

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	River Bank Primary School
Number of pupils in school	705
Proportion (%) of pupil premium eligible pupils	188
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	David Sansom (Headteacher)
Pupil premium lead	Sophie Amos (Assistant Headteacher)
Governor / Trustee lead	Ruhena Mahmood

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£270,594.50
Recovery premium funding allocation this academic year	£28,329.38
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£298,923.88

# Part A: Pupil premium strategy plan

## Statement of intent

The Local Authority in which River Bank Primary School is located is in a disadvantaged area (65<sup>th</sup> out of 316, office of national statistics).

At River Bank we constantly review the progress of Pupil Premium children and this is reported to the school governing board. Our Pupil Premium Champion is an important member of the Senior Leadership Team and promotes the interests of Pupil Premium children at staff meetings. Our policy and procedures for the support of Pupil Premium children is reviewed annually.

### **The Pupil Premium funding is used to support:**

- Quality First Teaching – Developing high quality teaching, assessment and a curriculum that responds to the needs of the pupils
- Academic development and attainment – Interventions to support language development, English, maths and the specific needs of disadvantaged pupils including SEND
- Social, emotional and behaviour support and development including supporting attendance
- Enrichment activities including sports, outdoor activities, arts, culture and trips.
- Extended school time – Academic provisions, summer schools, breakfast and meal provisions
- Parental Support

As of the 20<sup>th</sup> October 2022 there are 188 children in the school who are eligible for Pupil Premium funding; this accounts for 26% (26.7%) of the whole school who are on this register. All new staff and current staff will be updated frequently via a staff briefing on Pupil Premium and its aims.

## **What is the intention of Pupil Premium funding at River Bank Primary School?**

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus for our pupil premium strategy is to support disadvantaged pupils to achieve academically, socially, emotionally and enhance their cultural capital.

When considering the best ways to support disadvantaged pupils within our setting we will look at the challenges faced by the children at River Bank. The deprivation of the pupils within the school is considered to be in the highest quintile (Summer 2022 IDSR quintile 4 most deprived of all schools). We will look to remove barriers to learning, have high expectations of learning and ensure learning is effectively transferred into a sustainable impact.

### **Priorities:**

- To close the gap in attainment between children who are considered disadvantaged and non-disadvantaged pupils
- To raise the achievement and aspirations of pupils who are eligible for free school meals, at any point in the last six years (Ever6)
- Act early to intervene at the point a need is identified in order to make the most progress possible across an academic year.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes, raise expectations of what they can achieve and regularly review pupil progress

### **Steps to success:**

- Work will be aimed at moving all children to at least age-related expectations, with appropriate differentiation and challenge.
- Additional learning support that complement learning from the classroom (interventions both in and out of class)
- To allow the children to learn a musical instrument of choice, supplement school trips
- Behaviour and nurture support as well as equipping children to manage their own emotions and successfully interact with others
- Use 'Extended Day' teachers in Y5 and Y6 to focus on small group work with an experienced teacher to overcome the gaps in learning.

**River Bank staff will maintain:**

- The highest of expectations of all pupils, irrespective of background. Remembering that disadvantaged pupils don't lack talent or ability, but can lack opportunity. Prior attainment should not set limits on our ambitions for pupils.
- A culture of collective responsibility for disadvantaged pupils, including governance, senior leadership, middle leadership, the classroom and pastoral care.
- A strategy rooted in assessment, not assumptions of disadvantaged pupils.
- A strategy rooted in addressing the controllable factors that are preventing disadvantaged pupils from attaining as well as they could.
- An environment of support for disadvantaged pupils to experience success in challenging learning over time.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>English as an additional language</b></p> <p>Our assessments (internal and external where available) indicate that writing and reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>Writing - 44% of EAL PP children are working below the expected standard in year 6 compared to 15% of other pupils and 60% in year 2 compared to 38% of other pupils.</p> <p>Reading – 16% of EAL PP children are working below the expected standard in year 6 compared to 15% of other pupils and 55% in year 2 compared to 33% of other pupils.</p>
2	<p><b>Maintaining good attendance</b></p> <p>RB PP children had an attendance average of 92.34%. This is in line with the local authority and national picture of 92.8%.</p>
3	<p><b>Limited parental support</b></p>
4	<p><b>Limited life opportunities and social experiences</b></p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. Through triangulation of pupil, parent and staff it is evident that our disadvantaged pupils have been affected during and since the pandemic, with 103 pupils and families (61 which are disadvantaged) currently require additional support with social and emotional needs. Pupils historically have a lack of wider life experiences and limited aspiration. The impact of this lack of experiences can be seen in pupils' writing. Pupils are, once again, struggling with the innovation stages of their writing and therefore are reliant on the teacher's ideas. This is having an impact on overall progress and attainment in writing – both for expected and more able pupils.</p>
5	<p><b>Low attainment and gaps in learning</b></p> <p>Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings have been supported in national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and writing.</p>
6	<p><b>Children arriving to EYFS with very low attainment against the EYFS ELGs.</b></p> <p>On entry to reception class, through internal assessments, over the last 3 years 94% - 100% of our disadvantaged pupils arrived below the age-related expectations. Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with their comprehension skills, word reading skills and self-management. Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>

