

Pupil Premium Strategy Statement - Riverside Primary School 2025-2028 (Year 1)

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	421
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2028/2029
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Claire Smith - Headteacher Valerie Lucking - Chair of Governors
Pupil premium lead	Emma Shaw - Deputy Headteacher
Governor / Trustee lead	Alison Painter, Governor for Disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,990
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£97,990

Part A: Pupil Premium Strategy Plan

Statement of intent

At Riverside Primary School, all staff and members of the Governing Body share a collective responsibility for ensuring that our disadvantaged children achieve the best possible outcomes – academically, pastorally, socially, and emotionally – within our caring and nurturing school community. Relationships and high-quality teaching are at the heart of everything we do.

Our intent is for all children to leave Riverside Primary School having made strong progress and achieved well, equipped with the knowledge, skills, confidence, and resilience needed for the next stage of their education and beyond. We are committed to giving every disadvantaged child the opportunity to thrive and are determined to continue closing the attainment gap that still exists for pupils from disadvantaged backgrounds.

We also recognise the challenges faced by other vulnerable pupils, such as those who have, or have had, a social worker and young carers. This strategy statement is designed to support the needs of these pupils as well, regardless of whether they are formally classed as disadvantaged.

At Riverside, we understand that children's **mental health, wellbeing, and emotional resilience** are crucial foundations for learning and success. We are committed to nurturing the whole child by fostering a sense of belonging, supporting pupils to manage anxiety, and promoting positive mental health through proactive pastoral care, targeted interventions, and a strong culture of empathy and understanding. By ensuring children feel safe, valued, and listened to, we empower them to engage fully in school life and achieve their potential.

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

- Maintain the **highest expectations** for every child, believing that all pupils can achieve success.
- Ensure **high-quality teaching** is in place across the school, with targeted support where disadvantaged children need it most, so that all pupils can access a broad and ambitious curriculum.
- Are **responsive to individual needs** and common challenges, using robust diagnostic assessment rather than assumptions about the impact of disadvantage.
- **Monitor progress regularly**, ensuring early and effective intervention through pupil progress meetings and weekly pastoral discussions.

- Use evidence and data from the **Education Endowment Foundation (EEF)** to inform our decisions, implementing research-based strategies with proven impact.
- Provide **ongoing professional development** so all staff are equipped with the skills, knowledge, and confidence to support disadvantaged learners effectively.
- Give staff time to **build strong, trusting relationships** with disadvantaged pupils, ensuring their voices are heard and their needs are met through targeted support and feedback.
- Ensure all children have access to a **broad range of enrichment opportunities**, including residential trips, swimming lessons, clubs, and sporting events, removing barriers to participation.
- Work closely with **parents and carers**, offering guidance, workshops, and support so they can engage positively in their children's learning at home and school.
- Uphold a **robust performance management** process for all staff, aligning professional targets with our ambition to improve outcomes for disadvantaged pupils.

Through these commitments, Riverside Primary School aims to ensure that all disadvantaged and vulnerable children flourish academically, socially, and emotionally—developing as confident, resilient learners who are ready to embrace future challenges.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress in core subjects remain inconsistent across year groups. 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 and recall prior learning, impacting their ability to apply knowledge independently.
2	Phonics and early reading continue to be a barrier for some disadvantaged pupils. Our data and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their non-disadvantaged peers. This negatively impacts their development as fluent and confident readers.
3	Vocabulary acquisition and oral language development continue to impact learning. Despite improvements through targeted interventions, some disadvantaged pupils still show limited vocabulary breadth and struggle to express reasoning in written and verbal tasks.
4	Attendance has declined for disadvantaged pupils. Our attendance data shows that attendance for disadvantaged pupils has declined and is now below national expectations. Persistent absenteeism continues to disproportionately affect disadvantaged pupils, limiting readiness to learn. This, along with lower

	overall attendance, continues to have a negative impact on progress, particularly in specific cohorts.
5	Social, emotional, and mental health needs remain a barrier to learning for a range of disadvantaged pupils. Ongoing challenges such as low self-esteem, anxiety, emotional dysregulation, and attachment concerns continue to affect attendance, engagement, resilience, and readiness to learn, which negatively impacts their education.

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>1. Disadvantaged pupils make at least expected progress from their individual starting points and show improved retention and application of prior learning across reading, writing and maths. The attainment gap between disadvantaged and non-disadvantaged pupils reduces across all core subjects.</p>	<p>By 2027/28, the proportion of disadvantaged pupils achieving the expected standard in KS2 Year 6 reading will be at least in line with, and where possible, exceed national outcomes for disadvantaged pupils.</p> <p>By 2027/28, the proportion of disadvantaged pupils achieving the expected standard in KS2 Year 6 writing will be at least in line with, and where possible, exceed national outcomes for disadvantaged pupils.</p> <p>By 2027/28, the proportion of disadvantaged pupils achieving the expected standard in KS2 Year 6 maths will be at least in line with, and where possible, exceed national outcomes for disadvantaged pupils.</p> <p>At least 80% of disadvantaged pupils make expected or better progress from their individual starting points in reading, writing and maths across the school.</p>
<p>2. Disadvantaged pupils secure strong foundational phonics knowledge and make sustained progress in early reading. The proportion of disadvantaged pupils achieving expected standards in phonics and early reading increases, and gaps with non-disadvantaged peers narrow through consistent, high-quality teaching and targeted intervention.</p>	<p>Yr1 phonics screening, KS1 & KS2 reading outcomes across the school in 2027/28 show more than 75% of disadvantaged children meet the expected standard. (National average 2025 All 80% Disadvantaged 67%)</p>

