nationally accepted method of identifying socially or financially disadvantaged pupils, we recognise that:
 - Not all pupils who receive FSM are socially disadvantaged.
 - Not all socially disadvantaged pupils are eligible for FSM.
- We reserve the right additionally to allocate the pupil premium to support any pupil the school has legitimately identified as being disadvantaged, following a needs analysis. This is wholly irrespective of their level of academic ability.

We therefore base our pupil premium strategy on the following principles and practices:

- The pupil premium strategy covers a three-year period, with 'end of year' annual reviews and necessary adjustments.
- We will focus on a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation
- We will spend some of our pupil premium funding on non-academic interventions, too, as these are proven to be vital in boosting attainment.

In summary, we support the premise that successful implementation of a pupil premium strategy is a carefully staged process that will take time, rather than the implementation of a 'bolt-on' strategy.

We align our Pupil Premium Strategy with our School Development Plan and Subject Action Plans and incorporate existing proven practices to ensure a sustained impact.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and Punctuality, including Persistent Absence. Overall attendance can be impacted by seasonal illness which can affect whole families, unauthorised holidays taken in term time and low priority given to good school attendance and punctuality.
2	The proportion of Disadvantaged Pupils achieving the Expected Standard in Mathematics at the end of KS2 and Combined
3	Pupil Premium eligible pupils who also have SEND is increasing, year on year since 2019 (post-pandemic). 66 pupils (35%) who are in receipt of PP funding also have an identified SEND.
4	Substantially increasing proportion of pupils with identified and diagnosed Mental Health conditions and Social Emotional Difficulties across all year groups, but particularly prevalent in EYFS and KS1. High proportion of in-year admissions also present with diagnosed neurodiverse conditions or on the pathway.
5	Very low speech and language, language and communication and personal and social development skills on entry to EYFS aged 3.
6	The school serves a community of significantly (economically) disadvantage, and is placed at Decile 1 of the Index of Monetary Deprivation (IMD)

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	
An increase in the proportion of disadvantaged pupils who achieve at	End of Year Outcomes in the national datasets (EYFSP, Y1 PSC, and KS2 Sats)

least the Expected Standard in national tests so that outcomes are close to non-disadvantaged pupils nationally	for Disadvantaged Pupils will be in line with National (all) and close to non-disadvantaged, nationally, effectively closing the attainment gap.
An increase in the proportion of Disadvantaged pupils achieving the Expected Standard in English and Maths at the end of KS2 at least in line with national outcomes for Disadvantaged.	At the end of Year 6, higher proportion of Disadvantaged Pupils will achieve the Expected Standard in English, and Maths in line with the national outcomes for Disadvantaged.
An increase in the proportion of Disadvantaged pupils making better than expected progress at the end of a key stage and subsequently achieving GDS in Reading, Writing and Maths by the end of KS2	A higher proportion of Disadvantaged Pupils will make better than expected progress throughout key stage 1 and 2, and achieve GDS in English and Maths by the end of Year 6.
Overall Attendance and Persistent Absence	
An improvement in Overall Attendance for Disadvantaged Pupils so that it is aligned with the national overall attendance (all groups)	Overall Attendance for all pupils and particularly economically disadvantaged will show marked improvement over time (3 years) indicating the impact of successful strategies to re-engage disaffected pupils.
A decrease in the proportion of Disadvantaged pupils being persistently absent from school so that it aligns with the National (overall) persistent absence figures.	Persistent Absence for all pupils and particularly economically disadvantaged will show marked improvement over time (3 years) indicating the impact of successful strategies to re-engage disaffected pupils.
SEND, Mental Health, and Inclusivity	
All pupils will have full access to a broad and balanced curriculum meeting at least the requirements of the national curriculum	Children with SEND will be provided with the appropriate and timely support to enable full access to all curriculum subjects
All pupils with identified SEND, including those with diagnosed neurodiverse conditions, will be appropriately supported to achieve their full potential	All staff working with children will adopt the Graduated Approach and employ such strategies as Adaptive Teaching and Precision Teaching
SEND pupils will have greater success in the application of self-regulation strategies to enable a swift return to the classroom environment.	SEND pupils will successfully seek soothing regulation activities within zones throughout school, thus minimising periods outside of the classroom
SEND pupils will have access to timely intervention from specialist support so that they are ready for their next stage of education, having the knowledge and skills they need	Children with SEND, including SEMH, show active engagement in learning, demonstrate appropriate behaviours for learning, and achieve the best possible outcomes.

