



Riverbridge Primary School

Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium and recovery 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 | Riverbridge Primary School |
| Number of pupils in school | 686 |
| Proportion (%) of pupil premium eligible pupils | 21.4% |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2023 |
| Date this statement was published | 31 st December 2022 |
| Date on which it will be reviewed | 1 st September 2023 |
| Statement authorised by | Paul Grimwood |
| Pupil premium lead | Jan Ronicle |
| Governor / Trustee lead | Tajinder Salotera |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £194,482 |
| Recovery premium funding allocation this academic year | £18,705 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £10,000 |
| Total budget for this academic year | £223,187 |

Part A: Pupil premium strategy plan

Statement of intent

What is Pupil Premium funding?

The Pupil Premium is an amount of money allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) or have been at any point in the past 6 years (known as the Ever 6 measure). This funding applies to pupils in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months.

Schools are free to spend the Pupil Premium as they see fit. However we will be held accountable for how we have used the additional funding to support pupils from low-income families. We are required to publish online information about how we have used the Premium.

What is Recovery Premium funding?

The Recovery Premium is part of the government's package of funding to support education recovery following the impact of the coronavirus (COVID-19) pandemic. It is a time-limited grant for the 2021-22 to the 2023-24 academic years.

How do we administer Pupil Premium funding?

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 focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Throughout the year, we ring-fence our Pupil Premium funding to ensure that it is spent on targeted pupils. Our school focuses on supporting our disadvantaged pupils to achieve and attain in line with their peers both in school and nationally. The school rigorously analyses data to identify pupils who are at risk of underachieving, particularly in English, Mathematics and Science.

We detail all the provision in place on our school provision map and track achievement data to evaluate the effectiveness of interventions and adjust accordingly. The school ensures that Senior Leaders have a clear overview of how this funding is spent, and expects teachers and teaching assistants to feedback with progress information, which in turn informs our school governors about Pupil Premium progress. Governors ensure that they hold school leaders to account for raising standards.

As a school we draw upon evidence from our own and others' experience to allocate the funding to the activities that were most likely to have an impact on improving achievement and life



chances, considering how we can improve attainment and achievement, attendance and participation in the opportunities life at school brings.

The key principles of our strategy plan

Our overall aims of our catch-up premium strategy are:

- To reduce the attainment gap between disadvantaged pupils and their peers through provision in school and parental engagement.
- To raise attainment for all pupils to close the gap created by the COVID-19 school closures
- To further develop provision to support mental health needs and resilience of pupils and their families
- To further develop the teaching of vocabulary and the importance of oracy.

Challenges

We have used the following data sources to help identify barriers to attainment in our school:

- Internal assessment and reporting software
- The [EEF families of schools database](#)
- Attendance records
- EEF documentation
- Recent school Ofsted report
- Guidance and research from external experts

The table below details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Attendance data for disadvantaged families over the last three years has been lower than the average attendance across the school. Assessments and observations indicate that regular absence is having a negative impact on pupil progress for particular families. |
| 2 | From evidence and observations, while there is a level of parental involvement with the school from disadvantaged families, further support with engagement with education has been identified as a next step. https://unitedlearning.org.uk/Portals/0/Parental%20Engagement%20Handbook%20-%20United%20Learning%20%28v3%29_1.pdf |
| 3 | Through observations, pupil and parent feedback, it is evident that the wellbeing, resilience and emotional literacy of our disadvantaged pupils and their families remains a priority. |
| 4 | Over the last academic year there has been an increase in the number of refugee children in attendance at the school. This number continues to grow and there is a need to support the children and their families. |
| 5 | End of year assessments and pupil progress meetings indicate attainment in reading, writing and maths for disadvantaged pupils is significantly below that of non-pupil premium peers. |



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| 6 | Through assessment and information from national research, the negative impact on language and vocabulary of the partial school closures due to COVID is evident. This is particularly within the disadvantaged group where the gap between disadvantaged pupils and their non-pupil premium peers was already a challenge. There has also been a percentage increase of disadvantaged pupils who are new to English. |
|---|---|

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 |
|--|--|
| To improve attendance for all pupils, particularly disadvantaged pupils. | <p>Increase in percentage for disadvantaged pupils as a group.</p> <p>Increase percentage attendance for target families where there is a high incidence of non-attendance.</p> |
| To support parents to engage more purposefully with their children's learning. | Evidence of increased parental engagement through reading records and home learning activities. |
| To improve wellbeing, emotional awareness and resilience for all pupils in our school, particularly our disadvantaged pupils and their families. | <p>Learning environments are supportive of emotional regulation and communication - Zones of regulation, Communication Friendly Spaces and calm corners.</p> <p>Children are able to use a range of strategies to regulate their emotions.</p> <p>Baseline assessments for social, emotional and mental health support show a positive impact.</p> |
| Refugee families to be supported in the school and progress made with learning. | <p>Accelerated progress made with reading, writing and maths.</p> <p>Progress evidence for English based on English competency levels.</p> |
| To further develop high quality provision incorporating strategies to support attainment and progress of disadvantaged pupils. | <p>Evidence of effective questioning in place during observations.</p> <p>Further training regarding scaffolding and adaptive teaching.</p> <p>Lesson observations show that ordinarily available provision is understood and embedded in classroom practice.</p> |



