



Riverbridge Primary School

Pupil premium strategy statement 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	688
Proportion (%) of pupil premium eligible pupils	21.9%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Paul Grimwood/Sian McCarthy
Pupil premium lead	Jan Ronicle
Governor / Trustee lead	Tajinder Salotera

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162,745
Recovery premium funding allocation this academic year	£18,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£180,745

Part A: Pupil premium strategy plan

Statement of intent

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.

What is Covid catch-up premium funding?

The government announced funding to support children and young people to catch up due to the disruption to their education as a result of coronavirus (COVID-19). This included a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

The £650 million of universal catch-up premium funding was available for all state-funded mainstream and special schools, and alternative provision.

Schools' allocations were calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

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 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.

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 Workers or



Beanstalk Reading provision. Where non-eligible pupils are benefitted this will be shown in the tables below.

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
- To raise attainment for all pupils to close the gap created by the COVID-19 school closures
- The mental health needs of pupils are met and supported by the school.

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 diagnostic assessment
- 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	Our 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	Through observations, pupil and parent feedback, it is evident that the wellbeing and emotional literacy of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. Emotional regulation within the group is an ongoing challenge.
3	End of year assessments and pupil progress meetings indicate attainment in writing and maths for disadvantaged pupils is significantly below disadvantaged pupils. Partial closures have impacted further on gaps in learning for pupils.
4	Further development of how best to support disadvantaged pupils through targeted Wave 1 provision.
5	Through assessment and information from national research, the negative impact on language and vocabulary of the partial school closures is evident, particularly within the disadvantaged group where the gap between disadvantaged pupils and their peers was already a challenge. There has also been a percentage increase of disadvantaged pupils who are new to English.
6	To continue to support children who are working below expected with reading and writing in Year 1 through FFT intervention.



7	Assessments and observations show that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
---	--

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.	<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.
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.
To increase the percentage of disadvantaged pupils on track for maths.	<ul style="list-style-type: none"> • KS2 maths outcomes for 2022 show that 72% of disadvantaged pupils meet the expected standard.
To increase the percentage of disadvantaged pupils on track for writing.	<ul style="list-style-type: none"> • KS2 writing outcomes for 2022 show that 44% of disadvantaged pupils meet the expected standard.
To further develop high quality Wave 1 provision incorporating strategies to support attainment and progress of disadvantaged pupils.	<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.
The profile of language development and the importance of vocabulary raised across the school with ELKLAN approaches embedded within Nursery.	<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.



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.
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.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ £81,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 children who require additional support. 	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	7
To develop Wave 1 approaches to supporting	Evidence based approaches based on 'best bets' identified by EEF.	4



disadvantaged pupils through evidenced based EEF recommendations - use of approaches for feedback, meta-cognition and effective use of TAs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	
Bespoke training for NQT +1/+2 to address any gaps in knowledge and skills as a result of interrupted training and NQT year.	Evidenced based approaches based on 'best bets' identified by EEF. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	4

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

Budgeted cost: £ 33,244

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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.	2
Specific Learning Difficulties group to support reading and writing through targeted work for Year 5 and 6 pupils where literacy difficulties have been identified.	Targeted small group support to further support phonological awareness, gaps in phonics and morphological approaches to spelling. http://dyslexiahelp.umich.edu/professionals/dyslexia-school/morphological-awareness	3 and 7
To support reading and writing through FFT intervention (Year 1)	The aim with FFT Wave 3 is to accelerate learning so that each child makes enough progress in reading and writing in order to access a group intervention and/or continue to progress through whole class /group teaching.	3 and 6



	https://literacy.fischertrust.org/overview/wave-3/	
<p>To revisit the importance of vocabulary teaching and embed it as part of Wave 1 provision.</p> <p>ELKLAN (Nursery)</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://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
<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>	5
<p>Year 4 Teacher Led Tutoring</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>	3
<p>Year 6 Teacher Tutoring</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>	3

