

# Pupil Premium Strategy Statement - Riverside Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	<b>367</b>
Proportion (%) of pupil premium eligible pupils	<b>16%</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2021/2022 to 2024/2025</b>
Date this statement was published	<b>December 2023</b>
Date on which it will be reviewed	<b>December 2024</b>
Statement authorised by	<b>Claire Smith, Headteacher</b>
Pupil premium lead	<b>Emma Shaw, Deputy Headteacher</b>
Governor / Trustee lead	<b>Alison Painter, Governor for Disadvantaged pupils</b>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,400
Recovery premium funding allocation this academic year	£7,880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£97,280</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Riverside Primary School all staff members and the Governing body take responsibility for ensuring that our disadvantaged children achieve the best possible outcomes - academically, pastorally and socially within our caring and nurturing school. Relationships and high-quality teaching are at the heart of everything we do. Our intent is for all our children to leave Riverside Primary School having made good progress and attainment, and be prepared for the next step in their academic journey and beyond. We are all committed to giving our disadvantaged children every chance to succeed and are determined to narrow the attainment gap that still exists for pupils from disadvantaged backgrounds.

As a school, we also consider the challenges faced by vulnerable pupils, such as those who have a social worker, and young carers. This strategy statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

To be successful in improving outcomes for our disadvantaged and vulnerable children we:

- Ensure all our stakeholders have the highest expectations for all our children.
- Ensure high-quality teaching is in place across the school, with a focus on areas in which disadvantaged children require the most support, ensuring all children have the skills they need to access learning across the curriculum and life beyond the classroom.
- Are responsive to common challenges and individual needs, rooted in robust diagnostic assessment and not assumptions about the impact of disadvantage.
- Track our disadvantaged children's academic progress regularly so that early high-quality interventions can be put in place. Regular pupil progress and weekly pastoral meetings ensure all disadvantaged children make excellent progress.
- Use data from the Education Endowment Trust to inform our choices so that we use research-based interventions, which have a high impact.
- Ensure all staff are trained to the highest standards so that they can enable disadvantaged children to reach their potential.
- Give teachers and other members of staff the time to spend with disadvantaged children so adults can develop strong relationships, listen to their voice and provide targeted intervention and feedback on their learning.
- Recognise the challenges faced by our vulnerable pupils, including those who have, or have had, 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.

- Ensure that disadvantaged children have access to a broad range of educational experiences that we offer; for example, residential trips, swimming lessons, clubs and sporting events.
- Engage parents and carers in their children’s learning at home and school by giving them the tools to do so through workshops and information.
- Have a robust performance management process for all Teachers and Learning Support Assistants.

## Challenges

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

Challenge number	Detail of challenge
1	Our data shows that on average, disadvantaged children have lower attainment and slower rates of progress in reading, writing and maths when compared to non-disadvantaged children. Some disadvantaged children have knowledge gaps and find it difficult to retain/recall prior knowledge. It is clear that our disadvantaged children have been impacted by partial school closures to a greater extent than other children.
2	Our data and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their non-disadvantaged peers. This negatively impacts their development as readers
3	Our data (NELI & Welcomm), observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged and vulnerable pupils. This includes speech and learning difficulties and a lack of exposure to a wide range of vocabulary.
4	Our attendance data shows that there are lower attendance and higher rates of persistent absenteeism amongst our disadvantaged children. Our assessments and observations indicate that absenteeism is negatively affecting the progress of disadvantaged children.
5	By conducting a Wellbeing survey, talking to families and observations, we have found that some of our disadvantaged children have social and emotional needs. These needs impact negatively on their education, for example, attachment difficulties, lack of self-esteem, anxiety and emotional regulation difficulties.