Activity in this academic year (2024-2025)

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,571

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The teaching of early reading Subscribe to a synthetic phonics programme resource for Reading Teachers to ensure continual professional development in order to deliver the teaching of phonics effectively.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics High impact (+ 5 months) for very low cost based on very extensive evidence</p> <p>Key findings The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p>	2, 5.
<p>Early Years Basic Skills Programme Deliver a Reception Basic Skills Programme alongside the EYFS curriculum so that early literacy and early numeracy approaches are implemented which will prepare pupils for the</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches Moderate impact (+4 months) for very low cost based on extensive evidence</p> <p>Key Findings Early literacy approaches typically increase children’s learning by about four months. Approaches that develop literacy skills and knowledge can have an important effect on early reading. The evidence for the positive impact of early literacy approaches is extensive.</p> <p>Targeted small group interventions may be particularly effective, especially for pupils from disadvantaged backgrounds</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches</p>	2, 3, 5

<p>expectations of Year 1.</p> <p>Participation in the NCETM ‘Mastering Number at Reception and KS1’</p> <p>The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes</p>	<p>Very high impact (+7 months) for very low cost based on limited evidence</p> <p>Key Findings</p> <p>Approaches supporting the development of early numeracy skills and knowledge can have an important positive impact on the early stages of mathematical learning.</p> <p>Targeted early numeracy approaches may help children from disadvantaged backgrounds to catch up with their peers by the beginning of formal schooling.</p> <p>Teachers whose schools have already taken part in the programme have noted the impact it has had on their pupils:</p> <p><i>‘There has been a noticeable and marked improvement in the speed and accuracy of children’s subitising skills and knowledge of number bonds’.</i></p> <p><i>‘Children are talking more about the relationships between numbers and using this to solve problems more confidently’.</i></p>	
<p>Professional Development</p> <p>Subscribe, annually to membership of the National College: a professional development membership platform which enables school to meet statutory training requirements and raise standards with expert-led course, webinars, podcasts and guides</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Ensuring that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p>The mechanisms of professional development:</p> <p>A: Building knowledge B: Motivating teachers C: Developing teaching techniques D: Embedding practice</p> <p><i>‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap’</i></p> <p>Professor Becky Francis, Chief Executive, Education Endowment Foundation</p>	2, 3, 5
<p>Single Year Groups with a full time teacher</p> <p>As a one-form entry school, operating at</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>Low impact (+2) for very high cost based on very limited evidence</p> <p>Key Findings</p>	2, 3, 5

<p>below school capacity in an area of significant deprivation, we ensure all pupils are taught by a qualified teacher at all times, despite small class sizes.</p>	<p>The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive</p> <p>Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption.</p> <p>There is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school</p>	
<p>Developing high-quality assessment Annual subscription to SONAR Tracker – an effective pupil progress tracking software to make evidence based decisions to improve outcomes continuously</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Very high impact (+6 months) for very low cost based on extensive evidence</p> <p>Key Findings</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes.</p> <p>Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking.</p> <p>Impacts are highest when feedback is delivered by teachers.</p> <p>Approaches like formative assessment also include work to understand specific gaps in learning that need to be addressed and how the teacher wants the pupil to progress.</p>	2, 3
<p>Using technology to support high-quality teaching Annual subscriptions to technology and other resources from software providers that support high-quality teaching</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p> <p>Summary of recommendations</p> <p>Technology will improve teaching and learning before introducing it</p> <p>Technology can be used to improve the quality of explanations and modelling</p> <p>Technology offers ways to improve the impact of pupil practice</p> <p>Technology can play a role in improving assessment and feedback</p>	2, 5
<p>Recruitment and Retention Supporting the recruitment and retention of</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/Teacher-quality-recruitment-and-retention-lit-review-Final.pdf?v=1686184225</p> <p>(Education Endowment Foundation (2023) Teacher quality, recruitment and retention, Rapid Evidence</p>	2, 3