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| To increase the percentage of disadvantaged pupils on track for reading, writing and maths. | Gap between PP and non-PP peers is closing for reading, writing and maths. |
| The profile of language development and the importance of vocabulary raised across the school. | Voice 21 project in place to support oracy across the school and raise the attainment data for speaking and listening. Subject specific vocabulary formalised and tiered approach used. Further training on the teaching of vocabulary implemented and observations show that this is embedded in practice. |

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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ **85,500**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| EBSNA training to enable HSLW and ELSA team to build greater resilience of pupils and their families. | https://earlyyearslearning.surreycc.gov.uk/Event/153462 | 1, 2 and 3 |
| To train staff in Little Wandle in order to: <ul style="list-style-type: none"> • build upon the good practice already in place • enable consistent use of resources and vocabulary throughout phonics lessons • support children with both reading and writing as they move through the school. • carry out catch up programmes for | High quality phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF highlighted high impact for very low cost based on very extensive evidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 5 and 6 |



| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| children who require additional support. | | |
| <p>Teacher training to further develop high quality provision through weekly staff meetings through evidenced based EEF recommendations and Rosenshine principles.</p> <ul style="list-style-type: none"> - Analysis of needs within year teams. - Whole school identification of needs based on data trends. | <p>Evidence based approaches based on 'best bets' identified by EEF.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf</p> | 4, 5 and 6 |
| Assistant SENCo to achieve NASEN qualification- project involving Communication Friendly Spaces. | https://nasen.org.uk/page/nasenco | 6 |
| <p>To develop Tier 1-Tier 3 vocabulary word banks across all curriculum areas.</p> <p>Revisit the approaches to teaching vocabulary.</p> <p>ELKLAN approaches and language groups developed in Nursery.</p> <p>Early years to embed specialist approaches to visual communication into ordinarily available provision.</p> | <p>Voice 21.</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>https://voice21.org/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>https://www.earlyyearsdpd.com/</p> <p>https://fdslive.oup.com/www.oup.com/oxed/wordgap/Bridging_the_Word_Gap_at_Transition_2020.pdf?region=uk</p> | 5 and 6 |



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

Budgeted cost: £ **41,200**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Bridge Builders mentoring program to develop skills and character traits in young people that will increase their chances of securing and retaining employment that fulfils their potential.</p> | <p>Mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. EEF highlights +2 months progress. Data and feedback from previous years shows a positive impact on progress and self esteem/engagement with learning.</p> | <p>3</p> |
| <p>Specific Learning Difficulties group to support reading and writing through targeted work for Year 5 and 6 pupils where literacy difficulties have been identified.</p> <p>Structured interventions within year groups, including Boosting Reading Potential, pre-teaching vocabulary, pre-teaching maths concepts.</p> | <p>Targeted small group support to further support phonological awareness, gaps in phonics and morphological approaches to spelling.</p> <p>http://dyslexiahelp.umich.edu/professionals/dyslexia-school/morphological-awareness</p> | <p>5</p> |
| <p>Third Space Learning (Year 5)</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | <p>5</p> |
| <p>To provide disadvantaged pupils who are new to English support to acquire basic language skills through small group work.</p> | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> | <p>5 and 6</p> |



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

Budgeted cost: £ **108,200**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Family support provided by HSLW to address vulnerabilities within families that will impact on attendance. | Embedding principles of good practice set out in the DfE's Improving School Attendance | 1 |
| Family support provided by HSLW to address needs within the refugee community. Continue to forge links with Early Help, REMA and volunteers | https://www.refugeecouncil.org.uk/get-involved/campaign-with-us/families-together/ | 4 |
| Drawing and Talking | Drawing and Talking technique is a time-limited therapy to be used with anyone age 5+ who has suffered trauma or has underlying emotional difficulties. It supports those who are not realising their full potential either academically, professionally or socially. https://drawingandtalking.com/ | 3 |
| Zones of Regulation | Social and emotional learning at a whole school level, seeks to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. EEF cite moderate impact for very low cost. https://www.zonesofregulation.com/research--evidence-base.html | 3 |
| Office team to ensure all pupil premium families are registered with Marvellous Me! | https://marvellousme.com/ | 2 |



| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Nudge shared to support parents with simple engagement with their children’s learning.</p> <p>Mouse Nursery ‘Nursery Ready’ approach.</p> | <p>https://unitedlearning.org.uk/Portals/0/Parental%20Engagement%20Handbook%20-%20United%20Learning%20%28v3%29%201.pdf</p> <p>https://www.penetwork.co.uk/site/mouse-club</p> | |
| <p>Enable access to school trips and clubs for all pupils.</p> | <p>https://www.schooltravelorganiser.com/news-and-ideas/study-confirms-the-profound-impact-of-residential-trips-on-students/8251.article</p> <p>https://www.suttontrust.com/wp-content/uploads/2019/12/Subject-to-background1-1.pdf</p> | <p>1 and 3</p> |