## 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
<p>Disadvantaged children make at least expected progress from their individual starting points across the curriculum with a focus on reading, writing and maths.</p> <p>The gap between the progress &amp; attainment of disadvantaged children and non-disadvantaged children is diminished.</p>	<p>KS2 reading outcomes in 2024/2025 show that more than 55% of disadvantaged children meet the expected standard based on FFT20</p> <p>KS2 writing outcomes in 2024/2025 show that more than 60% of disadvantaged children meet the expected standard based on FFT20</p> <p>KS2 maths outcomes in 2024/2025 show that more than 61% of disadvantaged children meet the expected standard based on FFT20</p>
<p>Improved phonics and reading attainment for disadvantaged children.</p>	<p>Yr1 phonics screening, KS1 &amp; KS2 reading outcomes in 2024/25 show more than 75% of disadvantaged children meet the expected standard.</p>
<p>Improved oral language skills and vocabulary among disadvantaged children. The language deficit is diminished</p>	<p>NELI &amp; Welcomm assessments, plus observations, indicate significantly improved oral language among disadvantaged children. This is triangulated with other sources of evidence, such as engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>To improve attendance and punctuality for all children, particularly our disadvantaged children.</p>	<p>Sustained high attendance from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged children and their non-disadvantaged peers being either equal to or less than 1%. (The gap in 2020-21 was 2% Angel solutions Perspective Lite)</li> <li>the percentage of all children who are persistently absent being below 5.5% (In 2020-21 the level of PA was 6.3% [school] and 8.3% [national] Angel solutions Perspective Lite)</li> <li>For 2020-21 the difference between non-disadvantaged and disadvantaged students was 11.1% PA. The figure among disadvantaged children being no more than 6% difference from their non-disadvantaged peers.</li> </ul>

<p>Disadvantaged children have improved and sustained personal, social and emotional skills and a sense of belonging at school.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Reduced number of negative behaviour issues connected to disadvantaged children, use of Myconcern data.</li> <li>• Improved data outcomes from Pupil wellbeing survey and staff observations</li> <li>• A consistent approach amongst staff when dealing with social, emotional and well-being concerns. All staff follow 'Trauma Perceptive Practice'</li> <li>• A significant increase in participation in enrichment activities, such as clubs, sports competitions, class trips and residential.</li> </ul>
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## 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: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase Welcomm assessment and train staff to administer and analyse outcomes, to ensure all children are identified who require support with their oral language skills.</p>	<p><u>Education Endowment Foundation</u> Standardised tests provide reliable data that can be analysed for specific strengths and weaknesses, enabling children to receive focused additional support through interventions or teacher instruction.</p>	<p>3</p>
<p>Purchase standardised reading and maths assessments (NTS) Staff trained and time allocated to input test data for analysis</p>	<p><u>Education Endowment Foundation</u> Standardised tests provide reliable data that can be analysed for specific strengths and weaknesses, enabling children to receive focused additional support through interventions or teacher instruction.</p>	<p>1</p>
<p>Embed stronger phonics teaching in KS2. Train LSAs and KS2 teachers to use the Floppy's Phonics programme &amp; Project X Alien Adventures intervention</p>	<p><u>Education Endowment Foundation</u> Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading(though not necessarily comprehension), particularly for disadvantaged pupils.</p>	<p>2</p>

<p>Enhancement of our CPA approach in maths. Staff training and support from the maths lead. Teaching resources and classroom manipulatives purchased.</p>	<p>The National Centre for Excellence in the Teaching of Mathematics supports this approach based on many research studies.</p>	<p>1</p>
<p>Purchase Sumdog and TTRS licenses school-wide, embed whole class opportunities and teachers personalise for each child to focus on individual areas of weakness.</p>	<p><u>Sumdog</u> A recent study demonstrated that using Sumdog for just 30mins a week almost doubled children's fluency progress. Progress made by regular Sumdog users was almost double that of non-regular users giving them a 6 month advantage. Pupil activity can be seen at a glance, a diagnostic tool that enables teachers to quickly identify strengths and areas for development, closing the attainment gap.</p> <p><u>TTRS</u> A range of case studies shows that TTRS used regularly has an impact on confidence in maths lessons and improvements in engagement and fluency speed.</p>	<p>1</p>
<p>HLTA to release teachers weekly to work with Disadvantaged children in their class one-to-one or small groups, including disadvantaged conferences each term, closing the gap through targeted work and personal feedback sessions.</p>	<p><u>Education Endowment Foundation</u> Feedback studies show high effects on learning. Impact is highest when feedback is delivered by the teacher. Verbal feedback shows a slightly higher impact than written.</p> <p>Individualised instruction allows teachers to provide activities that are closely matched to a pupil's attainment. Target feedback also supports pupils in addressing misconceptions or overcoming specific barriers to learning.</p> <p>This approach will also help to strengthen the relationship between the child and the teacher. Relationships are identified as being one of the core elements that are key to improving the outcomes for disadvantaged children, as identified by Mark Rowland, and as such form an integral part of the Essex Strategy for Improving the Outcomes for Disadvantaged children.</p>	<p>1,2,3,4,5</p>

