# Pupil premium strategy statement

## 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 effect that last year’s spending of pupil premium had within our school.

## School overview

|  |  |
| --- | --- |
| Detail | Data |
| School name | RIVERSIDE PRIMARY SCHOOL |
| Number of pupils in school | 285 |
| Proportion (%) of pupil premium eligible pupils | 33% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2022-2025 |
| Date this statement was published | SEPTEMBER 2023 |
| Date on which it will be reviewed | JULY 2024 |
| Statement authorised by | HEADTEACHERS |
| Pupil premium lead | SLT |
| Governor / Trustee lead | CHAIR OF GOVERNORS |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £168,780 |
| Recovery premium funding allocation this academic year | £16,965 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £185,745 |

# Part A: Pupil premium strategy plan

## Statement of intent

*We are committed to policies and practices that promote equity for all children; everyone will have the opportunity to achieve their full potential. We aim to educate within the boundaries of curriculum requirements whilst providing a learning environment that fosters talent and develops our children into knowledgeable, thoughtful members of society. In order to achieve this goal, forthcoming priorities will enhance the curriculum through the development of enrichment, integration and personal, social and emotional development. Our priorities have one principal shared outcome – to impact positively on the life of every pupil and enhance the quality of their educational experience.*

## Challenges

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

|  |  |
| --- | --- |
| Challenge | Detail of challenge |
| 1 | *Post pandemic emotional and mental health* |
| 2 | *Financial uncertainties for families* |
| 3 | *Language constraints* |
| 4 | *School attendance* |

## 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 |
| *Extended access to learning opportunities* | Every child to own their own laptop with access to high quality programs |
| *Extended access to learning opportunities* | Small(er) group work; increased adult attention/input |
| *Increased parental engagement* | Interpreters at parents’ meetings |
| *Self-confidence/esteem developed* | Every child to wear school uniform without financial burden |
| *Readily available support* | Emotional/mental health advice and support available in-school with decreased waiting time |
| *Readily available support* | Speech and Language therapy available in-school |
| *Recovery programme* | Time missed (through isolation) not a barrier to learning |

## 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.

**Targeted academic support**

Budgeted cost**: £135,111**

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Teacher/TA led intervention groups* | Learning in small-group contexts enhances pupils' overall learning experiences in several ways such as developing skills in critical thinking, problem-solving, communication, interpersonal relations, teamwork, team leadership and lifelong learning skills. | 4 |

**Wider strategies**

Budgeted cost: **£50,634**

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Interpreters available during parents’ meetings* | Parents and carers from non-English speaking backgrounds can understand key information about their child’s education and support learning. | 3 |
| *Provide school uniform for all pupils* | School uniform should not be so expensive as to leave pupils or their families feeling stressed due to the cost of the uniform or undervalued as a member of the school community. | 2,4 |
| *Speech and Language support available regularly* | Speech and Language therapy helps treat children with communication challenges, both in how they speak and how they understand communication and also supports oral motor concerns, such as chewing and swallowing, as well as articulation, auditory processing and social skills. | 1,3,4 |
| *Place2Be active in school* | Place2Be enables pupils to have the support they need to build lifelong coping skills and thrive. They work closely with the school’s mental first aiders. | 1 |
| *Enable school trips to enhance the curriculum and support personal, social and emotional development* | School trips give pupils the chance to experience cultures, respect differences, and develop new friendships with their peers and thus broaden their horizons and knowledge. They are a strong way to consolidate learning and directly relate learning in school to the real world. | 1,4 |
| *Provide a laptop for every pupil (N-Y6)* | Main barrier to learning when pupils not in school is access to ICT equipment and related programs. | 4 |

**Total budgeted cost: £185,745**

# 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 to 2023 academic year.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1. Review of expenditure (2022/23)** | | | |  |
| **Quality of teaching for all** | | |  |  |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** | **Lessons learned** | **Approx. Cost** |
| Development of pupils’ language skills in FS | Speech and Language Therapy/outdoor play equipment | Level of confidence increased when communicating | Has impacted on pupil development – maintain for next year | **£25,250** |
| Improved/maintained KS1/2 results | Intervention groups in place when returning to school | Minimise impact on school closure | To continue and maintain | **£6,593** |
| **Targeted support** | | |  |  |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** | **Lessons learned** | **Cost** |
| Pupil Support | Specialist support including EAL support and emotional wellbeing support | Immediate support available | Translation service and Pace2Be needs to be maintained. Interpreters crucial. Review of interventions for September 2023 | **£130,300** |
| **Other approaches** | | |  |  |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** | **Lessons learned** | **Cost** |
| School Uniform | Free allocation at start of year | All pupils to wear school uniform | Need for uniform throughout year. | **£2,132** |
| Curriculum/extra-curricular resources | Opportunities to widen range of experiences + equipment + books | Enrichment programmes to impact on curriculum learning and personal development | Extended resources used effectively to balance missed school experiences | **£2,580** |