

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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.

A three-year plan that covers the academic years 2024-2027

School overview

Detail	Data
School name	Riverside Primary School and Nursery
Number of pupils in school	358
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers	2024/25- 2027/2028
Date this statement was published	December 2024
Dates on which it will be reviewed	December 2025
	December 2026
Statement authorised by	Richard Daniels, Headteacher
Pupil premium lead	Lauren Porter, Deputy Headteacher
Governor / Trustee lead	Pauline McGee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,345
EYPP funding allocation (4 children)	£720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 187,065

Part A: Pupil premium strategy plan

Statement of intent

At Riverside our vision is that 'every child is a happy learner' and that irrespective of their background or the challenges they face, all children are supported to 'strive for excellence', 'make the right choices' and 'build relationships'. The focus on our pupil premium strategy is to support disadvantaged pupils to achieve their goals, including progress for those who are already high attainers.

We currently have a three year pupil premium strategy which links into the schools six strategic priorities:

- An ambitious curriculum
- Skilled and nurturing team
- Calm and purposeful environment
- Right support at the right time
- Effective communication
- Foster a sense of belonging

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who have special educational needs. The 'activities' we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

The barriers to learning are many and varied amongst the disadvantaged children within the school and, as such, addressed in a personalised way. Each class teacher looks at the specific barriers within their class which are then looked at as a school to help to formulate our strategy for disadvantaged pupils. Termly progress is tracked and discussed three times a year. The desired outcome is that every child makes good progress across each key stage and achieves to the best of their ability.

One of the key barriers we have identified is the engagement of parents; both their willingness and ability to engage with the school. We have a range of strategies in place for engaging with parents in order to ensure that we can work as closely together as possible.

This includes:

- An open-door policy so that parents and carers are encouraged to see us as soon as problems emerge
- A range of workshops for all key stages to help parents support their children at home e.g. phonics, internet safety, parent maths classes
- Phone calls made to parents to discuss issues with them
- Fortnightly newsletters
- A variety of assemblies and events that parents are invited to
- Expectation of 100% attendance at parents evening and parents are provided with strategies that they can use at home to support their children

Interventions and early diagnosis of difficulties for pupils have the most positive impact on learning and achievement.

Improving the cultural capital of the disadvantaged pupils enhances their experiences at primary school and helps us to achieve our vision and intent for these pupils.

Key Challenges to achievement:

- Limited parental understanding of and engagement with their child's learning
- High pupil mobility across the school
- Impact of new arrivals on the cohort they join and the resources of the school
- High % of children with EHCPs and other SEN needs
- Many pupils come from homes that have poor oral language and that are unable to support a positive reading culture and do not have easy access to reading environments
- Low ambition and aspiration – learning behaviours
- Ability of families to provide a culture of learning in the home and beyond school
- % children attending school with English as an additional language
- Health – increase in obesity and poor dental hygiene
- Many pupils do not have access to additional life experiences that provide a rounded education and the characteristics that lead to successful employment in the future
- % of children open to social care

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1 Language Development	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This creates a barrier in accessing the curriculum and limiting their ability to articulate their understanding.
2 Phonics	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3 R, W & M attainment	Internal assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils in Y1 – Y6.
4 Emotional Regulation	Nurture Our assessments, observations and discussions with pupils and families have identified some children demonstrate difficulties with self-regulation and executive function. Low confidence, anxiety and/or behavioural difficulties can act as a barrier to their own learning as well as affecting the learning environment for others. These challenges particularly affect disadvantaged pupils, including their attainment. 30% of PP children either have learning plans or are on the SEN register and are having targeted provision (36 children)
5 Attendance	The % of disadvantaged pupils who have been 'persistently absent' is higher than the national average.
6 Family Circumstances	We know from research and teacher assessment that disadvantaged pupils have lower aspirations compared to their peers. We know that they do not have the same life experiences outside of school and many face complex home situations (including financial hardship and/or limited support structures) This can result in lower levels of engagement with home learning and higher levels of emotional dysregulation upon arrival at school. The number of children open to social care is well above the national average.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To raise attainment in phonics and early reading	PP children make expected progress in their termly phonics assessments and 80% of disadvantaged children in Y1 pass the phonics screening check.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, Learning Village pre and post assessments, book scrutiny and ongoing formative assessment in the oracy curriculum. <i>Voice 21 oracy project – 3 year subscription</i>
Improved reading attainment among disadvantaged pupils, consistently narrowing the gap between PP and Non PP children	Reading outcomes at the end of KS2 show that more than 75% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2, consistently narrowing the gap between PP and Non PP children	Writing outcomes at the end of KS2 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment among disadvantaged pupils, consistently narrowing the gap between PP and Non PP children	Maths outcomes at the end of KS2 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: • qualitative data from pupil voice, pupil and parent surveys and teacher observations • improved lateness for some pupils • daily breakfast club that runs before school to support pupils who may be experiencing difficulties with attendance or lateness. To support children to be more confident and happy starting the school day and to have had a nutritious breakfast