<p>DHTs teach target small class of year 6 children maths daily to ensure accelerated progress. This in turn reduces the class size of the remaining two classes.</p>	<p><u>Education Endowment Foundation</u></p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. Small group tuition has an average impact of four months of additional progress over a year.</p>	<p>1</p>
<p>Staff trained in 'Trauma Perceptive Practice'</p> <p>Trauma Perceptive Practice embedded into routine educational practices ensures a consistent approach amongst staff when dealing with social, emotional and well-being concerns.</p>	<p><u>Education Endowment Foundation - Social and Emotional Learning</u></p> <p>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, improvements in raising attainment appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>5</p>

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase Nessy licences to reinforce and secure stronger phonics for identified children across the school.</p>	<p><u>Education Endowment Foundation</u></p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefits from phonics interventions and approaches.</p>	<p>1, 2</p>
<p>Staff trained to assess and deliver NELI across EYFS. NELI licence purchased.</p>	<p><u>Education Endowment Foundation</u></p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over a year. Some studies also</p>	<p>3</p>

	often report improved classroom climate and fewer behavioural issues following work on oral language. Such interventions are inexpensive to implement with a high impact.	
Purchase iPads to facilitate literacy and maths interventions in KS1	<u>Education Endowment Foundation</u>  Technology offers ways to improve the impact of pupil practice.	1
Purchase White Rose 1-minute maths and Fluency Bee programmes for EYFS and KS1 (SEND Yr3) to improve maths fluency for disadvantaged children.	Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.  Some forms of technology can also enable teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in which students are required to apply new skills.  Using technology to support retrieval practice and self-quizzing can increase the retention of key ideas and knowledge.	1
Additional phonics sessions are targeted at disadvantaged pupils who require further phonics support.	<u>Education Endowment Foundation</u>  Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.	2
Implement, small group, school-led tuition for children whose education has been most impacted by the pandemic. A significant proportion of the children who receive tutoring will be disadvantaged. <u>Tuition groups</u> Maths Reading & Writing Phonics (Floppy phonics) Oral language skills (NELI)	<u>Education Endowment Foundation</u>  One-to-one tuition and small group tuition are both effective interventions. However, the cost-effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.  Small group tuition has an average of four months of additional progress over a year. It is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.  Tuition is more likely to make an impact if it is additional to and explicitly linked to current and prior learning. Our class teachers and LSAs will use their extensive knowledge of the children and current data analysis to plan and deliver bespoke tuition.	1, 2, 3