## 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>To improve the language of our EAL learners and support them in accessing our curriculum</p>	<ul style="list-style-type: none"> <li>• Improve the language of our EAL learners (no acquisition) where they are able to access and participate in class lessons appropriate to their key stage.</li> <li>• Improve the language of our EAL learners where they are able to access and succeed in their year group curriculum.</li> <li>• Provide pastoral support for our EAL families with no or little English.</li> </ul>
<p>Maintaining good attendance</p> <p>Work on attendance of PP children so they are in line with the rest of the year group and inline or above the national average</p> <p>Ensure children are consistently attending school (where appropriate) to reap the benefits offered by our provision.</p> <p>Support and safeguard children and their families, where they are not present or in between educational settings</p>	<ul style="list-style-type: none"> <li>• Bring pupil premium attendance in line with whole school attendance target (95%) by involvement of Ed Psych &amp; EWO (Educational Welfare Officer) to support social emotional and mental health needs of pupils and parents' evidence towards EHCP (Education, Health and Care Plan) applications.</li> <li>• Continue to maintain levels of attendance in line with or greater than that of the local and national picture (92.8%) FFT education (RB = 92.34% 2021 - 2022)</li> <li>• Attendance and behaviour AH, EWO and family team to support families not attending school, including appointing an in-school attendance officer this academic year.</li> </ul>

<p>Limited parental support</p>	<ul style="list-style-type: none"> <li>• Family team to work with focus parents to offer support around a range of areas including training and education, returning to work, bereavement, financial advice etc.</li> <li>• Support our disadvantaged families apply for support that will benefit them.</li> <li>• Liaise with summer, holidays and breakfast clubs to ensure those family's who are most in need are benefiting from this provision.</li> </ul>
<p>Limited life opportunities and social experiences</p>	<ul style="list-style-type: none"> <li>• Organise curriculum enrichment days (such as workshops and visitors) and support and supplement children's school trips.</li> <li>• Offer an extensive range of afterschool clubs (physical, arts and cultures)</li> <li>• Breakfast clubs and meal provisions</li> <li>• Signposting parents to events/clubs in the community that would be beneficial to their children</li> </ul>
<p>To close the gap of attainment between disadvantaged children and non-disadvantaged children.</p> <p>Act early to intervene at the point a need is identified in order to make the most progress possible across an academic year.</p>	<ul style="list-style-type: none"> <li>• Analysis of external data available to the school (EYFS ELG, Year 1/2 phonics, Year 4 MTC, Year 6 SAT's)</li> <li>• Analysis attainment for all core subjects (English, math, science) and specifically standardised scores if available.</li> <li>• Interventions will allow for pre-teaching and the reviewing of difficult concepts.</li> <li>• Extended day's content to include gaps in children's knowledge and retrieving taught knowledge to gain better understanding and depth. Oversee the work of all staff who provide levels of support to PP children: liaise with specialist teachers to discuss progress and any resources required to support any interventions.</li> <li>• Monitoring the progress of pupils in interventions and review as necessary. Research (John Hattie, Sutton Trust toolkit) has demonstrated that small group interventions with highly qualified staff are effective in promoting pupil progress.</li> <li>• Achieve in line or above national average progress scores in KS2 reading, writing and maths.</li> <li>• Pupil Premium children who are working above age related expectations to continue to do so. Children below age related expectations make at least a year or more progress based on their standardised scores in reading and maths.</li> </ul>
<p>Children arriving into our Early years setting with low entry data</p>	<ul style="list-style-type: none"> <li>• Use communication and language approaches so that all children in EYFS can communicate to an appropriate level with staff and peers.</li> <li>• Early literacy approaches including RWI so that children at River Bank have the best chance of becoming early readers.</li> <li>• Early numeracy approaches so that children are working to complete the ELG successfully</li> <li>• Self-regulation strategies to be implemented to promote wellbeing and emotional understanding amongst the children in our Early Years setting.</li> </ul>