Total budgeted cost: £ 234,900



Part B: Review of outcomes in the previous academic year

Pupil premium and Recovery premium strategy outcomes

The table below details the outcomes we intended to achieve **by the end of the 2021-22 strategy plan**, how we would measure success and the actual outcome achieved.

| Intended outcome | Success criteria | Actual Outcome |
|--|--|--|
| To improve attendance for all pupils, particularly disadvantaged pupils. | <ul style="list-style-type: none"> • Increase in percentage for disadvantaged pupils as a group. • Increase percentage attendance for target families where there is a high incidence of non-attendance. | <ul style="list-style-type: none"> • HSLW support and high level targeted support has increased attendance for a particularly vulnerable group of children. • Ensuring increased attendance of Pupil Premium children will remain a focus for the school in 2022-2023. |
| To improve wellbeing and emotional awareness for all pupils in our school, particularly our disadvantaged pupils | <ul style="list-style-type: none"> • Learning environments are supportive of emotional regulation and communication - Zones of regulation and Communication Friendly Spaces. • Children are able to use a range of strategies to regulate their emotions. • Baseline assessments for social, emotional and mental health support show a positive impact. • Reduction of physical incidents for key pupils. | <ul style="list-style-type: none"> • Bridge Builders mentoring had a positive impact on emotional wellbeing and progress for the majority of pupils based on feedback and behaviour incidents. • Zones of Regulation is embedded across the school and consistent language is applied. Communication Friendly spaces continue to develop. • 90% of ELSA support had a positive impact recognised through baseline assessments. Where impact was less positive, further support was accessed through PMHW, CWP, STIPS and Mindworks. • Drawing and talking impact has been positive and resulted in some improved behaviour for learning. |

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| <p>To increase the percentage of disadvantaged pupils on track for maths.</p> | <ul style="list-style-type: none"> ● KS2 maths outcomes for 2022 show that 72% of disadvantaged pupils meet the expected standard. | <ul style="list-style-type: none"> ● 42.3% of met expected standards for maths at EoKS 2. |
| <p>To increase the percentage of disadvantaged pupils on track for writing.</p> | <ul style="list-style-type: none"> ● KS2 writing outcomes for 2022 show that 44% of disadvantaged pupils meet the expected standard. | <ul style="list-style-type: none"> ● 34.6% of pupil premium children met expected standards for writing. ● Year 6 teacher led tutoring was in place for two terms. 70% made expected or better progress with writing. ● 67% of pupils in this group made expected or better progress with maths. |
| <p>To further develop high quality Wave 1 provision incorporating strategies to support attainment and progress of disadvantaged pupils.</p> | <ul style="list-style-type: none"> ● 100% of lessons are observed to be good or better. ● Teachers have a forensic awareness of gaps in learning. ● Teachers have a good knowledge of the barriers to learning of the disadvantaged pupils in their class. | <ul style="list-style-type: none"> ● Provision maps show a good knowledge of children’s barriers to learning. ● Learning walks have shown lessons to be ‘good’ or better. ● Gap narrowed between PP and Non- PP for reading, writing and maths in Year 1, Year 3 and Year 6. ● Gap narrowed between PP and Non- PP children in reading and writing for Year 2. ● Gap narrowed between PP and Non- PP children in reading for Year 1. |
| <p>The profile of language development and the importance of vocabulary raised across the school with ELKLAN approaches embedded within Nursery.</p> | <ul style="list-style-type: none"> ● Speaking and listening assessments are accurate on the school assessment system. ● The profile of vocabulary and vocabulary teaching is observed to be good through learning walks. | <ul style="list-style-type: none"> ● Termly Target Tracker assessments are in place. ● Staff training regarding language development has taken place for teachers and support staff. ● Profile of vocabulary remains high and evidenced through learning walks. ● Daily Early Language groups are in place and |

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| | | having a positive impact in Nursery. |
| To provide targeted support to close the gap for children who are not making expected progress with reading and writing in Year 1. | <ul style="list-style-type: none"> Children make accelerated progress with reading and writing. | <ul style="list-style-type: none"> FFT had a positive impact and the gap between PP and Non-PP children decreased by 11.3% for writing and 6.3% for reading. |
| To ensure all staff are trained in the delivery of phonics and are consistent in their approach. | <ul style="list-style-type: none"> All staff attend Little Wandle training. New program in place and consistency in delivery is observed. Positive impact on reading with an increase in percentage on track at the end of KS1. | <ul style="list-style-type: none"> All teachers and support staff have been trained with the Little Wandle approaches. Observations have shown consistency in delivery in classrooms and in intervention groups. 52.9% of Year 1 PP children passed the phonics screening check. 45% of PP children met expected standards at the EoKS1 for reading. |

Externally provided programme

| Programme | Provider |
|-------------------------|----------------------------------|
| Bridge Builders | Bridge Builders |
| Times Tables Rock Stars | Maths Circle |
| Drawing and Talking | Drawing and Talking |
| Voice 21 | Voice 21 |
| Little Wandle | Little Wandle Letters and Sounds |