<p><b><u>2023/24 Focus on Writing across the school</u></b></p> <p>All staff are trained in Talk 4 Writing and begin to embed the approach in daily English lessons from EYFS - Yr6</p>	<p><u>Education Endowment Foundation</u></p> <p>Talk for writing is an approach to teaching writing that encompasses a three-stage pedagogy: 'imitation' (where pupils learn and internalise texts, to identify transferable ideas and structures), 'innovation' (where pupils use these ideas and structures to co-construct new versions with their teachers), and 'invention' (where teachers help pupils to create original texts independently). These tasks aim to improve writing ability by giving pupils an understanding of the structure and elements of written language.</p>	1
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>KS1 and KS2 Learning mentors to work on emotional wellbeing; metacognition; developing self-regulation; delivering high impact interventions; liaison with parents and supporting class learning support assistants.</p>	<p><u>Education Endowment Foundation</u></p> <p>Although the EEF states that mentoring only has a small positive effect (plus 2 months of progress), the role of the Learning Mentor is much wider than just pure mentoring. Social and emotional approaches can add 4 months of progress across a year. Engagement with parents has a positive impact on average of 4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	5
<p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice</p> <p>This will involve regular release time for staff to continue to develop and implement procedures. Attendance mentors will continue to work with individual children and their families.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Case studies (Riverside Primary 2020-21) show Attendance Mentors had a positive impact on the attendance and punctuality of their focus child.</p>	4
<p>Develop and expand the Magic Weaver group across KS2. Building strong relationships with</p>	<p>Inspired by <u>Sir John Jones book 'The Magic-Weaving Business.'</u> which describes how powerful an impact teachers have on young</p>	4, 5

<p>disadvantaged children and key members of staff. Providing release time for relationship-building activities each half term and opportunities for informal interactions.</p>	<p>people and how learning can make a profound difference in their lives.</p> <p>Relationships are identified as being one of the core elements that are key to improving the outcomes for disadvantaged children, as identified by Mark Rowland, and as such form an integral part of the <u>Essex Strategy for Improving the Outcomes for Disadvantaged children</u>.</p>	
<p>Providing financial support to families who are unable to afford for their children to participate in enrichment activities, such as clubs, swimming lessons, class trips and residential.</p>	<p><u>Education Endowment Foundation</u></p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sports clubs and physical activities outside of school due to the associated financial cost. By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits that have been reported such as improved attendance.</p> <p>We also believe it helps to increase the feeling of belonging at Riverside Primary School.</p> <p><u>Social Mobility Commission - An Unequal Playing Field</u></p> <p>Activities such as being a member of a sports team, learning a musical instrument, or attending a local youth group are thought to be enriching life experiences. Apart from their inherent value, it is often claimed that young people can also develop positive tangible outcomes from these experiences of interacting and working with others through organised extra-curricular activities, which could benefit them in later life.</p>	5
<p>Contingency fund for acute issues, including school closure.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified or a change in school circumstances e.g. school closure.</p>	All

**Total budgeted cost: £97,280**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that pupil premium activity had on pupils in the 2022 to 2023 academic year.

#### End of Year Whole School Data 2022-23

Year	Reading				Writing				Maths			
	PP increase From 2021-22	PP	NPP	Diff	PP increase From 2021-22	PP	NPP	Diff	PP increase From 2021-22	PP	NPP	Diff
1	-	89%	92%	-3	-	78%	83%	-5	-	67%	89%	-22
2	-25%	50%	63%	-13	25%	38%	57%	-19	0%	63%	75%	-12
3	0%	50%	70%	-20	67%	67%	65%	+2	33%	83%	89%	-6
4	23%	83%	82%	+1	-13%	67%	79%	-12	60%	100%	85%	+15
5	0%	50%	83%	-33	-8%	25%	55%	-30	8%	58%	71%	-13
6	9%	91%	86%	+5	10%	64%	84%	-20	18%	91%	96%	-5

Our internal assessments during 2022/23 suggested that the performance of disadvantaged children was generally still lower than non-disadvantaged children, however, there was a significant improvement in attainment, compared to the previous year in maths and improvement in most year groups for reading and writing. Writing attainment across the school continues to be a focus area this year.