<p>teaching staff by providing cover time to undertake professional development in NPQs.</p>	<p>Assessment, London: Education Endowment Foundation – June 2023)</p> <p><i>Given that ensuring access to quality teaching for disadvantaged pupils is expected to be a key mechanism for narrowing the disadvantage gap in attainment, there is a strong rationale for the EEF to build the evidence base on the recruitment and retention of quality teachers. The report set out to scope the field and summarise existing evidence on this topic.</i></p>	
<p>Professional Development to support implementation of mastery approaches to teaching mathematics</p> <p>Supporting the high quality professional development of teaching staff by providing cover time to undertake training in Teaching for Mastery projects from NCETM via the Great North Maths Hub.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>High impact (+5 months) for very low cost based on limited evidence</p> <p>Key Findings</p> <p>Mastery learning is a cost-effective approach, on average, but is challenging to implement effectively</p> <p>Mastery learning approaches are often associated with direct instruction, but many of the high impact studies identified included elements of collaborative learning.</p> <p>Mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.</p> <p>Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress</p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p>	<p>2, 5</p>

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

Budgeted cost: £117,093

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistant Deployment – in class</p> <p>Supporting high quality provision within the</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Recommendations</p> <p>Teaching Assistants should be deployed to add value to what teachers do, not replace teachers</p>	<p>2, 3, 4, 5</p>

classroom, supporting the class teacher, in smaller than typical class sizes	Teaching Assistants should be deployed to help pupils develop independent learning skills and manage their own learning Teaching Assistants should be fully prepared for their role in the classroom	
Teaching Assistant Deployment – out of class The effective use of Teaching Assistants in delivering structured interventions out of class, based on literacy and numeracy	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Recommendations Teaching Assistants are used to deliver high quality one-to-one and small group support using structured interventions Evidence-based interventions are adopted to support Teaching Assistants in their small group and one-to-one instruction Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions	2, 3, 4, 5
One to one and small group tuition Deliver 'Bug Club' : <i>Nursery Language Booster</i> in Nursery Class	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches Moderate impact (+4 months) for very low cost based on extensive evidence Key Findings Approaches that develop literacy skills and knowledge can have an important effect on early reading. Targeted small group interventions may be particularly effective, especially for pupils from disadvantaged backgrounds	2, 3, 5
Targeted Interventions and resources to support literacy In Reception Class, we deliver LaunchPad for Literacy, a systematic, skills-based approach to identify speech, language and other developmental needs as soon as possible	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf?v=1729094362 PREPARING FOR LITERACY – Improving communication, language and literacy in the early years 2018 Recommendations Prioritise the development of communication and language Develop children's early reading using a balanced approach Develop children's capability and motivation to write Embed opportunities to develop self-regulation Use high quality assessment to ensure all children make good progress Use high quality targeted support to help struggling children <i>'In my view, the most important thing a school can do for its pupils– and for society–is to teach them to read and write well. But to</i>	2, 3, 4, 5

