



Pupil Premium Impact Report 2019-2020

School Name	Riverbridge Primary School
Pupils in school	663
Proportion of disadvantaged pupils	19.2% (127)
Pupil premium allocation this academic year	£154,320
Academic year or years covered by statement	Report on expenditure for 2019-2020
Publish date	March 2021
Review date	September 2021
Statement authorised by	Paul Grimwood
Pupil Premium lead	Jan Ronicle
Governor lead	Tajinder Salotera

What is Pupil Premium funding?

In 2011 the Government launched its 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. Since September 2012 we have been required to publish online information about how we have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

How do we administer Pupil Premium funding?

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 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 that they hold school leaders to account for raising standards.

As a school we draw upon evidence from our own and other’s 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.

Pupil Premium funding may also benefit pupils who are not eligible for funding for example when holistic whole school initiatives are put into place such as Home School Link Worker provision. Where non eligible pupils are benefitted this will be shown in the tables below.

How Pupil Premium funding was used in the previous academic year 2019/2020

In 2019/2020, Riverbridge Primary School was allocated £154,320 for Pupil Premium which was spent on enhancing provision to maximise opportunities for pupils academically and socially. Other funding was added to this to ensure that we could support **all** of our most disadvantaged pupils

127 pupils benefitted from this funding:

Nursery Year	12
Reception Year	12
Year 1	18
Year 2	18
Year 3	17
Year 4	23
Year 5	10
Year 6	17

To support our pupils and maximise their opportunities we used our Pupil Funding as follows:

Pupil Premium initiative to counter barrier	Cost	Why are we taking this approach?	Impact For both pupil premium and non- eligible pupils
Staff training (Maths and transcriptional aspects of writing), 1:1 Wave 3 support, mental health and wellbeing,	£62,500	To close the attainment and progress gap between pupil premium pupils and pupils not eligible for pupil premium funding.	Milestone Two - Feb 2020 - shows a positive picture for progress for DAP. Greater than expected progress was made in Year 6, Year 5 and Year 3 for DAP in reading, writing and maths.



Pupil Premium initiative to counter barrier	Cost	Why are we taking this approach?	Impact For both pupil premium and non- eligible pupils
booster groups and targeted group interventions, e.g. BRP and FFT.			<p>In Year 2 and Year 4, DAP made expected progress in reading, writing and maths.</p> <p>In Year 1, expected progress was made in maths but below expected for DAP</p> <p>In Year R, below expected progress was made by DAP.</p> <p>Children engaging with the BRP program made expected or better than expected progress through the intervention.</p> <p>FFT interventions saw greater than expected progress for reading in Year 1 and Year 2.</p>
Home School Link Worker	£55,704	To provide pastoral support to children and families. To support the emotional wellbeing of the pupils so that they are better equipped to learn and progress.	<p>There continues to be a high level of engagement with Pupil Premium families requiring HSLW involvement. This has contributed to a strong home school relationship.</p> <p>Where the support has not been effectively engaged with, further referrals have been made through CSPA.</p> <p>The pastoral team continues to offer significant support to target families.</p> <p>The work of the HSLW team continued throughout lockdown via telephone calls and the delivery of food/learning parcels.</p>
Curricular and Extra-Curricular Enrichment	£13,750	To offer a wider range of experiences to broaden their experiences of the world around them.	<p>100% of Pupil Premium children have accessed at least one trip/visit in 2018/2019.</p> <p>All Pupil Premium children were</p>



Pupil Premium initiative to counter barrier	Cost	Why are we taking this approach?	Impact For both pupil premium and non-eligible pupils
			<p>also offered the opportunity to participate in a club during the autumn and spring term:</p> <p>Autumn: 70%</p> <p>Spring: 44%</p> <p>No clubs took place during the summer term due to COVID 19.</p> <p>Pupil premium funding has supported the engagement with residential trips:</p> <p>Year 6: 65% attendance Year 5: 71% attendance Year 3: 63% attendance</p> <p>Due to COVID 19, no other residential trips went ahead.</p>
Fisher Family Trust Training	£570	Evidenced based, targeted intervention to narrow the gap between Pupil Premium and non-eligible pupils in reading and writing.	FFT interventions saw greater than expected progress for reading in Year 1 and Year 2 during the period when schools were open to the wider community.
Attendance Management	£6,250	To provide a range of attendance practices to support families.	<p>The pastoral team has supported the attendance and punctuality of key families to support better attendance.</p> <p>Attendance of PP children remains a focus - at March 2020 it was below 92%. The school's aim for 2020-2021 will be to ensure PP attendance is above 93%.</p>
Inclusion management and EAL support	£6,500	To ensure appropriate provision is in place to ensure pupil progress.	<p>Expected or better than expected progress was made by children with EAL across the school.</p> <p>Targeted support from the REMA service has guided adjustments, supported through direct work and enabled first language assessments to identify additional needs.</p>



