



Riverbridge Primary School

Pupil premium strategy statement 2023-24

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	683
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	31 st December 2023
Date on which it will be reviewed	1 st September 2024
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	£191,278
Recovery premium funding allocation this academic year	£19,538
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£210,816

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. 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. 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.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

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](#)
- Staff, pupil and parent consultation
- Attendance records
- School Ofsted report
- National guidance and research

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

Challenge number	Detail of challenge
1	Attendance for disadvantaged pupils remains an ongoing challenge across the school and remains below national average. There has been an increase in the number of children exhibiting Emotional Based School Non Attendance over the last two years. Assessments and observations indicate that regular absence is having a negative impact on the progress of disadvantaged pupils. 45% of children eligible for Pupil Premium funding have an attendance over 95%.
2	Lack of resilience within families has increased and some families are exhibiting over-reliance on the school's pastoral support team. This has become apparent when accessing HSLW time logs.
3	There has been an increase in the number of families supporting children under a special guardianship or through adoption/fostering which has highlighted the need for



	support for families to ensure that there is a holistic approach in place for these children.
4	The gap between attainment of advantaged and disadvantaged pupils remains significant.
5	The increase in the number of disadvantaged pupils joining the school with little or no English has increased over the last three years.
6	The range of barriers for disadvantaged pupils and their families has increased and there is a need for staff to have a greater understanding of the individual's barriers to learning. This is due to challenges with the current economic situation, resilience and an increase in multiple vulnerabilities within families.

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.

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: £ **56,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Head Network meeting with focus on Pupil Premium Funding. Strategies developed to explore the 'Day in the Life of' for those children eligible and training to be carried out for staff on this.	https://researchschool.org.uk/unity/news/active-ingredients-for-tackling-disadvantage	1,2,3,4,5,6
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. 	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	4,5



Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> carry out catch up programmes for children who require additional support. 		
<p>Teacher training to further develop high quality provision through weekly staff meetings through evidenced based recommendations.</p> <p>-Based on data outcomes and needs identified through monitoring</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	4,5
Teaching training in supporting of writing, specifically those with specific learning difficulties	https://surreyeducationservices.surreycc.gov.uk/Services/3656	4,5

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

Budgeted cost: £ **76,025**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific Learning Difficulties group to support reading and writing through targeted work for Year 5 and 6 pupils where literacy difficulties have been identified. Structured interventions within year groups, including pre teaching vocabulary, pre-teaching maths concepts.	<p>Targeted small group interventions to further support phonological awareness, gaps in phonics and morphological approaches to spelling.</p> <p>http://dyslexiahelp.umich.edu/professionals/dyslexia-school</p>	4
Third Space Learning	https://thirdspacelearning.com/impact-online-maths-tuition/	4
Literacy for All Intervention to support those working significantly behind in Reading and Writing where progress in phonological awareness is slow	<p>https://www.surreylocaloffer.org.uk/practitioners/resources/surrey-literacy-difficulties-policy</p> <p>https://www.surreylocaloffer.org.uk/_data/assets/pdf_file/0010/321130/Inclusion-and-Additional-Needs-Schools-Offer-reduced-size.pdf</p>	4



Activity	Evidence that supports this approach	Challenge number(s) addressed
Education plans for post looked after children	https://www.surreycc.gov.uk/children/social-care/svs/young-people/plac/our-role	3,4
REMA support to increase progress in learning outcomes for children with English as an Additional Language	https://surreyeducationsservices.surreycc.gov.uk/Services/3619	4,5
Racing to English intervention to support those new to English	https://racingtoenglish.com	4,5

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

Budgeted cost: **£88,040**

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 through the use of EBSNA support plans	Emotionally Based School Non-Attendance (EBSNA) Surrey Local Offer https://www.surreylocaloffer.org.uk/parents-and-carers/education-and-training/ebsna	1,2,3,4,6
Attendance meetings with Office Team, HSLW and Headteacher	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#actions-for-school-staff-and-local-authorities-to-improve-attendance	1,2,3,4,6
Parenting Puzzle	https://www.surreycc.gov.uk/children/support-and-advice/families/support-and-advice/parenting-courses-and-advice	1,2,3,4
HSLWs sharing guidance to support parents in being able to support their family through accessing services independently and referrals made from school.	https://www.boingboing.org.uk/boingboings-resilience-approach-in-action/	1,2,3,4
Enable access to school trips and clubs for all pupils.	https://www.schooltravelorganiser.com/news-and-ideas/study-confirms-the-profound-impact-of-residential-trips-on-students/8251.article https://www.suttontrust.com/wp-content/uploads/2019/12/Subject-to-background1-1.pdf	2,3,6



Activity	Evidence that supports this approach	Challenge number(s) addressed
HSLW led support group for families supporting children through SGOs, adoption or fostering	https://www.surreycc.gov.uk/children/social-care/svs/young-people/plac/our-role	3,4

Total budgeted cost: £220,565



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 2022-23 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.	<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>	<p>The attendance of pupil premium children continues to remain a concern.</p> <p>The attendance of disadvantaged pupils at the end July 2023 was 89.4%.</p> <p>Within some of the targeted families, attendance has significantly improved.</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.	<p>Some barriers to laptops and Chromebooks provided to 30 families.</p> <p>Class teachers supported greater understanding of the use of Google Classroom.</p> <p>Google Classroom is available for children attending After School Club.</p>
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>	<p>All learning environments are consistently supportive</p> <p>Staff have a greater understanding of approaches to support all pupils particularly those from disadvantaged families.</p> <p>Exit data shows that ELSA support has had a positive impact on outcomes for individuals.</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>	<p>Accelerated progress has been made with accessing education.</p> <p>100% of the children from refugee families made expected or greater than expected progress in Reading, writing and maths.</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>	<p>Staff training to support understanding of questioning and expectations around this have been shared.</p> <p>This has supported the progress of all pupils.</p> <p>Through additional training there is a good understanding shown of the expectations around high quality</p>

		<p>teaching and ordinarily available provision.</p> <p>Through learning walks, there is evidence of ordinarily available provision.</p> <p>Year 5 - 14% of pupil premium made better than expected progress in reading.</p> <p>All disadvantaged pupils made expected or better than expected progress for reading and writing.</p>
<p>To increase the percentage of disadvantaged pupils on track for reading, writing and maths.</p>	<p>Gap between PP and non-PP peers is closing for reading, writing and maths.</p>	<p>As a whole, there has been an increase in the percentage of disadvantaged pupils on track in reading and maths.</p> <p>Up 6% at and above in reading up 7% at and above in maths.</p> <p>Writing has increased 0.6%</p> <p>The number of disadvantaged pupils working above the expected standard in writing has increased by 5%.</p>
<p>The profile of language development and the importance of vocabulary raised across the school.</p>	<p>Voice 21 project in place to support oracy across the school and raise the attainment data for speaking and listening.</p> <p>Subject specific vocabulary formalised and tiered approach used.</p> <p>Further training on the teaching of vocabulary implemented and observations show that this is embedded in practice.</p>	<p>Oracy Lead and Champions are clear of next steps for Oracy and are confident in leading change for 2023-2024 academic year</p> <p>Classroom practice demonstrates evidence that all classes have clear expectations for talk and listening, relevant to their year group and cohort.</p> <p>Teachers are clear on the expectations and are beginning to experiment with strategies.</p> <p>A whole school action plan is in place following development day training with Voice 21 practitioners.</p>

Externally provided programmes

Programme	Provider
Little Wandle	Little Wandle Letters and Sounds
Voice 21	Voice 21
Bridge Builders	Bridge Builders
Third Space Learning Tutoring	Third Space Learning