and to embed specific skill-based intervention into practice	<i>achieve this, we have to get in early and make sure that all young children get a good grounding in literacy before school starts'</i> Sir Kevan Collins, Chief Executive, Education Endowment Foundation	
Targeted Interventions and resources to support numeracy Teaching Assistants to use the 'Precision Teaching' approach to ensure high levels of fluency and accuracy to automaticity.	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1729155075 Recommendations Dedicate time for children to learn mathematics and integrate mathematics throughout the day Use manipulatives and representations to develop understanding Ensure that teaching builds on what children already know Use high quality targeted support to help all children learn mathematics The core of precision teaching is the unique focus on building fluency...fluency or 'true mastery' is 'the fluid combination of accuracy plus speed that characterises competent performance' Richard Kubina, Rebecca Morrison, David Lee (2002)	2, 3, 4, 5
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND Teaching Assistants to deliver Precision Teaching to identified pupils	https://www.edpsyched.co.uk/blog/what-is-precision-teaching-guide-for-primary-school-teachers What is Precision Teaching? Precision Teaching is an engaging, individualised pedagogical technique that offers a practical approach to boosting literacy, numeracy and a range of other discrete learning. Its strengths and benefits are well reflected by its popularity and the fact that it has been a cornerstone of many schools SEN provision for several decades. The methods and approaches have been refined over time to improve not just learning outcomes, but also build children's engagement, motivation and self-efficacy.	2, 3, 4, 5

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

Budgeted cost: £ 32,436

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Moderate impact (+4 months) for very low cost based on very limited evidence	3, 4

<p>Our Pupil Welfare Officer and Nurture Staff deliver TheraPlay, a child and family therapy based on attachment theory that aims to address behavioural, emotional, and developmental issues.</p>	<p>Key Findings</p> <p>Social and emotional learning approaches have a positive impact, on additional progress in academic outcomes over the course of an academic year.</p> <p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p> <p>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	
<p>Behaviour Interventions</p> <p>Our Pupil Welfare Officer provides in-class behaviour for learning support for identified pupils who face barriers to achievement across EYFS, KS1 and KS2.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Moderate impact (+4 months) for low cost based on limited evidence</p> <p>Key Findings</p> <p>Both targeted interventions and universal approaches have positive overall effects.</p> <p>Interventions with highest impacts are approaches that focus on self-management or role-play and rehearsal.</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours</p>	3, 4
<p>Self-Regulation Strategies</p> <p>Our Pupil Welfare Officer delivers 'Communicate and Regulate', an 8-10 session intervention which focusses on supporting primary aged children with their communication and emotional regulation whilst at the same time providing safe and structured opportunities for them to build relationships with a small group of their peers.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p> <p>Moderate impact (+3 months) for very low cost based on very limited evidence</p> <p>Key Findings</p> <p>Self-regulation strategies have a positive impact and may be a cost-effective approach for raising attainment.</p> <p>Helping young children to talk and think about their own actions and behaviours is likely to help them with not just their learning and social interactions but may have a lasting positive impact on later learning at school.</p> <p>Successful approaches include structured programmes as well as more general approaches to develop self-regulation skills.</p>	2, 4

<p>Supporting attendance</p> <p>One aspect of the role of the school's Pupil Welfare Officer is 'Senior Attendance Champion' with dedicated scheduled time each day to monitor attendance and make contact with parents</p>	<p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>Expectations of schools:</p> <p>Build strong relationships and work jointly with families, listening to and understanding barriers to attendance and working in partnership with families to remove them.</p> <p>Develop and maintain a whole school culture that promotes the benefits of high attendance.</p> <p>Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place</p> <p>Be particularly mindful of pupils absent from school due to mental or physical ill health or their special educational needs and/or disabilities, and provide them with additional support.</p>	1
<p>Extra-curricular activities, arts and culture experiences and school trips</p> <p>The school will fully fund or part subsidise school trips which enrich and bring to life classroom based learning. We will ensure cultural capital experiences are accessed by all children.</p>	<p>https://cornerstoneseducation.co.uk/developing-cultural-capital-in-your-primary-school/</p> <p>How will children benefit from good cultural capital?</p> <p>Research indicates that children will find life more challenging without adequate cultural capital, from everyday social interactions to future job interviews.</p> <p>The better language, social skills and knowledge a child has when entering the school system, the better they can fit into the school habitus. On the other hand, if children come to school with a poorer vocabulary, less knowledge, limited experiences and a poorer understanding of how to behave in the school setting, they are already at a disadvantage compared to their peers.</p> <p>Therefore, for many, helping all children to develop their cultural capital is a matter of equality and social justice.</p>	6
<p>Breakfast Club</p> <p>We deliver a free Breakfast Club, open to all pupils. It is staffed by three members of staff and operates from 8.20am</p>	<p>Magic Breakfast Trial – Education Endowment Foundation December 2019</p> <p>EEF Summary</p> <p>'Our updated evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1'</p>	3, 5
<p>Communicating with parents</p> <p>Investment in a new school comms system will enable swifter and more effective communication between home and school</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Parental Engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes general approaches which encourage parents to support their children with, for example reading or homework and the involvement of parents in their children's learning activities</p> <p>Key findings: Parental engagement has a positive impact on average of 4 months' additional progress.</p>	1, 2, 3, 4, 6