<p>3. Disadvantaged pupils demonstrate improved oral language skills and vocabulary acquisition, supported by the continued embedding of Talk for Writing and the development of Talk for Reading across the school. Pupils' ability to articulate reasoning, respond to texts and express ideas in both spoken and written forms strengthens over time, reducing the gap in language proficiency between disadvantaged and non-disadvantaged peers.</p>	<p>Disadvantaged pupils demonstrate improved use of tier 2 and tier 3 vocabulary in spoken and written work, evidenced through book looks and moderation.</p> <p>Disadvantaged pupils articulate their ideas, reasoning and comprehension more clearly, demonstrated in pupil voice and class discussion observations.</p> <p>Increased proportion of disadvantaged pupils achieving age-related expectations in reading and writing. Assessment data shows reduced gaps in reading comprehension skills and writing, where language and vocabulary were previously barriers.</p> <p>Disadvantaged pupils show greater confidence and fluency during Talk for Reading sessions, contributing more frequently and using subject-specific vocabulary accurately.</p>
<p>4. Disadvantaged pupils show improved attendance, with year-on-year increases towards national expectations. Persistent absence among disadvantaged pupils reduces, and the attendance gap between disadvantaged and non-disadvantaged pupils narrows through early identification, targeted support and strengthened engagement with families.</p>	<p>Overall Disadvantaged Attendance improves - matches or exceeds the National Disadvantage figure in 2027/28</p> <p>The attendance gap between Disadvantaged and Non-Disadvantaged pupils reduces from the current 5.0% to 3% or less, showing improved equity across cohorts.</p> <p>Case study evidence shows improved attendance linked to targeted support, including pastoral intervention, mentoring, GMC and new family engagement structures (e.g., Family Support Worker).</p> <p>Persistent Absence among Disadvantaged pupils decreases term-by-term. By 2027/28 Persistent absence for Disadvantaged pupils will be reduced so that it is either in line with National figures or no more than 3% higher than the rate for Non-Disadvantaged pupils within the school.</p>
<p>5. Disadvantaged pupils receive timely and effective social, emotional and mental health support through strengthened pastoral provision and enhanced family engagement. The introduction of a Family Support Worker improves relationships with families, increases pupil readiness to learn, and reduces the impact of wellbeing-related barriers on attendance, engagement and academic progress.</p>	<p>A Family Support Worker and counsellor are successfully established in the school, with clear systems for engaging and supporting disadvantaged families and children.</p> <p>Families of disadvantaged pupils show improved engagement with school</p> <p>Pastoral records show a reduction in SEMH-related incidents for disadvantaged pupils (Myconcern - fewer emotional regulation concerns, behaviour incidents, or wellbeing alerts).</p>

	<p>Early help and multi-agency referrals are made in a timely and appropriate manner, with the Family Support Worker coordinating support to remove barriers to learning.</p> <p>Disadvantaged pupils receiving pastoral or family support make at least expected progress, demonstrating that SEMH difficulties are lessening their impact on academic outcomes.</p> <p>Pupil and parent voice indicates increased confidence, wellbeing, and positive relationships with school, particularly for families previously identified as hard to reach.</p>
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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: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Administer Welcomm/Welcomm+ and analyse outcomes to identify pupils requiring oral language support</p> <ul style="list-style-type: none"> • Early assessment used to identify children with delayed speech, limited vocabulary and underdeveloped oral communication. • Targeted interventions implemented and progress monitored termly. 	<p>Education Endowment Foundation (EEF): Standardised assessments provide reliable data to diagnose specific gaps and inform targeted interventions and teaching approaches.</p> <p>Oral language interventions have a very high impact (+6 months) on pupil progress, particularly for disadvantaged pupils.</p>	3
<p>Strengthen Oral Language, Vocabulary Instruction and Disciplinary Talk Through Talk for Writing and Talk for Reading</p> <ul style="list-style-type: none"> • Further embed <i>Talk for Writing</i> across all year groups and develop <i>Talk for Reading</i> as a structured, dialogic approach to support oral rehearsal, comprehension and vocabulary development. • Provide staff training on high-quality modelling of oral language, structured 	<p>Education Endowment Foundation (EEF): Improving Literacy in KS1 & KS2: Recommends explicitly teaching vocabulary, modelling high-quality talk and providing structured opportunities for oral language development as high-impact strategies, particularly for disadvantaged pupils.</p> <p>Oral Language Interventions: Shows a very high impact (+6 months) on progress, especially when vocabulary instruction and structured talk are built into daily teaching.</p>	3

<ul style="list-style-type: none"> discussion routines, sentence stems and dialogic teaching strategies. Implement explicit vocabulary instruction (tier 2 and tier 3 words) within all subjects, including pre-teaching and revisiting key language for disadvantaged pupils. Use structured talk opportunities (e.g., echo reading, partner rehearsal, guided group reading discussion) to improve pupils' confidence, reasoning and comprehension. Monitor the impact through book looks, pupil voice, learning walks focused on talk quality, and moderation of spoken and written outcomes. 	<p>Metacognition and Self-Regulated Learning: Highlights that structured dialogue and reflection support pupils in articulating reasoning, improving comprehension and strengthening writing.</p> <p>DfE Reading Framework (2023): Emphasises the importance of talk in developing comprehension, with dialogic reading and oral rehearsal identified as essential components of high-quality reading instruction.</p> <p>Talk for Writing (Pie Corbett): Evidence from national case studies demonstrates improved vocabulary use, reasoning, sentence fluency and writing outcomes over time, especially for disadvantaged learners when oral rehearsal is prioritised.</p>	
<p>WalkThrus: Improving Formative Assessment and Adaptive Teaching</p> <ul style="list-style-type: none"> Implement whole-school WalkThrus training focused on formative assessment, adaptive teaching, questioning and feedback. Provide regular coaching and instructional mentoring sessions linked to WalkThrus modules. Support teachers to apply WalkThrus strategies to strengthen scaffolding, modelling, checking for understanding and responsive teaching for disadvantaged pupils. Embed consistent classroom routines that reduce cognitive load and increase learning time for all, particularly disadvantaged pupils. Monitor the impact of WalkThrus implementation through learning walks, book looks and pupil voice, with a focus on progress for disadvantaged pupils. 	<p>Education Endowment Foundation (EEF): High Quality Teaching is the most impactful lever for improving outcomes for disadvantaged pupils — particularly through <i>effective modelling, explanation and feedback</i>.</p> <p>Feedback (+6 months) — highlights the importance of responsive teaching and checking for understanding, which WalkThrus explicitly supports.</p> <p>Cognitive Load Theory Guidance — consistent routines and clarity of instruction improve retention and learning for disadvantaged pupils.</p> <p>WalkThrus (Sherrington & Caviglioli, 2020) provides evidence-informed, high-impact instructional strategies shown to improve classroom consistency and adaptive practice.</p>	1,3
<p>Purchase and administer standardised reading and maths tests (NTS)</p> <ul style="list-style-type: none"> Provides accurate diagnostic information to identify gaps in understanding and track retention and application of knowledge. Staff member given dedicated time to analyse data. Data shared, teachers plan responsive teaching. 	<p>Education Endowment Foundation (EEF): Standardised tests ensure reliable comparison and diagnostic insight, enabling teachers to tailor provision and deliver targeted support.</p>	1
<p>Strengthen early reading provision through high-quality phonics teaching and targeted interventions across KS1 and KS2.</p>	<p>Education Endowment Foundation (EEF): Phonics approaches have a high impact (+5)</p>	2