Targets set for 2024/2025

KS2 reading outcomes in 2024/2025 show that more than 55% of disadvantaged children meet the expected standard based on FFT20

KS2 writing outcomes in 2024/2025 show that more than 60% of disadvantaged children meet the expected standard based on FFT20

KS2 maths outcomes in 2024/2025 show that more than 61% of disadvantaged children meet the expected standard based on FFT20

The reading target was exceeded by 31% (SATS Yr6 2023)

The writing target was exceeded by 4% (SATS Yr6 2023)

The maths target was exceeded by 30% (SATS Yr6 2023)

### Attendance data for 2020/21, 2021/22 & 2022/23 with Ranking

2020/21	School	National	Rank	2021/22	School	National	Rank	2022/23	School	National	Rank
<b>Whole school</b>				<b>Whole school</b>				<b>Whole school</b>			
Overall Absence	3.5%	3.3%	62nd	Overall Absence	5.6%	7.5%	28th	Overall Absence	5.7%	7.4%	42nd
Unauthorised Absence	0.4%	0.8%	77th	Unauthorised Absence	1.3%	1.9%	48th	Unauthorised Absence	1.3%	2.4%	42nd
Persistent Absence	6.3%	8.3%	34th	Persistent Absence	14.6%	22.5%	34th	Persistent Absence	15.6%	21.5%	47th
<b>Disadvantaged</b>				<b>Disadvantaged</b>				<b>Disadvantaged</b>			
Overall Absence	5.2%	5.5%	52nd	Overall Absence	7.8%	10.4%	40th	Overall Absence	7.7%	10.8%	41st
Unauthorised Absence	0.7%	1.6%	69th	Unauthorised Absence	1.6%	3.7%	37th	Unauthorised Absence	1.9%	4.6%	38th
Persistent Absence	15.8%	15.7%	32nd	Persistent Absence	32.7%	34.8%	58th	Persistent Absence	31.4%	35.2%	59th
<b>Non- Disadvantaged</b>				<b>Non- Disadvantaged</b>				<b>Non- Disadvantaged</b>			
Overall Absence	3.2%	2.6%	72nd	Overall Absence	5.1%	6.4%	30th	Overall Absence	5.3%	6.1%	52nd
Unauthorised Absence	0.3%	0.5%	82nd	Unauthorised Absence	1.2%	1.3%	60th	Unauthorised Absence	1.2%	1.6%	50th
Persistent Absence	4.7%	5.9%	37th	Persistent Absence	11.1%	18.2%	30th	Persistent Absence	12.5%	16.4%	50th

### Absence

- 0.4% or above the National Average
- Within 0.3% above or below the National Average
- Greater than 0.3% below the National Average

### Teaching (for example, CPD, recruitment and retention)

Activity	Outcome/Impact
Purchase Welcomm assessment and train staff to administer and analyse outcomes, to ensure all children are identified who require support with their oral language skills.	Relevant staff have been training to use Welcomm. The Welcomm assessment is embedded in our whole school assessment cycle and the data analysed. Children with specific weaknesses are identified and receive focused additional support. This is evident on the year group provision maps.
Purchase standardised reading and maths assessments (NTS) Staff trained and time allocated to input test data for analysis	All teaching staff have been trained to administer the NTS reading and maths assessments. A member of the office staff is also trained to input and collate results for each year group. Standardised reading and maths assessments (NTS) are used in years 3, 4 and 5 once a term. Years 2 and 6 continue to use the standardised SATs papers. Year 1 uses the assessments from the Spring term. Data is analysed each term and year group strengths and weaknesses are highlighted to class teachers and Maths/English subject leaders. Individual pupil data is used to