<p>Supporting Parents</p> <p>One aspect of the role of the Pupil Welfare Officer is to be both visible to parents, daily and to support parents through the Early Help process and signposting to external services.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Moderate impact (+4 months) for very low cost based on extensive evidence</p> <p>https://www.gov.uk/government/publications/review-of-best-practice-in-parental-engagement</p> <p>Parental engagement has a large and positive effect on children’s learning. It is therefore a priority to identify interventions that are effective in supporting parental involvement, particularly those parents who are either not significantly involved in their children’s education, or who are not involved at all.</p> <p>Key findings:</p> <p>In the best cases seen, joint working between the home and the school led to much better outcomes for pupils; in particular, this helped pupils with special educational needs and/or disabilities, those with low attendance or who were potentially vulnerable in other ways.</p> <p>www.ofsted.gov.uk/publications/100044</p>	<p>1, 2, 3, 4, 5, 6</p>
---	--	-------------------------

Total budgeted cost: £ 160,100

Part B: Review of outcomes in the previous academic year (2023-2024)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Intended outcome	Success criteria	Impact
Improve the attainment of Disadvantaged Pupils who may be at risk of underachievement – and where these risks can be mitigated.	End of Year Outcomes (EYFSP, Y1 PSC, KS1 SATs, Y4 MTC, KS2 SATs) for Disadvantaged Pupils will be in line with National Disadvantaged Pupils and the outcomes for Disadvantaged Pupils will be close to National Other.	<p>EYFS: 67% ALL; 67% PP, 67% non-PP. Outcomes for PP children have increased by 9% from 2023, Outcomes for PP children is in line with national non-PP children in 2023</p> <p>Y1 PSC: 58% ALL, 63% PP, 40% non-PP Outcomes for PP children have decreased by 14% from 2023 <i>This cohort had a higher number of pupils with Speech and Language difficulties</i></p> <p>KS2: Combined: 61% ALL, 47% PP, 100% non-PP Outcomes for PP children have increased by 11% from 2023 Outcomes for PP children are in line with national PP (45%) in 2024</p>
Increase the proportion of Disadvantaged pupils achieving the Expected Standard in English and Maths at the end of KS2 in line with national outcomes for Disadvantaged.	A higher proportion of Disadvantaged Pupils will achieve expected standards in English, and Maths in line with the national outcomes for Disadvantaged.	<p><u>Reading 2024</u> School PP: 67% Nat PP: 62%</p> <p><u>Writing 2024</u> School PP: 60% Nat PP: 58%</p> <p><u>Maths 2024</u> School PP: 53% Nat PP: 59%</p> <p>With the exception of maths, Disadvantaged pupils at this school achieved in line with National Disadvantaged</p>
Increase the proportion of Disadvantaged pupils making better than expected progress at the end of a Key Stage and subsequently achieving Greater Depth in all subjects by the end of KS2	A higher proportion of Disadvantaged Pupils will make better than expected progress, achieving Greater Depth in all subjects. Figures will be compared with data from our online Assessment tool, Target Tracker.	<p>2024 KS2 SATs GDS Reading: PP – 20% Writing : PP – 0% Maths: PP – 13%</p> <p>2023 KS2 SATs GDS Reading: PP – 9% Writing : PP – 13% Maths: PP – 4%</p> <p>In 2024, improvements in the proportion of Disadvantaged pupils achieving the Greater Depth standard are evidenced in Reading and Maths only.</p>