Pupil Premium initiative to counter barrier	Cost	Why are we taking this approach?	Impact For both pupil premium and non- eligible pupils
Bridge Builders	£6,400	To provide aspirational experiences to children in Year 6. Opportunities to consider future job ambitions.	<p>Children were really positive about their mentors and built strong relationships.</p> <p>Children felt relaxed around their mentors and that their mentors cared about their opinions. They also felt that it is good to have someone to listen to how they feel and offer a different perspective on life.</p> <p>The work experience day was a positive experience. The children felt that they learnt about the world of work.</p> <p>In terms of pupil progress up to Feb 2020, progress has been positive.</p> <p>89% of mentees made expected progress or above, with 28% making accelerated progress with reading.</p> <p>83% of mentees made expected progress or above, with 17% making accelerated progress with writing.</p> <p>94% of mentees made expected progress or above, with 33% making accelerated progress with maths.</p>
ELSA Input	£7,500	To provide social and emotional support so that the child is better equipped to learn and progress.	<p>For some pupils ELSA support continued throughout lockdown.</p> <p>ELSA impact was positive and most pupils improved on baseline assessments.</p> <p>Where impact was not so effective further support through external agencies has been sought.</p>
Speech Link	£450	To provide early targeted intervention and analysis of speech and language	Targeted children have been assessed using the Speechlink tool and this has supported access to



Pupil Premium initiative to counter barrier	Cost	Why are we taking this approach?	Impact For both pupil premium and non- eligible pupils
		needs.	further assessments and adjustments to provision.
Marvellous Me! To support with parental engagement.	£1000	To further support engagement with pupil premium families.	93% of parents whose children are in receipt of pupil premium signed up to Marvellous Me!
ELKLAN training for Early Years	£600	To strengthen strategies to develop the speech, language and communication skills in Early Years.	Training completed Feb 2020 but no interventions started due to COVID restrictions.
<u>TOTAL</u>	<u>£161,224</u>		

The educational attainment of Pupil Premium pupils at the end of KS2 2020 [based on teacher assessment July 2020]

20 children were in receipt of pupil premium funding.

Of this group, 7 children were identified to have SEND.

Of this group, 4 children were identified as having EAL

Of this group, 0 children were identified as having SEND and EAL.

PROGRESS	Children eligible for Pupil Premium funding achieving expected or better progress (17 children eligible)	Children eligible for Pupil Premium (not SEND) achieving expected or better progress (12 children eligible)	Children NOT eligible for Pupil Premium funding achieving expected or better progress (55 children)	Children from whole cohort achieving expected or better progress (72 children)
Reading	13	11	48	61
Writing	14	11	47	61
Maths	14	12	46	60

ATTAINMENT	Children eligible for Pupil Premium funding achieving Working at or Above (20 children)	Children eligible for Pupil Premium (not SEND) achieving Working at or Above (13 children)	Children NOT eligible for Pupil Premium funding achieving Working at or Above (60 children)	Children from whole cohort achieving Working at or Above (80 children)
Reading	50%	69%	72%	66%
Writing	50%	69%	72%	66%
Maths	60%	85%	73%	70%



The educational attainment of Pupil Premium pupils at the end of KS1 2020 [based on teacher assessments July 2020]

21 children were in receipt of pupil premium funding.
Of this group, 3 children were identified to have SEND.
Of this group, 5 children were identified as having EAL.

ATTAINMENT	Children eligible for Pupil Premium funding achieving Working at or Above (21 children)	Children eligible for Pupil Premium (not SEND) achieving Working at or Above (18 children)	Children NOT eligible for Pupil Premium funding achieving Working at or Above (xx children)	Children from whole cohort achieving Working at or Above (xx children)
Reading	67%	78%	80%	77%
Writing	62%	72%	78%	74%
Maths	57%	67%	82%	75%

The educational attainment of Pupil Premium pupils at the end of EYFS 2020 [based on teacher assessments July 2020]

16 children were in receipt of pupil premium funding.
Of this group, 4 children were identified to have SEND.
Of this group, 6 children were identified as having EAL.

ATTAINMENT	Children eligible for Pupil Premium funding achieving Working at or Above (16 children)	Children eligible for Pupil Premium (not SEND) achieving Working at or Above (12 children)	Children NOT eligible for Pupil Premium funding achieving Working at or Above (66 children)	Children from whole cohort achieving Working at or Above (82 children)
Reading	50%	50%	83%	77%
Writing	50%	50%	80%	74%
Maths N	69%	67%	89%	85%
Maths SSM	69%	67%	91%	87%

Gaps Analysis:

- Progress in reading and writing in Year 1
- Reception reading and writing and maths attainment and progress.
- Writing attainment across the school.
- Attendance – persistent absence and lateness.
- Emotional well-being and emotional regulation.

Date of next review: 1st September 2021