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



Budgeted cost: £ 75,196

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide targeted support to individuals/small groups through ELSA work.</p> <p>ELSA supervision to support ongoing professional development and qualification.</p>	<p>Social and emotional learning at an individual/small group 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.</p> <p>https://www.elsanetwork.org/</p>	2
<p>Family support provided by HSLW to address vulnerabilities within families that will impact on attendance.</p>	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance</p>	1
<p>Drawing and Talking</p>	<p>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.</p> <p>It supports those who are not realising their full potential either academically, professionally or socially.</p> <p>https://drawingandtalking.com/</p>	2
<p>Zones of Regulation</p>	<p>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.</p> <p>https://www.zonesofregulation.com/research--evidence-base.html</p>	2
<p>To provide targeted support to the Early Years parents to share good practice in developing their child's</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>	5



language skills - ELKLAN Parent Training	https://www.elklan.co.uk/Training/Parents/Let's Talk with Under 5s https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
---	--	--

Total budgeted cost: £189,940



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 2020 to 2021 academic year.

Pupil Premium initiative to counter barrier	Cost	Why are we taking this approach?	Impact of the initiative <i>For both pupil premium and non- eligible pupils</i>
<p>Staff training to support Wave 1 provision for DAP and analysis of vulnerabilities and diversity of DAP group.</p> <p>Wave 2 and Wave 3 support through targeted interventions in 1:1 or small groups.</p>	£62,500	To close the attainment and progress gap between pupil premium pupils and pupils not eligible for pupil premium funding.	100% of PP pupils in Year 6 made expected or better than expected progress.
Home School Link Worker	£59,177	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.	99% of families engaged with HSLW support.
Curricular and Extra-Curricular Enrichment	£4600	To offer a wider range of experiences to broaden their experiences of the world around them.	<p>School clubs were significantly disrupted with the covid partial closures.</p> <p>50% discount and payment plans offered to all disadvantaged families.</p> <p>All disadvantaged pupils attended days trips that were organised.</p>

Fisher Family Trust Intervention Year 1.	£3500	Evidenced based, targeted intervention to narrow the gap between Pupil Premium and non-eligible pupils in reading and writing.	Due to Covid closures and the bubble system, less children than expected took part in the intervention. 100% of pupils made expected or better progress with reading. 66.6% made expected or better progress with writing.
Attendance Management	£6,250	To provide a range of attendance practices to support families.	The school's attendance for all pupils fell last year due to the on-going challenges posed by Covid and the associated lockdowns. Attendance of Pupil Premium children also fell and stood at 91.9% in July 2021.
Inclusion management and EAL support	£6,500	To ensure appropriate provision is in place to ensure pupil progress.	Greater than expected progress in all year groups for reading, writing and maths.
Bridge Builders	£3,600	To provide aspirational experiences to children in Year 6. Opportunities to consider future job ambitions.	All children who took part in the program made expected or better than expected progress for reading, writing and maths.
ELSA Input	£8,000	To provide social and emotional support so that the child is better equipped to learn and progress.	ELSA support has had a positive impact and 95% of pupils made gains on baseline scores. Where gains were not made, then further support from PMHW/CAMHS has been sought.
Specialist Teacher - small group support for children with difficulties with spelling and grammar.	£3500	To target gaps in spelling and grammar to support with progress in writing.	100% of Year 6 pupils who took part in the intervention made expected or better than expected progress with reading and writing. 62.5% of Year 5 pupils made expected or better progress with reading and writing.

Marvellous Me! To support parental engagement.	£1000	To further support engagement with pupil premium families.	99% of parents whose children are in receipt of pupil premium had signed up to Marvellous Me!
ELKLAN training for Early Years Lead to support parents	£300	To strengthen strategies to develop the speech, language and communication skills in Early Years.	<p>Reception:</p> <p>Average progress for this group was better than expected progress in all areas of communication.</p> <p>The data also shows that the progress made for this group of children was greater than the average for ALL children.</p> <p>Nursery:</p> <p>68% of PP children made expected or better progress in Listening and Attention, Understanding.</p> <p>76% of PP children made expected or better progress in Speaking.</p>
<u>TOTAL</u>	<u>£142,677</u>		

Catch up premium strategy outcomes

This details the barriers identified and the impact that our catch up premium activity had on pupils in the 2020 to 2021 academic year.