<ul style="list-style-type: none"> Implement teacher-led, daily phonics interventions in KS1 to accelerate progress for disadvantaged pupils and ensure early decoding gaps are addressed swiftly. Deliver structured, evidence-based phonics interventions in KS2 for pupils who continue to have gaps in phonological awareness and decoding, including the use of Project X Alien Adventures to build fluency, confidence and engagement. Provide ongoing training and support for staff to ensure consistent, high-fidelity delivery of the school's phonics programme. 	<p>months) on word reading accuracy and are especially effective for disadvantaged pupils.</p> <p>EEF highlights that high-quality phonics teaching is particularly effective when delivered through structured, systematic programmes, with regular opportunities for practice and reinforcement.</p> <p>Research into programmes such as Project X shows improved reading engagement and fluency for struggling readers, particularly disadvantaged boys.</p>	
<p>Embed high-quality maths teaching through CPA (Concrete–Pictorial–Abstract) approaches, adaptive teaching, and increased opportunities for stretch and challenge</p> <ul style="list-style-type: none"> CPA Approach Across the School: Continue to embed CPA consistently to secure conceptual understanding, ensuring teachers use concrete and pictorial representations effectively to deepen reasoning and support mathematical thinking. Adaptive Teaching: Support teachers to make effective adaptive teaching decisions, ensuring that tasks and resources are carefully selected to scaffold thinking for disadvantaged pupils and, where appropriate, stretch and challenge their mathematical reasoning. Resource Acquisition: Purchase manipulatives, visual models, and high-quality reasoning resources that support CPA, challenge thinking, and enhance independent problem solving. Monitoring and Assessment: Implement regular monitoring of reasoning tasks, fluency outcomes, and Greater Depth progress to ensure adaptations and challenge are effective. 	<p>NCETM identifies CPA as a highly effective approach for building secure and connected mathematical understanding, supporting learners at all attainment levels.</p> <p>EEF and NCETM highlight the strong impact of high-quality teacher professional development, including explicit instruction, adaptive teaching, and structured problem-solving opportunities, on improving mathematical outcomes.</p>	1
<p>Purchase and embed Sumdog and Times Tables Rock Stars (TTRS)</p> <ul style="list-style-type: none"> Provide disadvantaged pupils with regular personalised fluency practice through Sumdog and TTRS, including before-school clubs 	<p>Education Endowment Foundation (EEF): <i>Digital Technology</i> can have a +4 months positive impact when used to provide pupils with regular practice, adaptive learning pathways and immediate feedback, which aligns directly with both Sumdog and TTRS functionality.</p>	1

<ul style="list-style-type: none"> • Use platform diagnostics to identify misconceptions rapidly and adapt teaching accordingly. • Build consistent routines of low-stakes retrieval and rehearsal to strengthen number fluency and reduce cognitive load during problem solving. 	<p><i>Mastery Learning</i> approaches, where pupils practise skills to secure fluency before moving on, show +5 months of additional progress — a principle underpinning TTRS and Sumdog fluency platforms.</p> <p>Sumdog (Independent Research Study: Lowther Hall Anglican Grammar School, 2021): Pupils using Sumdog for at least 30 minutes per week made almost double the expected progress in maths fluency.</p> <p>Times Tables Rock Stars (TTRS Impact Reports & UK School Case Studies): Schools report significant increases in number fluency, confidence, and speed of factual recall, particularly for lower-attaining and disadvantaged learners. Evidence shows average improvement of up to 30% faster recall over a term with consistent use.</p>	
<p>Targeted teacher-led intervention groups and feedback sessions for disadvantaged pupils Close the attainment gap by providing targeted support and feedback to disadvantaged students.</p> <p>HLTA Support: Allocate HLTA to release teachers on a weekly basis, enabling dedicated time for one-to-one or small group work with disadvantaged students.</p> <p>Focused Sessions: Conduct personalised teaching and feedback sessions aimed at addressing specific learning needs and gaps in reading, writing, maths and retention of prior learning.</p> <p>Termly Disadvantaged Conferences: Hold structured conferences each term to review student progress, develop strong relationships and promote pupil voice.</p>	<p>Education Endowment Foundation (EEF): High-impact feedback (+6 months) Impact is highest when feedback is delivered by the teacher. Verbal feedback shows a slightly higher impact than written.</p> <p>Individualised instruction and small-group tuition improve pupil progress, especially for lower-attaining disadvantaged pupils.</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>	1,2,3,4,5
<p>Year 6 targeted teaching group led by Deputy Headteachers</p> <ul style="list-style-type: none"> • Daily small-class Maths and English teaching for vulnerable, disadvantaged pupils. • Reduces class size in main groups, improving teacher capacity to provide challenge and support. 	<p>Education Endowment Foundation (EEF): Small-group tuition delivers +4 months progress on average; highly effective for pupils at risk of falling behind.</p> <p>Riverside have used this approach for several years, and it has had a significant impact with greater than expected rates of progress.</p>	1