	• funding is not a barrier to children engaging in school trips and school extra-curricular activities (including swimming) • OPAL will provide consistently high quality, sustainable play opportunities for all children which has a vital role in children's health, happiness and wellbeing.
Support for well-being and behaviour for learning	• 2 learning mentors working across the school supporting targeted children. • Children attending Nurture Breakfast (who find the transition from home to school difficult and often arrive at school dysregulated) will have a more settled start to their school day and as a result will be ready for learning. • Nurture provision provided throughout the day • Afternoon alternative provision including Nurture, Social Skills group and ELSA. • More general support provided at break times and lunchtimes in order to help settle children who may be feeling emotional • ELSA team work with children 1:1 and in small groups and have an 'open door' policy so that vulnerable children have a calm space where they can relax at lunchtimes • Disadvantaged children and their families access the support they are entitled to and are confident to work with school to help accelerate their child's progress
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: • Attendance officer liaises with EWO and SLT regarding persistent absences / school refusal (half termly meetings) • the overall absence rate for all pupils being in line with NM of 96% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced • the percentage of all pupils who are persistently absent being below 11% and the figure among disadvantaged pupils being lower than their peers.

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: £100,197

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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: The reading framework: teaching the foundations of literacy - GOV.UK https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Read Write Inc. Research and Evidence Ruth Miskin Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both on a one-to-one basis and in small groups: One to one tuition EEF (educationendowmentfoundation.org.uk) National tutoring programme EEF – National tutoring programme	2, 3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Mastering number training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2, 3

	Successful implementation of the Mastering Number programme in schools and the impact it has on pupils being successful in maths is recognised in the Ofsted 2023 review of mathematical success https://www.gov.uk/government/publications/subject-report-series-maths/coordinating-mathematical-success-the-mathematics-subject-report	
QFT - Continued professional development for all staff	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf What makes effective CPD? IRIS Connect stems from research, and at its core, was developed to bridge the gap between theory and practice. Their consultants work closely with our PD lead JP and SLT to create a positive professional learning culture that allows teachers to collaboratively develop their practice. Through the video-enabled online platform teachers can effectively reflect on their teaching and work together with peers, coaches and mentors to implement any learning from any PD initiative into their classrooms. Furthermore, teachers can also access evidence-based knowledge around core classroom strategies directly on the platform whenever they need it, including bitesize theory with video exemplifications and tangible take away strategies. https://www.irisconnect.com/uk/impact/research/	3
Complex Needs SEN group	Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports	3, 4

	achievement at, and enjoyment of, school. The EEF highlights the importance of building an ongoing, holistic understanding of children and their needs and recognises that schools should aim to understand an individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review approach.' Research also identifies that assessment should be regular and purposeful rather than a one-off event, and should seek input from families as well as the pupil themselves and specialist professionals. The EEF also recognises that some pupils require high quality, structured, targeted interventions to make progress and that that they should be carefully targeted through identification and assessment of need. Further information can be found here: Special Educational Needs in Mainstream Schools – creating a positive learning environment for pupils with SEN	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £75,762