<p>'Diminish the Difference' in outcomes at the end of Key Stages between those Disadvantaged Pupils and Others in school so that the achievement gap narrows and is less than the National Gap.</p>	<p>At the end of the 3 year strategy and using published data from our school in the academic year 2023 – 2024, the achievement gap will narrow and be less than the National Gap. (2.9% 2019 data)</p>	<p>2024 EYFS – GLD PP – 67% Others – 67% NO GAP</p> <p>2024 KS2 <u>Reading</u> PP 67% / Other 100% <u>Writing</u> PP 60% / Other 100% <u>Maths</u> PP 53% / Other 100% <u>Combined</u> PP 47% / Other 100%</p> <p>*Caution must be applied to these figures. The cohort size in 2024 was 18; a pupil percentage each of 6%. However, the number of Disadvantaged pupils was 15 and the number of non-Disadvantaged was 3. All three non-disadvantaged pupils achieved Greater Depth.</p>
<p>Improve the Overall Attendance and reduce Persistent Absence Rates for socially disadvantaged pupils and Disadvantaged</p>	<p>Overall Absence for all pupils will show an improvement from 5.94% in 2020/2021 to below 4% (last seen in 2018/2019) Persistent Absence for all pupils will show an improvement from 18.18% in 2020/2021 to below 10% (last seen in 2018/2019)</p>	<p>23/24 – ALL PUPILS Overall Absence : 7.8% Persistent Absence: 31.5% 23/24 – PP PUPILS Overall Absence : 8.91% Persistent Absence: 33.87% Clearly the data shows that school attendance has not improved in the last academic year. <i>However, the National Absence Rate for 2023/24 was 7.2%, so Riverside were only .06% marginally worse. Equally, in 2022/23, 36.5% of Disadvantaged pupils were persistently absent, so Riverside's data is slightly better than that by 2.63%</i></p>

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
CPOMS	Raptor technologies
Purple Mash	2Simple
TT Rockstars	Maths Circle Limited
Pathways to Write	The Literacy Company
Widgit Online Basic	Widget Software Limited

Mathletics	3P Learning Limited
Access Art	AccessArt Ltd
White Rose Maths	Primary Maths Resources
Primary Language (French)	Primary Languages Network Group Ltd
SPAG.com	Orchard Digital Limited
Kapow History and Geography	Kapow Primary

Further information

At Riverside Primary School, we use Sonar Tracker, (a pupil assessment and progress tracker designed to improve pupil outcomes and reduce teacher workload), alongside other regular teacher assessments for individual classes to review progress and achievement of all children.

We use the Boxhall Profile, a comprehensive SEMH assessment tool for pupils as a whole school approach to assessing and addressing children's social, emotional and behavioural development to positively impact learning, behaviour, attendance and wellbeing.

We have a well-embedded and established Nurture Provision which encompasses the Six Principles of Nurture. Improvements to this provision for the start of the academic year 2024-2025 have included the installation of a Sensory Garden and an indoor Sensory Circuit. Nurture Groups are timetabled throughout the week and are targeted at mostly Disadvantaged pupils. Further activities this year will include access to an improved Nurture Room and an additional Nurture Hub as well as a Sensory Room using sensory equipment to create a controlled sensory-focused environment, promoting self-organisation, be a calming area, provide leisure, help with sensory integration, and act as a skill training centres within school.

As part of our review of the Pupil Premium Strategy, we use internal data and information to analyse the impact our actions are having on our Disadvantaged Pupils.

Where necessary, we will change or alter provision that we have in place in order to maximise the impact of our interventions.

The Governing Body plays a key role in ensuring the pupil premium is well spent on improving educational outcomes for Disadvantaged children. This is achieved through rigorous reporting mechanisms where Governors can feel assured funds are allocated proportionately and that measures are having the desired outcome.