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

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of whole-school Nessy Licence <ul style="list-style-type: none"> Supports phonics, reading, spelling and early maths skills. Used both in class, at home and for targeted interventions. 	Education Endowment Foundation (EEF): Phonics approaches show strong evidence of impact on early reading skills, particularly for disadvantaged pupils. Digital tools can supplement teaching when used systematically and with teacher guidance.	1,2
Targeted Phonics Intervention Across EYFS, KS1 and KS2 <ul style="list-style-type: none"> Deliver additional phonics sessions led by trained teachers and TAs to disadvantaged pupils who require further support. Provide structured, high-quality phonics intervention for KS2 pupils with remaining phonics gaps. Use targeted precision teaching to address individual pupil gaps. 	Education Endowment Foundation (EEF): Strong evidence that systematic phonics is one of the most effective ways to support early reading (+5 months) DfE Reading Framework (2023): Recommends additional daily phonics for pupils who are not yet secure. Research demonstrates that targeted catch-up phonics in KS2 leads to significant improvements in reading fluency and confidence.	1, 2
Purchase and Embed White Rose 1-Minute Maths & Fluency Bee <ul style="list-style-type: none"> Use of <i>1-Minute Maths</i> and <i>Fluency Bee</i> in EYFS, KS1, Year 3 & 4, SEND support in Year 5 & 6 to build number sense, fluency and rapid recall. Use daily short-burst fluency practice to strengthen automaticity in the fundamentals of number. Analyse outcomes to identify pupils requiring additional 1:1 or group support. 	Education Endowment Foundation (EEF): Short, structured maths interventions have strong impact when used consistently Early Mathematics (+6 months) White Rose research highlights improved fluency and conceptual understanding when early maths practice is regular and structured.	1
Purchase Headphones to Enable In-Class Digital Interventions <ul style="list-style-type: none"> Provide high-quality headphones to ensure pupils can engage with personalised online interventions without distraction. Increase access for disadvantaged children who may not have suitable equipment at home. 	Education Endowment Foundation (EEF): Individualised Instruction (+4 months) shows that digital platforms are most effective when pupils can work without disruption and receive immediate feedback. Research demonstrates that improved access to technology reduces barriers for disadvantaged pupils and increases engagement.	1,2,3

<p>Purchase Scan Reader Pens for Use Across the Curriculum</p> <ul style="list-style-type: none"> Provide reading pens for identified disadvantaged pupils to support independent access to texts across foundation subjects. Increase reading confidence, reduce cognitive overload and allow pupils to participate more fully in lessons. 	<p>DfE Assistive Technology report (2020): Devices such as scanning pens improve reading independence and engagement for pupils with reading difficulties.</p> <p>Education Endowment Foundation (EEF): Technology in Education: Assistive tools can reduce barriers and promote access to curriculum content.</p>	1, 2, 3
<p>Structured Talk for Reading & Vocabulary Intervention Groups</p> <ul style="list-style-type: none"> Provide small-group oral language and vocabulary development sessions for disadvantaged pupils. Use Talk for Reading strategies to model high-quality responses, promote rich discussion and develop comprehension. Deliver targeted tier 2 and tier 3 vocabulary instruction linked to the wider curriculum. 	<p>Education Endowment Foundation (EEF): Oral Language Interventions (+6 months): One of the highest-impact strategies for improving outcomes for disadvantaged pupils.</p> <p>Talk for Reading / Talk for Writing research: Explicit modelling and oral rehearsal strengthen comprehension, language structure and reasoning.</p>	1, 3
<p>Targeted Reading Fluency Groups (KS1 & KS2)</p> <p>Deliver repeated reading, modelling and echo reading to disadvantaged pupils below expected fluency.</p>	<p>Education Endowment Foundation (EEF): Reading Comprehension Strategies (+6 months)</p> <p>Research shows fluency instruction has a substantial impact on comprehension and confidence.</p>	1,2
<p>Teacher-Led Targeted Writing Support</p> <ul style="list-style-type: none"> Provide targeted small-group writing conferences for disadvantaged pupils focusing on structure, vocabulary, editing and application of Talk for Writing strategies. Use modelled writing and guided practice to scaffold independent work. 	<p>Education Endowment Foundation (EEF): Writing Interventions (+4 months). Targeted small-group sessions improve writing quality and confidence.</p> <p>Talk for Writing consistently evidences strengthened vocabulary, sentence structure and stamina.</p>	1,3

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

Budgeted cost: £29,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor to support emotional wellbeing, metacognition and self-regulation, alongside high-impact intervention and parent liaison</p>	<p>Education Endowment Foundation (EEF): Metacognition and Self-Regulation (+7 months impact): Explicit teaching of</p>	1,4,5