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tuition FS2-Y5 Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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 up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF Using your pupil premium fund effectively	2
Learning Village: Investment in an online resource that accelerates English language acquisition through curriculum mapped lessons, challenges and games	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking,	1

which simultaneously support, teach and track progress	listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) How schools are closing the word gap – Oxford language report 2021-22 The attainment gap report, Education Endowment Foundation (2018) - Early years' education has huge promise in preventing the attainment gap from becoming entrenched. A number of children who have English as an Additional Language (EAL) have reached school age without having had consistent or sustained exposure to the English language. Research has identified that many children with EAL, even with relatively well-developed oral language proficiency, are likely to have less vocabulary knowledge than non-EAL peers which in turn can have negative consequences on the English language and literacy development (Murphy, 2014). Click here for further information or see English as an additional language (EAL) EEF	
1:1 Number stacks intervention across the school	Improving Mathematics in KS2 As a primary maths intervention resource, Number Stacks aligns closely with many of the recommendations of the EEF Maths Guidance reports published in 2020. This report reviews the best available evidence to offer five recommendations for developing early maths skills.	3
Targeted small group teaching groups led by SLT	Research consistently shows that targeted small-group instruction is one of the most effective ways to accelerate progress for students not yet working at Age Related Expectations (ARE). According to the Education Endowment Foundation (EEF), small-group tuition can provide an average of +4 months of additional progress over the course of a year, making it a high-impact, cost-effective alternative to one-to-one support.	3

	Research suggests that while trained Teaching Assistants (TAs) can be very effective using structured interventions, groups led by a qualified teacher often yield higher gains for the lowest-attaining students due to the teacher's ability to live-model and pivot based on misconceptions.	
Nurture	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) https://www.nurtureuk.org/research-evidence/	4

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

Budgeted cost: £36,312

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer Support for wellbeing and attendance Embedding principles of good practice set out in the DfE's Working together to improve school attendance advice. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Support for wellbeing, friendships and behaviour	https://www.nurtureuk.org/research-evidence/ The EEF guide to the pupil premium, Education Endowment Foundation, 2018: Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well	4, 1

	as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support. https://www.nurtureuk.org/research-evidence/ Evaluation of ELSA https://theses.ncl.ac.uk/ispui/bitstream/10443/3923/1/Barker%2C%20H%202017.pdf Improving social and emotional learning in primary schools Attachment Aware Schools Award programme (AfC virtual school) to develop attachment aware and trauma informed practice in school. https://www.the-arc.org.uk/	
We work with families of vulnerable children to improve understanding of support for and engagement with their child's needs <i>Safeguarding, Early Help meetings, parent workshops, parent gym, coffee mornings</i>	The EEF guide to the pupil premium, Education Endowment Foundation, 2018: Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support. Providing support for families and children who are experiencing social, emotional, behavioural and mental health difficulties The report – Improving Social and Emotional Learning in Primary Schools – stresses that this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker social and emotional skills at all ages than their better-off classmates. Research recommends actively engaging with parents/carers so that they can reinforce skills in the home environment. Prioritise social and emotional learning to avoid “missed...” EEF Improving Social and Emotional Learning in Primary Schools EEF https://www.gov.uk/government/publications/partnerships-for-inclusion-of-	1,2,3,4,5

	neurodiversity-in-schools-pins/partnerships-for-inclusion-of-neurodiversity-in-schools-pins-programme	
Educational Psychologist	Improving social and emotional learning in Primary schools - EEF Using pupil premium – EEF	1, 4
Parental Engagement <i>Workshops, parents in school for culture day and world book day, stay and play in EYFS, OPAL come and play termly, Friends of Riverside</i>	Developing positive and productive relationships with families is crucial in ensuring that children flourish and thrive. Sometimes families benefit from sustained and intensive support that is rooted in carefully developed trusting relationships. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) Review of evidence on parental engagement EEF – Parental engagement	1, 2,3,4,5
Swimming lessons – funding used to provide a pool on site for swimming lessons for Y2-Y6 Aim is for every child to be able to swim at least 25metres and be able to perform safe self-rescue.	NC requirements for swimming and water safety	6
OPAL (Outdoor Play and Learning)	There is growing evidence that children's social and emotional skills - their ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations – are associated with success at school, as well as positive outcomes in adulthood, such as stable employment, physical and mental health, and well-being. SPECTRUM: essential skills and non-academic outcomes EEF	6