## 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: £18,851.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
English and maths materials	<ul style="list-style-type: none"> <li>• Develop pupils' language capabilities (EEF Improving literacy in KS2,1)</li> <li>• Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling (Improving literacy in KS1,6)</li> <li>• Use high quality information about pupils' current capabilities to select the best next steps for teaching (Improving literacy in KS1,7)</li> <li>• Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice (EEF effective professional development,2)</li> <li>• Develop practitioners understanding of how children learn mathematics (EEF improving mathematics in the early years and KS1,1)</li> <li>• Use manipulatives and representations to develop understanding (EEF improving mathematics in the early years and KS1, 3 + KS2,2)</li> </ul>	1,3,5,6
RWI training + materials	<ul style="list-style-type: none"> <li>• RWI programme + Fresh start (+1 month – EEF)</li> <li>• Supporting the attainment of disadvantaged pupils (DFE) suggests high quality teaching as a key aspect of successful schools.</li> <li>• Effectively implement a systematic phonics programme (EEF literacy in KS1,3)</li> <li>• Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills (EEF literacy in KS1,2)</li> <li>• Use high quality information about pupils' current capabilities to select the best next steps for teaching (Improving literacy in KS1,7)</li> <li>• Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice (EEF effective professional development,2)</li> <li>• Implement professional development programmes with care, taking into consideration the context and needs of the school (EEF effective professional development,3)</li> </ul>	1,3,5,6



Accelerated reader	<ul style="list-style-type: none"><li>• Accelerated reader programme (+ 3 months – EEF)</li><li>• Support pupils to develop fluent reading capabilities (EEF improving literacy in KS2, 2)</li><li>• Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension (EEF improving literacy in KS2, 3)</li></ul>	1,3,5
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £152,262.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
Progress monitoring of PP + Interventions (including nurture + family team)	<ul style="list-style-type: none"> <li>• Small group tuition (+4 months EEF)</li> <li>• Teaching assistant interventions (+4 months EEF)</li> <li>• Using simple approaches as part of your regular routine (EEF improving behaviour, 4)</li> <li>• Whole school (EEF improving behaviour, 6)</li> <li>• Teach reading comprehension strategies through modelling and supported practice (EEF improving literacy in KS2, 3)</li> <li>• Develop pupils' transcription and sentence construction skills through extensive practice (EEF improving literacy in KS2, 5)</li> <li>• Use high quality structured interventions to help pupils who are struggling with their literacy (Improving literacy in KS2,7 + KS1, 8)</li> <li>• Use high quality assessment to ensure all children make good progress (EEF, preparing for literacy, 6)</li> <li>• Use high quality targeted support to help struggling children (EEF preparing for literacy, 7)</li> <li>• Ensure TA's are fully prepared for their role in the classroom (EEF making best use of teaching assistants, 4)</li> <li>• Use TA's to deliver high quality one-to-one and small group support using structured interventions (EEF Making the best use of teaching assistants, 5)</li> <li>• Ensure explicit connections are made between learning from everyday classroom and teaching structured interventions (EEF Making the best use of teaching assistants, 6)</li> </ul>	1,2,5,6
Extended days for year 5 and year 6	<ul style="list-style-type: none"> <li>• Extending the school day (+3 months EEF)</li> <li>• Target teaching and support by accurately assessing pupils needs (EEF improving literacy in KS2, 6)</li> <li>• Deliver appropriately times feedback that focuses on moving learning forward (EEF teacher feedback to improve pupil outcomes, 1)</li> <li>• Enable pupils to develop a rich network of mathematical knowledge (Improving mathematics in KS2, 4)</li> <li>• Use structured interventions to provide additional support (Improving mathematics in KS2, 7)</li> </ul>	1,2,5
Swimming	<ul style="list-style-type: none"> <li>• This is a requirement of the National Curriculum KS2</li> </ul>	4