<ul style="list-style-type: none"> Targeted 1:1 and small-group support for disadvantaged pupils to develop emotional regulation, confidence and positive learning behaviours. Structured metacognition and self-regulation strategies taught to pupils, including goal setting, planning and monitoring. Close liaison with families to strengthen home–school relationships and support engagement. Liaison with charities that can offer support to our children and families. 	<p>metacognitive strategies significantly improves learning outcomes.</p> <p>Social and Emotional Learning (+4 months): SEL approaches improve interaction with others, self-management and emotional understanding, positively influencing attainment.</p>	
<p>Development of a new Family Support Worker role</p> <ul style="list-style-type: none"> Focusing on pupils and families requiring early help around attendance, emotional wellbeing, SEND, anxiety, routines and home stability. Building trusted relationships to address barriers to learning beyond the classroom. Supporting parents to engage with school systems, interventions and external agencies. 	<p>DfE Mental Health in Schools Guidance highlights the value of early intervention and whole-family support in tackling entrenched barriers.</p> <p>Education Endowment Foundation (EEF) Parental Engagement (+4 months): Working closely with families improves attendance, homework routines and academic outcomes.</p> <p>DfE: Working Together to Improve School Attendance (2022) — Strong, supportive relationships between home and school are a key driver of attendance improvement and engagement.</p> <p>Schools with embedded FSW roles report improved attendance, reduced persistent absence, and increased parental engagement (DfE case studies).</p>	1,4,5
<p>Strengthening PSED Provision for Year 1 (Following 2025 GLD Outcomes)</p> <p>Implement a structured and targeted PSED (Personal, Social and Emotional Development) support programme in Year 1 for pupils who did not achieve the PSED Early Learning Goal, with a specific focus on disadvantaged pupils. This will include:</p> <ul style="list-style-type: none"> Small-group PSED intervention sessions focused on emotional literacy, social communication, self-regulation and relationship skills. Explicit teaching of emotional vocabulary and problem-solving strategies. Close termly monitoring of PSED progress for disadvantaged pupils, with adjustments to support as required. Integration of support from the Learning Mentor and Family Support Worker to 	<p>Education Endowment Foundation (EEF) Social and Emotional Learning (+4 months) – SEL approaches improve pupils' interaction with others, emotional regulation, and self-management. These effects are particularly strong for disadvantaged pupils.</p> <p>Behaviour Interventions (+4 months) – interventions focusing on self-regulation and social skills have a positive impact on attainment, especially when delivered through structured small-group programmes.</p> <p>DfE Early Years Foundation Stage (EYFS) Statutory Framework – highlights PSED as foundational for future academic learning, behaviour and engagement.</p> <p>Public Health England: Promoting Children and Young People's Emotional Health and Wellbeing – early intervention is most effective</p>	5

<p>reinforce consistency between school and home.</p> <ul style="list-style-type: none"> • Use of targeted resources (visual supports, regulation tools, social stories) to scaffold development. 	<p>when gaps are identified in EYFS and addressed promptly as pupils transition into KS1.</p>	
<p>School Counsellor to provide 1:1 sessions for identified pupils</p> <ul style="list-style-type: none"> • Specialist therapeutic support for pupils experiencing anxiety, emotional dysregulation, trauma or complex needs. • Regular communication between counsellor, pastoral staff and parents to ensure cohesive support plans. • Early intervention to reduce escalation to wider mental-health services. 	<p>DfE Guidance on Promoting and Supporting Mental Health in Schools stresses the importance of access to trained counsellors for improving wellbeing and readiness to learn. Various studies indicate counselling reduces anxiety, improves self-esteem and supports positive educational engagement.</p> <p>Place2Be Impact Report and Anna Freud Centre — school counselling leads to significant improvements in wellbeing, emotional regulation and engagement in learning.</p> <p>Education Endowment Foundation (EEF): Behaviour Interventions (+4 months) highlights the impact of structured emotional support on improving learning behaviours.</p>	1,4,5
<p>Embedding DfE “Improving School Attendance” principles and strengthening attendance systems</p> <ul style="list-style-type: none"> • Continued release time for Attendance Lead to analyse attendance data, implement procedures and meet with families. • Clear escalation pathways, consistent communication and early supportive intervention. • Working individually with disadvantaged pupils and their families to remove daily barriers to good attendance. • Alignment with good practice around “Listen, Understand, Empathise, Support and Coach”. 	<p>DfE Improving School Attendance guidance advocates early, targeted family engagement, consistent follow-up and strong relationships as the most effective ways to reduce persistent absence. Schools that follow these principles see measurable improvements in persistent absence and engagement.</p> <p>Strong attendance practice has a direct correlation with improved attainment and wellbeing.</p>	1, 4,5
<p>Continue to develop and fund the Good Morning Club</p> <ul style="list-style-type: none"> • Provide a safe, structured and nurturing start to the day for disadvantaged pupils to improve punctuality, attendance and emotional readiness. • The club supports routines and family functioning • Targeted support for disadvantaged pupils at risk of poor attendance or disrupted routines. 	<p>Education Endowment Foundation (EEF) Early Morning Clubs (+2 months): Participation improves punctuality, behaviour and academic outcomes.</p> <p>Social and Emotional Learning: Strengthening morning routines supports emotional regulation and engagement.</p>	4,5

<p>Designated Behaviour Support LSA</p> <p>Recruit a dedicated Behaviour Support LSA to work proactively with disadvantaged pupils and support teaching staff across the school.</p> <ul style="list-style-type: none"> • Observing identified pupils to understand barriers to engagement and identify triggers. • Supporting teachers to set up systems, routines and in-class adaptations that help pupils access their learning more successfully. • Providing in-the-moment regulation support when pupils become dysregulated, offering calm, consistent intervention to help them re-engage with learning. • Liaising with parents and carers to provide guidance, share strategies and build consistent approaches between home and school. • Supporting the wider pastoral and SEND team to improve behaviour, emotional regulation and readiness to learn for disadvantaged pupils. 	<p>Education Endowment Foundation (EEF) Behaviour Interventions (+4 months) — approaches that focus on improving self-regulation, routines and targeted behaviour support lead to improved engagement and attainment, particularly for disadvantaged pupils.</p> <p>Social and Emotional Learning (+4 months) — structured SEL and emotional regulation support have a positive impact on pupil wellbeing and learning behaviours.</p> <p>Teaching Assistant Interventions (+4 months) — when deployed strategically, support staff can deliver targeted, high-impact interventions that remove barriers to learning.</p>	1,2,3,4,5
<p>Financial support for enrichment opportunities (clubs, trips, residential, swimming)</p> <ul style="list-style-type: none"> • Ensuring disadvantaged pupils have full access to enrichment, cultural capital experiences and curriculum entitlement. • Disadvantaged pupils can access one free club per half term. • Removing financial barriers to participation in learning experiences which broaden horizons and support language development. • Prioritising disadvantaged pupils for arts-based enrichment opportunities, including drama and musical performances, instrumental tuition, and wider cultural capital activities, in line with the SDP focus on expanding arts participation. 	<p>Education Endowment Foundation (EEF)</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. 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>Arts Participation (+3 months): Cultural and enrichment activities support language, confidence and engagement. Outdoor Adventure Learning (+4 months) both provide evidence of improved confidence, resilience and engagement.</p> <p>Social Mobility Commission - An Unequal Playing Field Activities such as drama, music, sports and arts clubs contribute significantly to cultural capital and are often less accessible to disadvantaged pupils. Increasing</p>	1,3,5