Total budgeted cost: £212,271

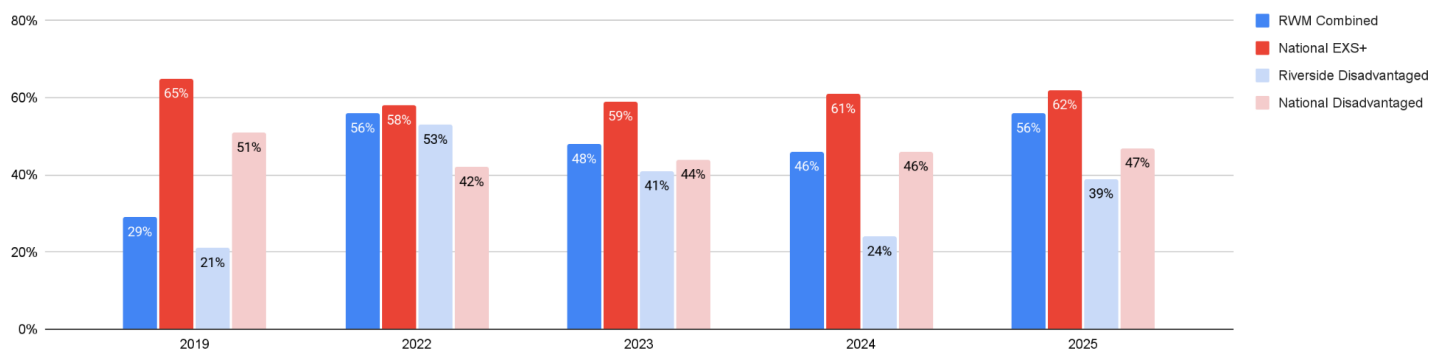
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

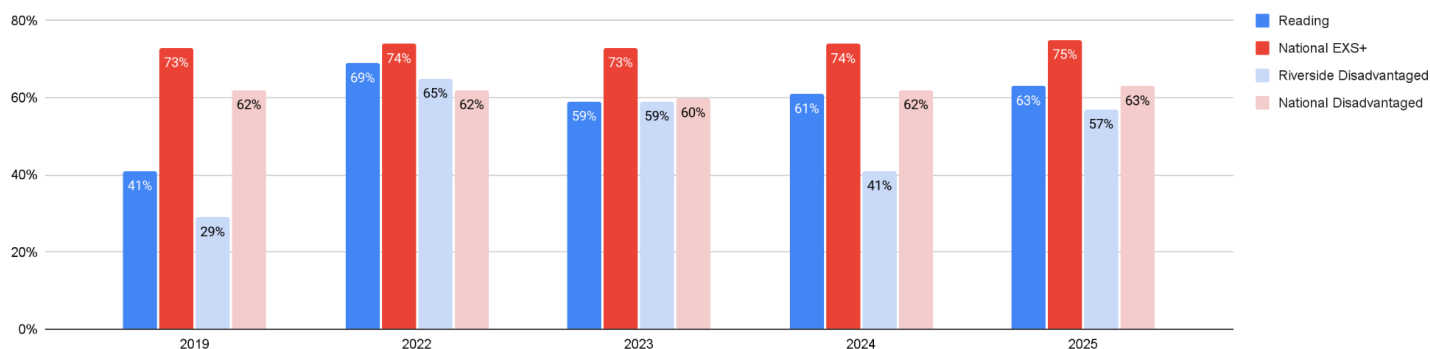
This details the impact that our pupil premium activity had on pupils in the academic years 2019 to present.

December 2025 Review and Impact of our plan

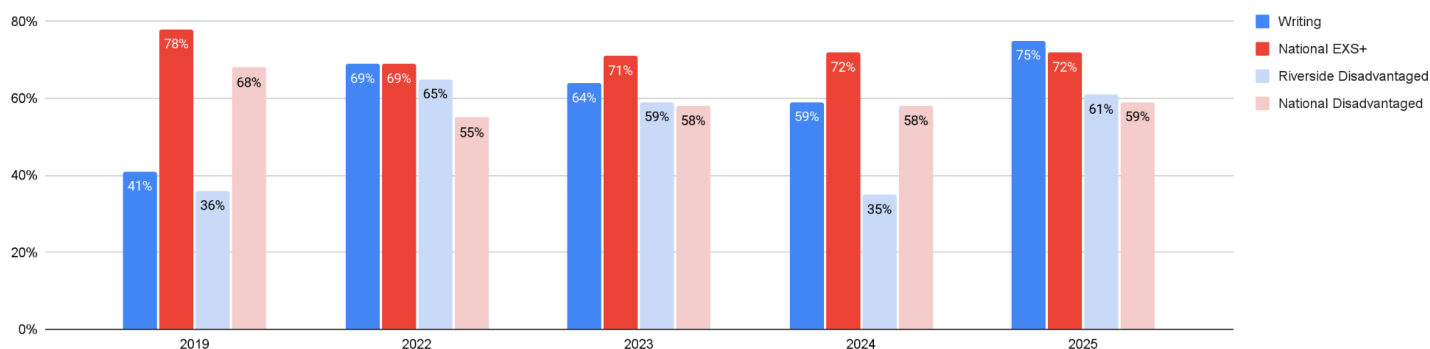
Riverside Year 6 vs NA - RWM Combined (incl disadvantaged)



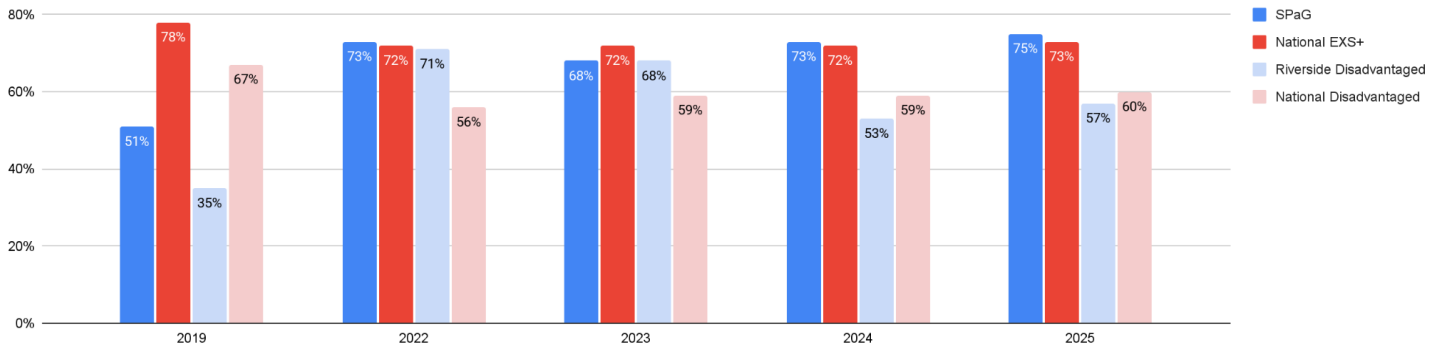
Riverside Year 6 vs NA - Reading (incl disadvantaged)



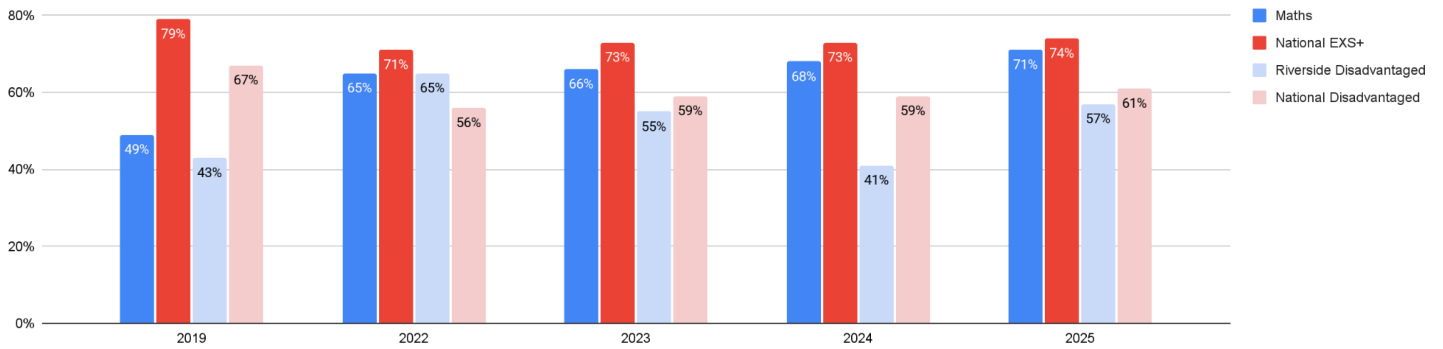
Riverside Year 6 vs NA - Writing (incl disadvantaged)



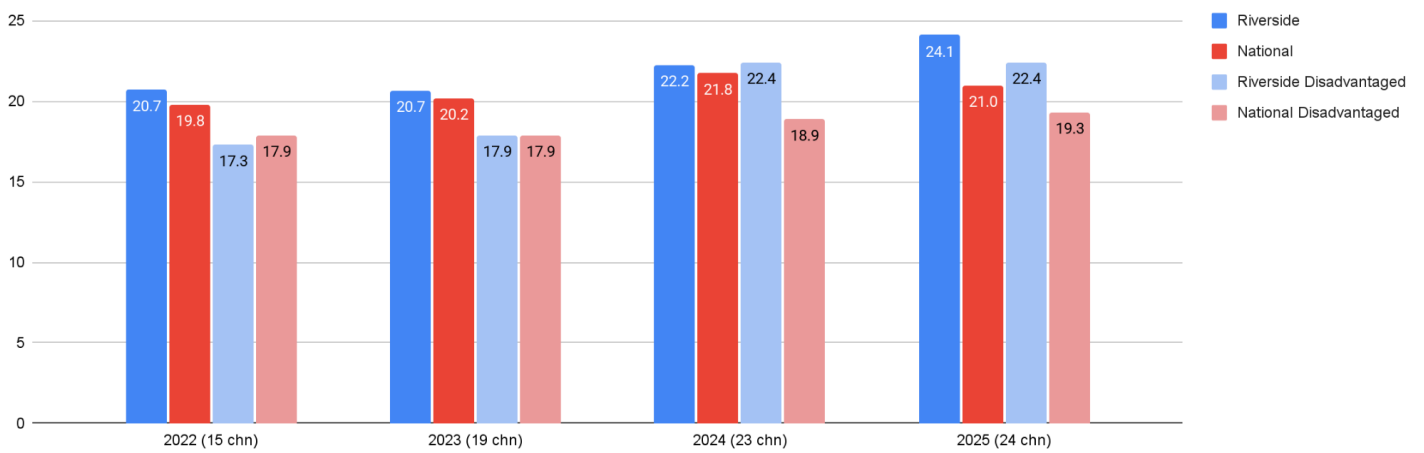
Riverside Year 6 vs NA - SPaG (incl disadvantaged)



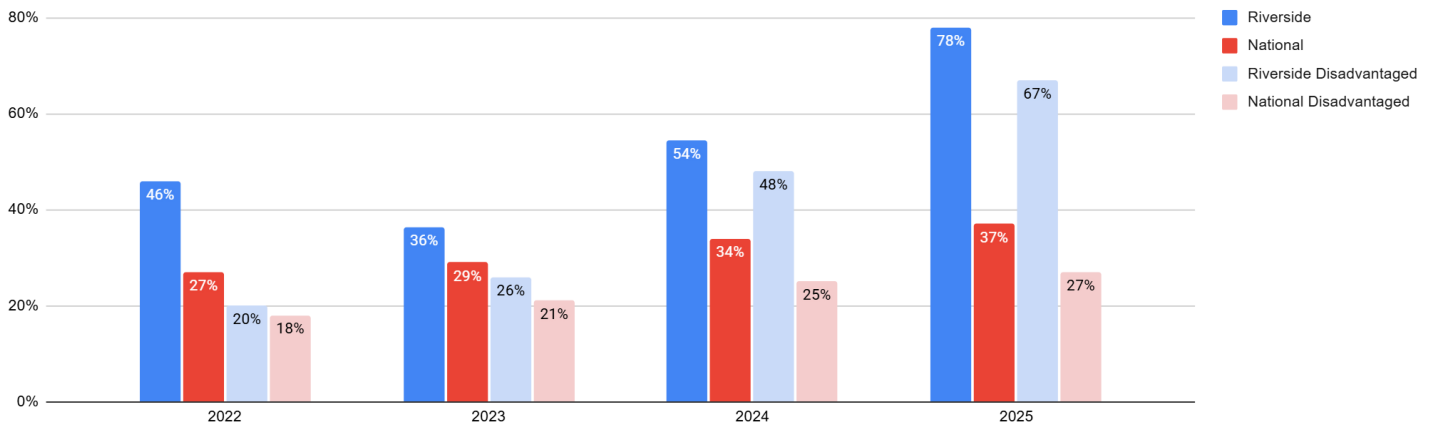
Riverside Year 6 vs NA - Maths (incl disadvantaged)



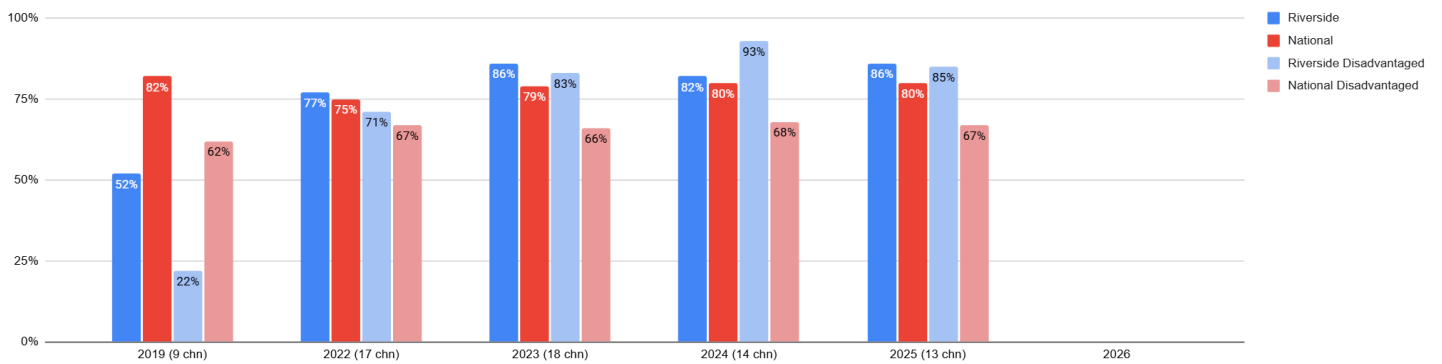
Year 4 MTC vs NA incl Disadvantaged - mean



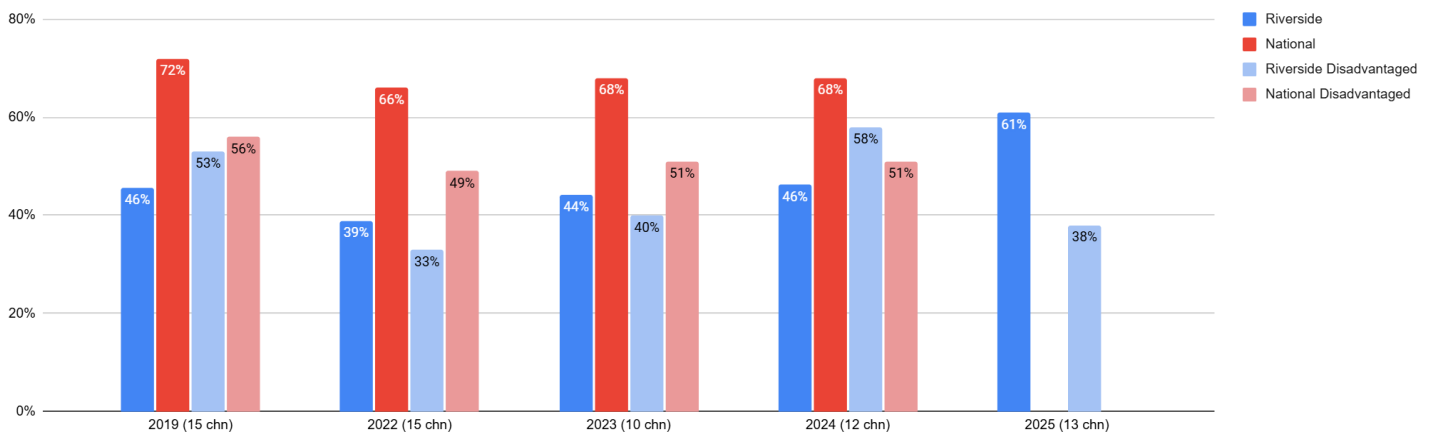
Year 4 MTC vs NA incl Disadvantaged - Full marks



Year 1 PSC vs NA including Disadvantaged

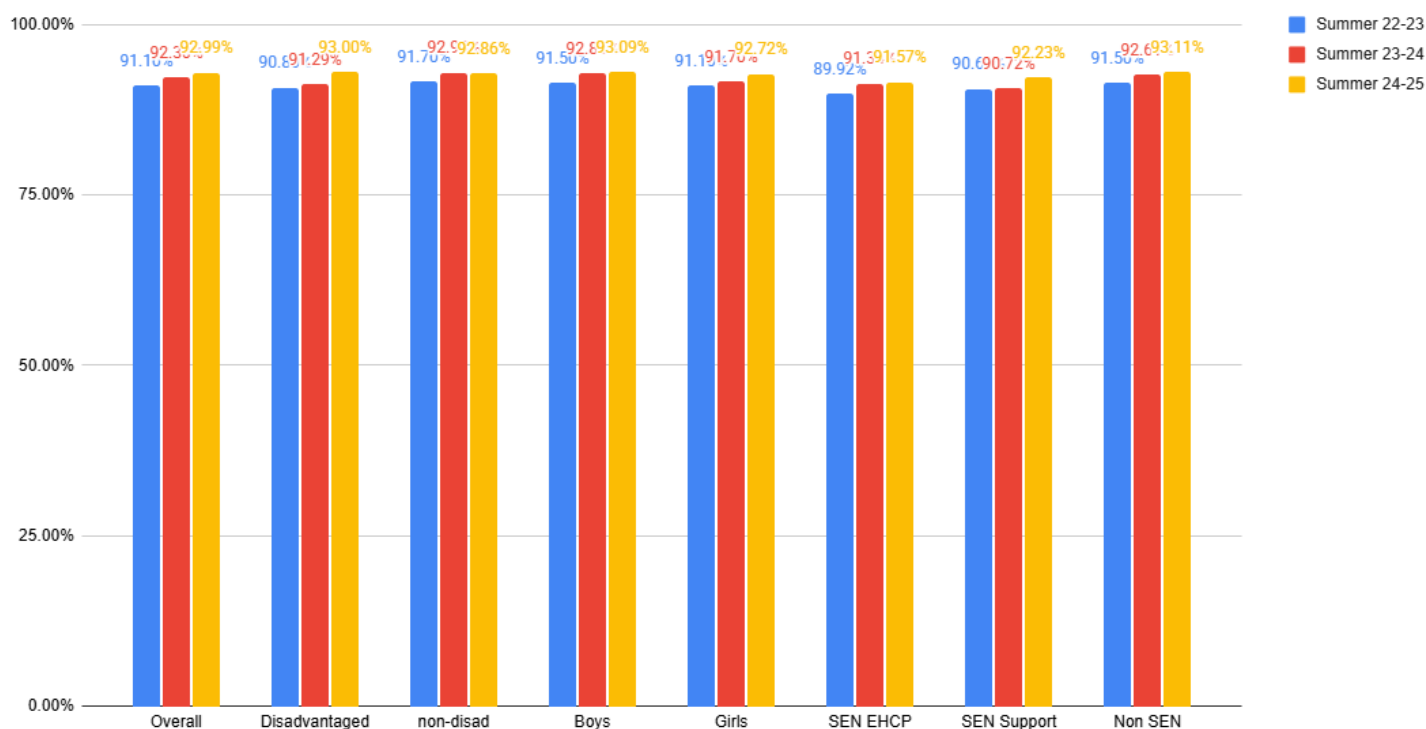


EYFS GLD vs NA including Disadvantaged



Our data shows that our disadvantaged pupils are achieving in line with their peers and nationally in the Phonics (Y1) and MTS check (Y4)

End of year attendance data over time



Attendance data for our disadvantaged pupils is improving each year.

We have been accredited the OPAL Platinum Award and are now part of the Next Steps programme where we host open days and a number of other schools visiting throughout the year to showcase our lunchtime play provision. We will be applying for our reaccreditation of the Platinum Award in July 2026 and are hosting an OPAL open day in June.

Children who have previously had targeted support from our Learning Mentors in the Nurture Room have now returned to main stream education and are now in lessons for Reading, Writing and Maths.

A number of workshops have been held for parents and the engagement of attending these has been evident in the progress children are making particularly in phonics and early reading. Whole school events such as the Christmas, Eid and Summer fairs have been well attended and so have class assemblies.

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
Times tables Rockstars	Maths Circle
Numbots	Maths Circle
Number Stacks	
RWInc Phonics	Read Write Inc

Ready Steady Spell	Literacy Counts
My Maths	
Learning Village	
Read to Write	Literacy Counts
Kapow	
Voice 21	
OPAL	
Drawing Club	