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	End of year assessment judgements for 2019-2020 were unable to be accurately made due to enforced school closures.
B	Our baseline assessments in reading, writing and maths are below the baseline assessments made in September 2019 and are often below that of previous Key Stage attainment. Accelerated progress is required by some children in order to meet ARE.



C	Gaps are wide and varied within class cohorts due to the inequality of the home educational experiences for children during the school closures in the Spring and Summer terms 2020. This has resulted in an increase in the level of differentiation required in each lesson.
D	Widening of vocabulary gap due to some children's lack of exposure to high quality conversations during school closure and also for EAL children who have lacked exposure to spoken English during this time.
E	Inequality of reading opportunities for children at home during school closures

ADDITIONAL BARRIERS	
External barriers:	
F	Poor attendance as a result of families needing to self-isolate repeatedly throughout the 2020-2021 academic year, or as a result of partial school closure due to a positive coronavirus case affecting the school community or as a result of any further enforced school closure locally or nationally.
G	Well-being of pupils due to some adverse life experiences during lockdown.
H	Lack of social and emotional skills due to a lack of opportunities to socialise with peers and inconsistencies with boundaries and relationship building during the period of school closures.
I	Inconsistencies in the access to technology in order to access blended learning for children who are self-isolating.

The tables below demonstrate how we planned to use the catch-up premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.

QUALITY OF TEACHING FOR ALL - Whole School Initiatives				
Barrier	Action	Intended outcome and success criteria	Evidence and rationale for this choice	Impact of the initiative
C & I	Providing laptops and other digital devices	Children have access to blended learning curriculum during period of school closure	The school have identified families where access to devices is a barrier to learning	Evidence of access to Google Classroom/Meets. Evidence of positive engagement in learning when returning to school



A - E	Teaching assessment and feedback	Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning	The school has identified gaps in skills and knowledge to be filled.	Teachers use ongoing formative and summative assessments to identify individual gaps in skills and knowledge. An additional lockdown in Spring 2021 made accelerated progress more challenging. Despite this, the Summer term data showed average progress across the school was expected.
C - E	To continue to develop high quality interventions to support 1-to-1 and small groups	Identified children will have gaps in knowledge and understanding identified and they are making accelerated progress as a result.	The school has identified that gaps in knowledge and understanding are wide and varied. These need addressing.	<p>Identified children have been supported through small group work and 1:1 tailored provision for writing.</p> <p>90% of the focus children made accelerated progress thus narrowing the gap.</p> <p>72% are now at age related expectations.</p>
D & E	Daily reading with target children	Targeted children make accelerated progress with reading, comprehension and inference skills.	The school has identified a number of children that have not had regular practise of reading or access to high-quality texts during lockdown.	Children are making accelerated progress with their reading and continue to develop their enjoyment of reading too.



G & H	Support children through Pastoral and ELSA program	All children have access to appropriate support with their emotional well-being. This helps them secure relationships and be successful with their learning.	The school has identified a higher level of emotional support being required for children. This has the potential to be a barrier to assessing learning.	ELSA support has had a positive impact and 95% of pupils made gains on baseline scores. Where gains were not made, then further support from PMHW/CAMHS has been sought.
D	Expose children to high quality conversations and vocabulary	All children are supported with development of vocabulary and their spoken and written English. Having time to talk etc.	The school has identified a number of children that have had limited exposure to development of vocabulary - particularly with EAL	Children in this group have demonstrated greater than expected progress in all year groups for reading, writing and maths.
Total budgeted cost:				£ 3,456.00