	<p>participation reduces inequality and improves long-term outcomes.</p> <p>Ofsted Research Review: Broader experiences deepen learning and support vocabulary and schema development.</p> <p>We also believe it helps to increase the feeling of belonging at Riverside Primary School.</p>	
<p>Contingency fund for acute issues, including school closures or family crisis support</p> <ul style="list-style-type: none"> • A responsive reserve to enable rapid support for emergent needs (e.g., food, resources, uniform, digital access, emergency safeguarding situations). • Ensures disadvantaged pupils continue learning with minimal disruption during unexpected events. 	<p>School-led evidence shows contingency funding mitigates the impact of sudden disadvantage. 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> <p>Education Endowment Foundation (EEF) Implementation Guidance: Flexibility and responsiveness are key to successfully embedding strategies and maintaining equity of access.</p>	1,2,3,4,5

Total budgeted cost: £97,990

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 **2024 to 2025** academic year.

End of Year Whole School Data 2024-25

Year	Reading			Writing			Maths		
	PP	All	Diff	PP	All	Diff	PP	All	Diff
1	55%	79%	-24%	46%	72%	-26%	73%	90%	-17%
2	71%	79%	-8%	100%	82%	+18%	86%	82%	+4%
3	33%	53%	-20%	57%	64%	-7%	44%	76%	-32%
4	57%	79%	-22%	14%	63%	-45%	57%	77%	-20%
5	83%	82%	+1%	83%	71%	+12%	100%	89%	+11%
6	70%	81%	-11%	60%	68%	-8%	70%	91%	-21%

Our internal assessments during 2024/25 suggested that the performance of disadvantaged children was generally still lower than non-disadvantaged children.

Summary of Key Patterns

Year 5: A particularly strong year for PP pupils, who outperformed their peers across all subjects – *writing* (+12%), *maths* (+11%) and *reading* (+1%). This highlights highly effective strategies.

Year 2: Mixed outcomes, with a notable strength in *writing* (+18%) where PP pupils performed above their peers. However, gaps in *reading* (-8%) and *maths* (-4%) suggest that targeted support is still needed to ensure consistency across subjects.

Year 3: A key area of concern, particularly in *maths* (-32%) and *reading* (-20%), with PP pupils significantly behind their peers. Writing also shows a gap (-7%).

Year 4: Outcomes demonstrate significant gaps across all subjects – *writing* (-45%), *maths* (-20%) and *reading* (-22%). This year group should be prioritised for focused support.

Year 1: Emerging trends indicate early intervention needs, with attainment gaps in *writing* (-26%), *reading* (-24%) and *maths* (-17%). This suggests that additional support is required from the outset of KS1.

Year 6: PP pupils are achieving reasonably, but gaps remain across subjects – *maths* (-21%), *reading* (-11%) and *writing* (-8%). *It should be noted that both reading and maths were above and significantly above the National average as a cohort.*

Reading: Year 5 is the strongest performing cohort with PP pupils outperforming peers, while gaps across other year groups often exceed 10%. Years 1 (-24%), 3 (-20%) and 4 (-22%) demonstrate the largest gaps and should be prioritised.

Writing: Strongest outcomes in *Year 5* (+12%) and *Year 2* (+18%), whereas *Year 4* (-45%) and *Year 1* (-26%) show substantial gaps, indicating urgent need for intervention.

Maths: Year 5 again represents strong practice, while the most significant concern lies in *Year 3* (-32%). Other priority cohorts include *Year 4* (-20%) and *Year 6* (-21%), where gaps remain.

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

Outcomes 2024/25

The reading target was exceeded by 15% (SATS Yr6 2025)

The writing target was met, 60% achieved the expected standard (SATS Yr6 2025)

The maths target was exceeded by 9% (SATS Yr6 2025)

Summary of Progress Against Targets

Reading:

Strong progress was made year-on-year. In **2023/24**, disadvantaged pupils exceeded the target by **12%**, and this improved further in **2024/25**, where the target was exceeded by **15%**. This upward trend indicates sustained impact of reading interventions and continued success in supporting disadvantaged pupils in achieving the expected standard.

Writing:

Outcomes in writing show marked improvement. In **2023/24**, the writing target was **not met** (-18%), highlighting a significant gap. However, by **2024/25**, disadvantaged pupils met the target, with **60% achieving the expected standard** – representing a substantial positive shift and evidence of improved provision and targeted intervention.

Maths:

Progress in maths was also positive. In **2023/24**, the target was exceeded by **6%**, and this increased to **9% in 2024/25**. This shows consistent improvement and suggests that strategies implemented to support disadvantaged pupils in maths are increasingly effective.