	identify personal targets and enable specific children to receive focused additional support. This is evident on the year group provision maps
Embed stronger phonics teaching in KS2. Train LSAs and KS2 teachers to use the Floppy's Phonics programme & Code X Alien Adventures intervention	LSAs and KS2 teachers are trained to use Floppy's phonics programme. Phonics interventions take place in all KS2 year groups. Children in year 3 who had not passed the phonics screening test in year 2/SEND/lowest 20%/Disadvantaged took part in the Code X intervention. Analysis of data and individual progress has been recorded on year group provision maps.
Enhancement of our CPA approach in maths. Staff training and support from the maths lead. Teaching resources and classroom manipulatives purchased.	The National Centre for Excellence in the Teaching of Mathematics supports this approach based on many research studies. Through staff meetings, induction meetings with new staff, lesson observations and feedback, the CPA approach has been embedded across the school. Maths manipulatives have been purchased which has enabled a KS1-specific maths resource area to be introduced.  Maths attainment has increased for disadvantaged children across the school (see whole school data)
Purchase Sumdog and TTRS licenses school-wide, embed whole class opportunities, and teachers personalise for each child to focus on individual areas of weakness.	Sumdog is used across KS2 to embed mathematical concepts - specific year groups are targeted each term. Teachers monitor uptake and identify areas of focus and weakness.  TTRS has been used in a variety of ways across the school, as an intervention, homework task or to support the teaching of multiplication times tables - particularly in years 3 & 4.  The children have taken part in a variety of regional and National competitions Riverside Primary 2023 Yr4 MTC Average score = 21.3 National 2023 Yr4 MTC Average score = 20.2 Riverside Primary 2022 Yr4 MTC Average score = 20.8 National 2022 Yr4 MTC Average score = 19.8 Riverside Primary 2023 Yr4 MTC Disadvantaged Average score = 21.3 National 2023 MTC Disadvantaged Average score = 18.3 Riverside Primary 2022 Yr4 MTC Disadvantaged Average score = 20.3 National 2022 MTC Disadvantaged Average score = 17.9  The school average score continues to be above the National average and has risen by a further 0.5. There is no gap between our disadvantaged and non-disadvantaged children. our disadvantaged children perform significantly above the National average (3 points)
HLTA to release teachers weekly to work with Disadvantaged children in their class one to one or in small groups, including disadvantaged conferences,	Teachers were given time out of class to work with disadvantaged children, 1:1 (Pupil conferencing ) or lead small group interventions. Data has been analysed and progress recorded on year group provision maps. This approach had a positive effect on closing the gap in girls' maths attainment in years 4 and 5.

<p>closing the gap targeted work and personal feedback sessions.</p>	<p>Individualised instruction allowed teachers to provide activities that were closely matched to a pupil's attainment. Target feedback also supports pupils in addressing misconceptions or overcoming specific barriers to learning.</p> <p>This approach also helped to strengthen the relationship between the child and the teacher. Relationships are identified as being one of the core elements that are key to improving the outcomes for disadvantaged children, as identified by Mark Rowland, and as such form an integral part of the Essex Strategy for Improving the Outcomes for Disadvantaged children.</p>
<p>Staff trained in 'Trauma Perceptive Practice'</p> <p>Trauma Perceptive Practice embedded into routine educational practices ensuring a consistent approach amongst staff when dealing with social, emotional and well-being concerns.</p>	<p>HT and SENCo have been trained.</p> <p>LSAs and teachers have had training sessions 1-3.</p> <p>In 2023/24 CPD will continue for LSAs and Teachers.</p>

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

<b>Activity</b>	<b>Outcome/Impact</b>
<p>Purchase Nessy licences to reinforce and secure stronger phonics for identified children across the school.</p>	<p>121 children have accessed Nessy this year. Reading attainment for disadvantaged children has continued to improve across the school (see whole school data)</p>
<p>Staff trained to assess and deliver NELI across EYFS. NELI licence purchased.</p>	<p>Key staff have been trained to assess and deliver NELI. 2023 Communication &amp; Language 92% (12% above National average)</p>
<p>Purchase iPads to facilitate literacy and maths interventions in KS1</p>	<p>iPads and protective cases were purchased which enabled every class in the school to set up a schedule of interventions that children could access independently. These included Nessy, 1-minute maths, Sumdog and TTRS which targeted their reading and maths fluency. Attainment in reading and maths for our disadvantaged children has continued to improve this year (see whole school data)</p>
<p>Purchase White Rose 1-minute maths programmes for EYFS and KS1 (SEND Yr3) to improve maths fluency for disadvantaged children.</p>	
<p>Additional phonics sessions are targeted at disadvantaged pupils who require further phonics support.</p>	<p>The overall phonics score increased by 5%  The disadvantaged phonics score increased by 14% and is 20% above the National average  2023 Whole school 87% National 81%  2022 Disadvantaged 89% National 69%</p>

	<p>2022 Non-Disadvantaged 86% National 84%</p> <p>2022 Whole school 82%</p> <p>2022 Disadvantaged 75%</p> <p>2022 Non-Disadvantaged 83%</p> <p>Currently there is no gap - Disadvantaged children are outperforming non-disadvantaged children</p>
<p>Implement, small group, School led tuition for children whose education has been most impacted by the pandemic. A significant proportion of the children who receive tutoring will be disadvantaged.</p> <p><u>Tuition groups</u></p> <p>Maths</p> <p>Reading &amp; Writing</p> <p>Phonics (Floppy phonics)</p> <p>Oral language skills (NELI)</p>	<p>See whole school data above</p> <p>For each intervention attainment and progress were analysed. The impact of small group tuition was significant and is something that as a school we plan to provide next year, on a smaller scale.</p>

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

Activity	Outcome/Impact
<p>KS1 and KS2 Learning mentors to work on emotional wellbeing; metacognition; developing self-regulation; delivering high impact interventions; liaison with parents and supporting class learning support assistants.</p>	<p>Our Learning Mentor has worked with a significant number of children and families. The work has focused mainly on supporting children with anxiety, ensuring they can transition smoothly from the home environment to school each day. Helping children to regulate their behaviour and supporting class teachers and parents to manage behaviours displayed in the classroom and at home.</p> <p>Our Learning Mentor is now an integral part of the pastoral support team. They have made strong relationships with vulnerable families. The attendance of key children has increased as a direct result of the Learning mentor's interactions. Their role is continually evolving to the needs of the children and families at our school.</p>
<p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice</p> <p>This will involve regular release time for staff to continue to develop and implement procedures. The Attendance mentor will continue to work with individual children and their families.</p>	<p>The Attendance officer and Attendance lead (DHT) met every 3-4 weeks to analyse attendance data. Letters were sent to a child's parent when their attendance became a concern. Consequently, if the child's attendance did not improve the parents were asked to attend an Attendance meeting with the Attendance lead (DHT) where barriers were identified and targets set. Improved attendance data was seen in the majority of cases following a meeting with parents. where this has not been the case the DHT has worked closely with James Moir (Essex Attendance Team)</p> <p>At the end of the academic year, for any child's attendance that fell below 90%, parents were asked to attend a meeting</p>

	<p>with the Attendance Lead at the start of the new academic year.</p> <p>The Attendance Mentor monitors key children daily ( a list is held at the office) and contacts families if their child is not in school. Strong relationships have developed as a result. Home visits have been made where needed.</p> <p>The school's Attendance rankings are above average</p> <p>Ranking compared to the National data</p> <p>Whole School 42nd</p> <p>Disadvantaged 41st</p> <p>Riverside Primary's Attendance for 2022/23 was above the National average - see table of data above</p>
<p>Develop and expand the Magic Weaver group across KS2. Building strong relationships with disadvantaged children and key members of staff. Providing release time for relationship-building activities each half term and opportunities for informal interactions.</p>	<p>The Magic Weaver group was expanded to enable more children to join the group. This has enabled many more children to benefit from relationship-building activities, and children to develop stronger relationships with key members of staff. This in turn has had a positive effect on attendance and engagement with school (see photos of activities)</p>
<p>Providing financial support to families who are unable to afford for their children to participate in enrichment activities, such as clubs, swimming lessons, class trips and residential.</p>	<p>We financially supported several disadvantaged children to attend residential trips in 2023</p> <ul style="list-style-type: none"> <li>● Yr 6 residential £785.50</li> <li>● Yr4 residential £350.76</li> </ul> <p>We have financially supported several children to attend after-school clubs and swimming lessons. PPG children can access one free club a term.</p> <p>This year we will be contacting every disadvantaged family and offering one free club a child per term and monitoring the uptake.</p>