TARGETED SUPPORT - Interventions, Group Tuition, 1:1 support

Barrier	Action	Intended outcome and success criteria	Evidence and rationale for this choice	Impact of the initiative
C - E	<p>Create a plan of interventions and support for Year Groups across the school:</p> <p>Deployment of staff to work within Year 4 initially to support targeted children</p>	<p>Identified and targeted children are well supported with plugging gaps in knowledge and are making accelerated progress as a result.</p>	<p>Internal assessment data has identified those children that have gaps in knowledge and understanding. These gaps need to be finished so that the children are closer to age related expectations.</p>	<p>Identified children have been supported through small group work and 1:1 tailored provision for writing.</p> <p>90% of the focus children made accelerated progress thus narrowing the gap.</p>

				72% are now at age related expectations.
C - E	<p>Create a plan of interventions and support for Year Groups across the school:</p> <p>Deployment of staff to work within Year 3 initially to support targeted children</p>	<p>Identified and targeted children are well supported with plugging gaps in knowledge and are making accelerated progress as a result.</p>	<p>Internal assessment data has identified those children that have gaps in knowledge and understanding. These gaps need to be finished so that the children are closer to age related expectations.</p>	<p>Identified children are broadly making expected or above progress. Where progress is slow, needs are identified and detailed in provision maps.</p> <p>A newly formed Inclusion team monitors data for their focus areas which influences further actions.</p>
C - E	<p>Create additional plans for targeted interventions across the school through Staff to support as identified. Initially within Years 2, 5, and 6.</p>	<p>Identified and targeted children are well supported with plugging gaps in knowledge and are making accelerated progress as a result.</p>	<p>Internal assessment data has identified those children that have gaps in knowledge and understanding. These gaps need to be finished so that the children are closer to age related expectations.</p>	<p>Identified children are broadly making expected or above progress. Where progress is slow, needs are identified and detailed in provision maps.</p> <p>Inclusion team monitors data for their focus areas which influences further actions.</p>
C - E	<p>Continue to plan and support the needs of all children across the school through the termly provision</p>	<p>All children across the school have access to the support they need to be successful. The majority of children in each cohort are making expected or</p>	<p>The school continues to use the assessment data available to identify children who need additional support. This support is</p>	<p>Each year group have identified their lowest 20% of readers and have bespoke action plans to</p>



	maps and targeted interventions.	better than expected progress with their learning.	necessary for them to be successful.	target individual needs.
Total budgeted cost:				£40,420.00

OTHER APPROACHES - Behaviour Approaches, Mental Health and Social/ Emotional support.

Barrier	Action	Intended outcome and success criteria	Evidence and rationale for this choice	Impact of the initiative
G & H	Plan for individualised support with emotional wellbeing where necessary though Emotions coaching and Zones of Regulation models.	All children have access to the appropriate support for their emotional well-being. Identified children are ready for learning and are making appropriate progress as a result.	The school has identified an additional need to support children across the school following the period of lockdown. These barriers will have an impact on their learning unless addressed.	Children are well supported with their emotional health and well-being. ELSA entry and exit data indicates gains. This results in children making positive progress with their learning across the curriculum.
G & H	Plan for additional ELSA sessions to support the emotional well-being for children across the school. Staff to support at KGB and PAB	All children have access to the appropriate support for their emotional well-being. Identified children are ready for learning and are making appropriate progress as a result.	The school has identified an additional need to support children across the school following the period of lockdown. These barriers will have an impact on their learning unless addressed.	Children are well supported with their emotional health and well-being. ELSA entry and exit data indicates gains. This results in children making positive progress with their learning across the curriculum.



<p>F</p>	<p>Plan for the continued and robust support for parents to help them guide their children to be successful with learning at home and at school.</p>	<p>All parents are well supported by the Teaching and Pastoral Team.</p> <p>Children’s well-being is met and this enables them to be successful with their learning.</p>	<p>The school continues to work with all parents and regularly identifies those who need additional support at various points. This support is essential to help the children be ready for their learning.</p>	<p>Parents report that the impact of the support from school is positive.</p> <p>There is support in place to improve attendance and there has been impact for key families.</p>
<p>Total budgeted cost:</p>				<p>£3,456.00</p>