Attendance data for 2024-2025

Attendance breakdown			Year To Date						26 Aug 24	-	18 Jul 25
Pupil Groups		Pupils	All	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
All	All	413	School	94.6%	94.7%	96.0%	94.8%	95.5%	93.5%	95.3%	91.8%
			FFT National	94.5%	93.4%	94.2%	94.7%	94.9%	95.0%	94.8%	94.6%
			Difference	0.0%	+1.3% *	+1.7% *	+0.1%	+0.6%	-1.5% *	+0.5%	-2.7% *
Gender	Female	199	School	95.2%	94.9%	95.4%	94.2%	96.8%	95.0%	95.2%	95.4%
			FFT National	94.8%	93.7%	94.5%	94.9%	95.1%	95.1%	95.0%	94.8%
			Difference	+0.4%	+1.3% *	+0.9%	-0.7%	+1.7% *	-0.2%	+0.2%	+0.5%
	Male	214	School	94.0%	94.4%	96.7%	95.3%	94.7%	92.4%	95.4%	88.3%
			FFT National	94.3%	93.1%	94.0%	94.6%	94.7%	94.8%	94.6%	94.3%
			Difference	-0.4%	+1.3% *	+2.7% *	+0.8%	-0.1%	-2.4% *	+0.8%	-6.0% *
FSM6	FSM6	65	School	90.3%	91.1%	96.1%	88.5%	92.5%	84.0%	94.0%	84.3%
			FFT National	92.1%	90.2%	91.3%	92.2%	92.4%	92.6%	92.4%	92.2%
			Difference	-1.8% *	+0.9%	+4.8% *	-3.6% *	+0.1%	-8.6% *	+1.6% *	-8.0% *
	Not FSM6	348	School	95.3%	95.1%	95.9%	95.4%	96.3%	95.1%	95.5%	93.8%
			FFT National	95.5%	94.2%	95.2%	95.7%	96.0%	96.0%	95.9%	95.7%
			Difference	-0.2%	+0.9%	+0.7%	-0.3%	+0.3%	-1.0%	-0.4%	-1.9% *
SEN	Support	34	School	89.4%	86.7%	93.5%	96.1%	93.9%	85.7%	97.3%	83.5%
			FFT National	92.8%	90.7%	92.3%	93.2%	93.2%	93.3%	93.0%	92.7%
			Difference	-3.3% *	-4.0% *	+1.1% *	+3.0% *	+0.6%	-7.6% *	+4.3% *	-9.2% *
	EHCP	11	School	83.8%		94.9%		95.9%	88.7%	96.4%	50.4%
			FFT National	89.0%		88.0%		89.8%	90.3%	89.9%	89.0%
			Difference	-5.2% *		+6.9% *		+6.1% *	-1.7% *	+6.5% *	-38.6% *
	Not SEN	368	School	95.3%	95.1%	96.1%	94.7%	95.7%	95.1%	95.2%	95.7%
			FFT National	95.2%	94.1%	94.9%	95.3%	95.5%	95.6%	95.5%	95.3%
			Difference	+0.1%	+1.0%	+1.2% *	-0.6%	+0.2%	-0.5%	-0.3%	+0.3%

Summary of FSM6 Attendance Compared to National

In **2024/25 (Year to Date)**, attendance for FSM6 pupils was **90.3%**, which is **1.9% below the national figure**. This highlights that disadvantaged pupils are consistently attending less regularly than their peers and below national expectations.

Group	School Attendance	National	Gap
FSM6	90.3%	92.2%	-1.9%
Non-FSM6	95.3%	95.5%	-0.2%
Whole school	94.6%	94.6%	0%

The gap between FSM6 and non-FSM6 pupils is **5.0%**, indicating a significant attendance disparity between disadvantaged pupils and their peers.

Summary Statement

Although FSM6 attendance is strong in Reception, Year 1, Year 4 and Year 5 (with some year groups performing above national levels), overall attendance for disadvantaged pupils is **1.9%**

below national. The most significant areas of concern are **Year 3 and Year 6** (who have since left), where attendance is substantially below national averages and requires targeted intervention. The **5.0% gap between FSM6 and non-FSM6 pupils** highlights an ongoing attendance inequality that requires sustained focus.

Summary of FSM6 Attendance Compared to National (Year-on-Year Comparison)

Whole School FSM6 Attendance

Academic Year	School FSM6	National	Difference
2023/24	92.9%	92.1%	+0.8% above national
2024/25	90.3%	92.2%	-1.9% below national

→ Attendance for FSM6 pupils has declined by 2.6% compared to the previous year and has moved from being *above national* to *below national* expectations. This indicates a widening gap that now requires targeted intervention.

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 in the year group provision maps

<p>Embed stronger phonics teaching in KS2. Train LSAs and KS2 teachers to use the Floppy's Phonics programme & Code X Alien Adventures intervention</p>	<p>LSAs and KS2 teachers are trained to use Floppy's phonics programme. Phonics interventions take place in all KS2 year groups. Analysis of data and individual progress has been recorded on year group provision maps.</p>	
<p>Enhance the Concrete-Pictorial-Abstract (CPA) approach in maths to support diverse learning needs and improve student outcomes.</p> <p>Integration of Infinity Platform: Introduce the Infinity platform to enable teachers to personalise and adapt learning for individual student needs effectively.</p> <p>Staff Training and Support: Conduct comprehensive training sessions led by the maths lead to ensure teachers are confident in implementing the CPA approach and using the Infinity platform.</p> <p>Resource Acquisition: Purchase additional teaching resources and classroom manipulatives to support hands-on learning and reinforce mathematical concepts.</p>	<p>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 continue to be purchased and embedded in daily maths lessons</p> <p>Integration of Infinity Platform</p> <p>The Infinity platform was introduced to support personalised learning and adaptive teaching. Following trial implementation aligned with curriculum needs, teachers began using the diagnostic tools to address gaps and extend higher-attaining pupils.</p> <p>Staff Training and Support</p> <p>Training on both the Infinity platform and the CPA approach was delivered, including practical modelling and follow-up support. As a result, staff confidence increased, and these strategies are now beginning to be applied in lessons.</p> <p>Resource Acquisition</p> <p>Additional maths manipulatives have been purchased to support hands-on learning. These resources are now used to reinforce mathematical concepts and improve pupil engagement.</p>	
<p>Embedding Stretch and Challenge in the Maths Curriculum, to increase the percentage of children achieving greater depth through deeper mathematical thinking.</p> <p>Teacher Training and Professional Development: Provide targeted training to equip teachers with effective strategies and resources to challenge students and foster deeper engagement with mathematical concepts.</p> <p>Curriculum Adjustments: Review and adapt the current curriculum to include regular opportunities for stretch and</p>	<p>Teacher Training and Professional Development</p> <p>Targeted training was provided to equip teachers with effective strategies and resources to challenge pupils and deepen engagement with mathematical concepts. This resulted in improved confidence and more consistent application of stretch and challenge strategies.</p> <p>Curriculum Adjustments</p> <p>The existing curriculum was reviewed and adapted to include regular opportunities for stretch and challenge activities aligned with greater depth criteria. These adjustments have been embedded into planning to ensure high expectations across all year groups, including once a half-term morning of maths where children are taught specific reasoning and problem-solving skills.</p> <p>Monitor and Assess</p> <p>Ongoing assessment practices were implemented to track pupil progress and inform teaching approaches. This has</p>	

<p>challenge activities that align with greater depth criteria.</p> <p>Monitor and Assess: Implement ongoing assessment practices to track student progress and adjust teaching approaches to meet learning needs and promote greater depth achievement.</p>	<p>enabled teachers to adjust provision to meet individual needs and promote greater depth achievement.</p> <p>Greater depth outcomes at the end of year 6 improved significantly this year.</p> <p>2023/24 Greater depth 11%</p> <p>2024/25 Greater depth 22%</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>Sumdog is now used across KS2 and KS1 to embed mathematical concepts - specific year groups are targeted each term to attend sessions before school. Teachers monitor uptake and identify areas of focus and weakness. All children across the school can now access Sumdog at home.</p> <p>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.</p> <p>The children have taken part in a variety of regional and National competitions</p> <p>Riverside Primary 2025 Yr4 MTC Average score =18.9</p> <p>National 2025 Yr4 MTC Average score = 21</p> <p>Riverside Primary 2024 Yr4 MTC Average score = 21.3</p> <p>National 2024 Yr4 MTC Average score = 20.6</p> <p>Riverside Primary 2023 Yr4 MTC Average score = 21.3</p> <p>National 2023 Yr4 MTC Average score = 20.2</p> <p>Riverside Primary 2025 Yr4 MTC Disadvantaged Average score =17</p> <p>National 2025 MTC Disadvantaged Average score =19.3</p> <p>Riverside Primary 2024 Yr4 MTC Disadvantaged Average score = 20.1</p> <p>National 2024 MTC Disadvantaged Average score =18.9</p> <p>Riverside Primary 2023 Yr4 MTC Disadvantaged Average score = 21.3</p> <p>National 2022 MTC Disadvantaged Average score = 17.9</p> <p>The school's average score has dropped below the National average for the first time - there is a gap of 2.1. Our disadvantaged children perform below the Disadvantaged National average (2.3 points)</p>	
<p>HLTA to release teachers weekly to work with Disadvantaged children in their class one to one or in small groups, including disadvantaged conferences, closing the gap targeted work</p>	<p>This was not financially viable in the academic year 2024/25</p>	

<p>and personal feedback sessions.</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>The implementation of the strategy to have Deputy Headteachers (DHTs) teach a targeted class of Year 6 children for daily maths lessons significantly contributed to the school's success in achieving outstanding outcomes in maths.</p> <p>As a result, 91% of the Year 6 cohort achieved the expected standard in maths, a figure that exceeds the National average by 17%. This demonstrates the positive impact of smaller class sizes and targeted teaching.</p> <p>Additionally, the school ensured that interventions and access arrangements were effectively deployed to support the progress of all children, particularly those facing additional barriers to learning. This included:</p> <ul style="list-style-type: none"> ● Children with English as an additional language, who benefited from tailored support to access the curriculum fully. ● Children with Special Educational Needs and Disabilities (SEND), who received differentiated instruction and targeted interventions. ● Disadvantaged pupils, who were provided with resources and support to close attainment gaps. 	
<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>Purchase a whole school Nessy licence to reinforce and secure stronger phonics, spelling, reading, and early maths skills for children across the school.</p>	<p>All children have been able to access Nessy this year. Every child in the school has been provided with a Nessy license, granting them access to all six online resources. These tools are available for use both in school and at home, supporting their learning journey.</p> <p>Riverside Primary Phonics 2025 Yr1 70% PPG 55%</p> <p>Riverside Primary Phonics 2025 Yr2 95% PPG 86%</p>	
<p><u>2024/25 Focus on Writing across the school</u></p> <p>All staff are trained in Talk 4 Writing and embed the</p>	<p>Learning walks have demonstrated that Talk 4 Writing is firmly embedded in daily English lessons. The three-stage pedagogy can be clearly seen: 'imitation' (where pupils learn and internalise texts, to identify transferable ideas and structures),</p>	

<p>approach in daily English lessons from EYFS - Yr6</p>	<p>'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). Writing standards across the school are steadily improving; however, writing remains a whole-school focus to ensure standards reach the same high levels as reading and maths (refer to whole-school data).</p>
<p>Learning Mentor to work on emotional wellbeing; metacognition; developing self-regulation; delivering high impact interventions and liaison with parents.</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 is still an issue. The role of the Learning Mentor is continually evolving to meet 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) meet every 6 weeks to analyse attendance data. Letters are sent to a child's parent when their attendance becomes a concern. Consequently, if the child's attendance does not improve the parents are asked to attend an Attendance meeting with the Attendance lead (DHT) where barriers are 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>The Attendance Officer closely monitors key children daily (list available at the office), and the Learning Mentor then contacts families if a child is absent. This includes making a phone call, completing an attendance interview, and logging the details.</p> <p>In most cases, strong relationships have been established with families, fostering collaboration and trust. Where necessary, home visits have been carried out, and arrangements have been made to support families in ensuring children attend school regularly.</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</p>	<p>This has not been financially viable this year.</p>

<p>opportunities for informal interactions.</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 2024/25</p> <p>We have supported several children to attend after-school clubs and swimming lessons. PPG children can access one free club a term. This will continue this year.</p> <p>The Enrichment Project collaborates with teachers and parents to monitor the attendance of PPG and SEND children at Riverside Primary. The goal is to ensure that all children have equal opportunities to participate in clubs and residential trips. At the end of 2025</p> <p>94% of PPG had attended a club</p> <p>95% of SEND had attended a club</p>	