<p>EAL teacher to work with children with English as an additional language</p>	<ul style="list-style-type: none"> <li>• Oral language interventions (+7 months EEF)</li> <li>• Prioritise the development of communication and language (EEF Preparing for literacy, 1)</li> <li>• Use high quality targeted support to help struggling children (EEF preparing for literacy, 7)</li> <li>• Develop pupils' transcription and sentence construction skills through extensive practice (EEF improving literacy in KS2, 5)</li> <li>• Use high quality structured interventions to help pupils who are struggling with their literacy (Improving literacy in KS2,7 + KS1, 8)</li> </ul>	<p>1,5,6</p>
<p>Support for pupils with additional needs (SENCo)</p>	<ul style="list-style-type: none"> <li>• "An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils". (EEF, special educational needs in mainstream Schools,1)</li> </ul>	<p>2,3,5,6</p>
<p>EAL literature and dual language programmes</p>	<ul style="list-style-type: none"> <li>• Oral language interventions (+7 months EEF)</li> <li>• Prioritise the development of communication and language (EEF Preparing for literacy, 1)</li> <li>• Use high quality targeted support to help struggling children (EEF preparing for literacy, 7)</li> </ul>	<p>1,3,5,6</p>
<p>EYFS</p>	<ul style="list-style-type: none"> <li>• Prioritise the development of communication and language (EEF Preparing for literacy, 1)</li> <li>• Develop children's early reading using a balanced approach (EEF Preparing for literacy, 2)</li> <li>• Embed opportunities to develop self-regulation (EEF Preparing for literacy, 4)</li> <li>• Use high quality targeted support to help struggling children (EEF preparing for literacy, 7)</li> <li>• Use high quality targeted support to help all children learn mathematics (EEF improving mathematics in the early years and KS1, 5)</li> <li>• Use manipulatives and representations to develop understanding (EEF improving mathematics in the early years and KS1, 3)</li> </ul>	<p>3,5,6</p>

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

Budgeted cost: £120,727.84

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational psychologist & EWO support	<ul style="list-style-type: none"> <li>Attendance and Punctuality issues. Attendance figures are currently good for all pupils. Ideally, we would to improve attendance and lateness or at least to maintain this.</li> <li>EEF Toolkit - Parental engagement suggests +3 months progress.</li> </ul>	2,3
Magic words (speech and language)	<ul style="list-style-type: none"> <li>EEF Toolkit - +6 months (Communication and language approaches)</li> <li>“On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds”. EEF</li> </ul>	1,3,5
Nurture + family group budget	<ul style="list-style-type: none"> <li>Self regulation strategies (+7 months EEF)</li> <li>Social and emotional learning (+4 months EEF)</li> <li>Teach SEL skills explicitly (EEF Improving social and emotional learning in primary schools, 1)</li> <li>Use a SAFE curriculum (EEF Improving social and emotional learning in primary schools, 4)</li> <li>Use simple approaches as part of your regular routine (EEF Improving behaviour in schools, 4)</li> <li>Tailor targeted approaches to meet the needs of individuals in your school (EEF Improving behaviour in schools, 5)</li> </ul>	2,3,4,5,6
Breakfast club including holiday club	<ul style="list-style-type: none"> <li>“Research shows that a good breakfast can help improve children’s reading, writing and maths performance” (The benefits of breakfast clubs, Toby Lester, 2018)</li> </ul>	2,3,4
Uniform vouchers	<ul style="list-style-type: none"> <li>EEF – School Uniform, “Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline... Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms”.</li> </ul>	3
In school experiences	<ul style="list-style-type: none"> <li>EEF – “There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts</li> </ul>	3,4

	participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.”	
Parental engagement	<ul style="list-style-type: none"> <li>• Parental engagement (+4 months EEF)</li> <li>• Support parents to understand how to help their children learn (EEF, preparing for literacy, 5)</li> <li>• Critically review how to work with parents (EEF working with parents to support children’s learning, 1)</li> <li>• Provide practical strategies to support learning at home (EEF working with parents to support children’s learning, 2)</li> <li>• Tailor school communications to encourage positive dialogue about learning (EEF working with parents to support children’s learning, 3)</li> <li>• Offer more sustained and intensive support where needed (EEF working with parents to support children’s learning, 4)</li> </ul>	

**Total budgeted cost: £273,996.57**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Speech and language Therapy	Magic Words
Tables Rockstars	Times Tables Rockstars
Learning Village	Across Cultures
Class Dojo	Class Dojo
SumDog	SumDog
RWI	RWI
Accelerated Reader	Renaissance Learning UK
Widget online	Widget online

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA