# Pupil Premium Strategy Statement

River Primary School

This statement details our school’s use of pupil premium (and recovery premium) funding to help

improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

# School overview

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| **Detail** | **Data** |
| Number of pupils in school | 392 |
| Proportion (%) of pupil premium eligible pupils | 23% |
| Academic year/years that our current pupil premium strategy plan covers | 2023-2026 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | November 2025 |
| Statement authorised by | Governing Body |
| Pupil premium lead | Mary Veale |
| Governor / Trustee lead | Anthony Richards |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £108, 400 |
| Recovery premium funding allocation this academic year  *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £5, 570 |
| 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* | £123, 970 |

**Part A: Pupil premium strategy plan**

# Statement of intent

### Objectives for disadvantaged children:

* To provide quality first teaching and narrow any gap between the achievement and attainment of disadvantaged children and their peers
* Disadvantaged children have appropriate levels of academic support to dimmish differences in learning and achievement.
* To ensure disadvantaged children have equal access to a full range of school activities, experiences and opportunities in line with peers.
* To ensure that the educational experience of disadvantaged children seeks to broadening their horizons and raise their aspirations.

### How we work to achieve those objectives:

* Improve first quality teaching and daily learning diet by providing appropriate training for class-based staff and for leaders at all levels
* Adapting staffing structures, grouping of children and resources to support quality first teaching and appropriate intervention.
* Monitoring attendance and punctuality specifically for this group, taking action with families to improve this where necessary.
* Access to wrap around care which extends the school day to impact positively on families.
* Providing pastoral intervention for children who require additional support for any social and/or emotional barriers to learning.
* Planning individualised support by reflecting on barriers to learning for our disadvantaged children. Seeking opportunities for intervention to close gaps and help children in this group to keep up with their peers.
* Actively seeking and providing opportunities to support the personal development of and broaden the horizons of disadvantaged children through both curricular and extra- curricular opportunities

### Key Principles of strategy plan:

* Inclusivity – quality first teaching
* Appropriate resourcing, staffing and staff training
* Academic success through targeted teaching and learning
* Social, emotional and well-being support
* Equality of opportunity
* Broadening horizons – raising aspirations

# Challenges

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

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| **Challenge number** | **Detail of challenge** |
| 1 | **CONTINUED INCREASE IN NUMBERS**  Since the beginning of the coronavirus pandemic in March 2020 the school has seen a steady increase in the proportion of disadvantaged children (rising from 9.5% of the school roll in November 2019 to 18.5% in November 2020 and 22.9% now.) Historically, the school has had a small percentage of PP eligible children on roll compared to Kent schools and nationally, above the Kent average and only slightly below the national average. |
| 2 | **SCHOOL CLOSURE PERIOD – DISRUPTION TO LEARNING**  The school closure period disrupted the learning experiences for children in KS2. This has been significant in delaying some of the developmental milestones, particularly socially and emotionally. |
| 3 | **MOBILITY**  Approximately 20% of our PP eligible children did not start at the school at the beginning of their Reception year compared to 10% of all children on the school roll. |
| 4 | **EXTERNAL BARRIERS/FAMILY CIRCUMSTANCES**   * Many of our PP eligible children are identified as having some kind of SEMH need. * Many families have experienced some sort of financial hardship which affects their access to participation in extra-curricular activities. * In some cases, parental experiences at school can negatively impact the relationship with the school. This can affect motivation and or aspirations of children. |
| 5 | **MULTIPLE VULNERABILITIES**  School has a higher percentage of PP eligible children with multiple vulnerabilities, including approximately 30% of these children with SEND compared to 18.5% of all children on roll.  Of the PP eligible children with SEND, 21%% have an EHC plan.  The identified special educational needs of our PP eligible children relate to SEMH, speech & language, social communication, listening & attention and cognition & learning.  We have PP eligible children with a specific medical need and a number of our PP eligible children being monitored for SEN. |
| 6 | **ATTENDANCE**  Average attendance for PP eligible children is below that of all children, 91.84% compared to 94.24% whole school in 2022/23. 16.7% of our PP eligible children had attendance below 90% in 2022/23 compared to 14.6% of all children on roll. |
| 7 | **LANGUAGE**  A number of children in our Specialist Resource Provision are PP eligible. Some of our disadvantaged children have limited oracy skills.  Some of our disadvantaged children also use the local dialect which does not use all the grammatical structures of Standard English. |
| 8 | **PEDAGOGY**  There are a number of cognitive barriers to PP eligible children’s ability to retain  knowledge.  The school recognise the challenges of cognitive overload for children and the range of needs which can affect the way children process information i.e. dyslexia, processing. |

# 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.

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| **Intended outcome** | **Success criteria** |
| Ensure all PP eligible children are able to participate fully in all aspects of school life | * Increased number of disadvantaged children accessing extracurricular activities including extra-curricular clubs and peripatetic music lessons * Children have access to wrap-around care before and after school. * Children are directly invited and funded to attend additional opportunities. * All disadvantaged children are given access to the range of experiences across the curriculum, including trips, visits and visitors. * Disadvantaged children have improved attendance to sustain attendance at or above school target for all children (96.5%) * Pupil voice evidences disadvantaged children’s engagement in all   areas of school life   * Planning for PP children in all activities so that resources are provided to ensure fair access. This could be through learning resources (manipulatives) or through access resources (waterproofs for forest school). |
| To accelerate the progress of PP eligible children in reading, writing and maths to be at least in line with that of their peers with similar academic starting points | * Pupil progress reviews show that teachers are carefully planning, adjusting and reviewing their support for PP eligible children which is having an impact. * Where children need additional support teachers are planning effective intervention, to ensure the PP eligible children keep up with their peers. * Year 1 and 2 phonics screen will show diminishing difference * In school data shows increased percentage of disadvantaged children making better or expected progress * EYFS, KS1 and KS2 assessment data will show a diminishing difference * Additional provision reviews show a positive outcome * Annual reviews for disadvantaged children with EHC plans will show accelerated progress towards/meeting/exceeding of targets |
| To ensure all PP eligible children have access to a broad and balanced curriculum which seeks to broaden their horizons | * Medium term plans exploit opportunities beyond the national curriculum. For example, Forest School, trips and inviting visitors to the school. * Pupil conferencing shows a wider range of examples given when asked what they enjoy about school * Additional provisions and interventions are timetabled so that disadvantaged children attending these sessions continue to experience the wide range of subjects offered. * Curriculum planning and extra-curricular activities show opportunities to develop the cultural capital of our disadvantaged children |
| **RECOVERY PREMIUM**  To ensure the impact of the school closure period on PP eligible children is minimised | * The school have used available resources to carefully plan and adapt teaching and learning for affected cohorts. For example, changes to provision for Year 3, Maths teaching and learning across the school and making end of year expectations clear to all staff. * In school data shows increased percentage of disadvantaged children making better or expected progress * Additional provision reviews show a positive outcome |

# 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: £70, 970

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| **CPD FOR TEACHING STAFF**   1. Teaching of writing including CPD for staff from specialist teacher and speech and language therapist on use of Language Through Colour 2. Embedding the ‘My turn, our turn, your turn’ approach to scaffold learning 3. Coaching – SLT release 4. Bespoke SEN training including AET training and internal training by SENCo 5. Use of new assessment system – Insight – to track progress and adapt practice accordingly 6. Behaviour – focus on relationships between staff and children | **‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’** EEF School Planning Support May 2021  **‘promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes’**  EEF Guidance Report October 2021  **‘high quality teaching is essential to promoting social mobility and closing the attainment gap’. Reason for success highlighted as ‘investing in teachers’ professional development’** Ofsted Evidence Report  **‘good leadership of teaching and learning makes the biggest difference to school standards. The report found that talented leadership is particularly important in schools that serve the most disadvantaged communities’** Ofsted Evidence Report  **‘communication and language are fundamental to every aspect of young children’s thinking and learning. The rate of children’s development depends on their interactions with adults. Every interaction between a practitioner and a child is a teaching opportunity. The quality of interactions is likely to be more important than the quantity’** Ofsted Best Start in Life Research Review 2023  **‘When teachers use systematic progress monitoring to track their students' progress in reading, mathematics, or spelling, they are better able to identify students in need of additional or different forms of instruction, they design stronger instructional programs, and their students achieve better.’** Fuchs and Fuchs 2002 | 1-8 |
| **CPD FOR TEACHING ASSISTANTS**   1. Teaching of writing including CPD for staff from specialist teacher and speech and language therapist on use of Language Through Colour 2. Embedding the ‘My turn, our turn, your turn’ approach to scaffold learning 3. Bespoke SEN training including AET training and internal training by SENCo 4. Behaviour – focus on relationships between staff and children | **‘Ensure TAs are fully prepared for their role in the classroom.’** EEF Guide to making best use of teaching assistants September 2021  **‘Ensure that teaching assistants have the necessary training and expertise to make interventions and provide feedback’** Kent Pupil Premium Select Committee | 1-8 |

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| **TEACHING ADAPTATIONS**   1. Explicit vocabulary instruction through selection and teaching of key vocabulary in certain subjects (Guided Reading, Science, Computing, RE, History, Geography, Art, DT) 2. Embed EYFS curriculum adapted in light of recent changes and ensure environment develops and grows with the children 3. Adjusted timetable for maths to allow for prompt intervention where needed | 1. **‘The range of vocabulary within texts provides purposeful and varied opportunities for language development. Following introduction to this rich vocabulary, a breadth of opportunities to hear, embed, and use new language is crucial to enable the child to then use it precisely when expressing themselves’**   EEF Improving Literacy in Key Stage 2  **“all pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for … pupils from disadvantaged backgrounds”** EEF Toolkit: Oral language intervention  **“Language acquisition must be a high priority in schools with explicit strategies for extending vocabulary as well as a language rich environment”** EEF Guide to the Pupil Premium   1. **‘A high-quality early education is particularly beneficial for children from disadvantaged backgrounds’** Ofsted 2023   **Outlines the importance of ‘an incessant focus on quality early years teaching’** [DfE Cracking the code: how](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/360753/Cracking_the_code_Final.pdf) [schools can improve social mobility](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/360753/Cracking_the_code_Final.pdf) 2014   1. **3. “Assessment provides teachers with information about what pupils do and do not know… This informs the planning of future lessons and the focus of targeted support.”**   **“Effective feedback will be an important element of**  **teachers’ response to assessment.” “Teachers address misconceptions.”** EEF Improving Mathematics in KS2 & 3 | 2-8 |
| **PERSONALISED LEARNING**  Classroom staff identify barriers to learning for disadvantaged children in pupil progress meeting November. Personalised strategies are identified for improvement. Quality end of year transition to ensure barriers are continually minimised or eliminated | **“Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments’** Supporting the Attainment of Disadvantaged Pupils – DFE | 2-7 |
| **ACCELERATED READER**  Accelerated Reader used as a whole school approach to promoting reading and build reading skills competence | **“targeted reading aloud and book discussion with young children”**  **“explicitly extending pupils’ spoken vocabulary”**  **Rather than phonics:**  **“children aged 10 or more require a different approach such as comprehension”**  **“carefully tailored to pupils’ reading capabilities and involve activities and texts that provide effective but not over-whelming challenge”**  EEF Teacher Toolkit: Successful approaches | 2  3  5  7 |

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

Budgeted cost: £21,375

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| **Activity** | **Evidence that supports this approach** | | **Challenge number(s) addressed** |
| **TEACHER LED PHONICS INTERVENTIONS** | **‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.’** EEF Toolkit | | 2  3  5  7 |
| **PHONICS**  **INTERVENTIONS across KS1 and KS2**  Intensive focused phonics intervention for children who are not meeting age age-related standards in phonics | **“Phonics is particularly beneficial for younger learners”** EEF Teacher Toolkit:  Structured Phonics  **“carefully tailored to pupils’ reading capabilities and involve activities and texts that provide effective but not over-whelming challenge”** EEF Teacher Toolkit: Reading Comprehension Strategies **“greater feedback from teacher”, “more sustained progress”, “work closely matched to learner need”** EEF Teacher Toolkit: Small group tuition **“Successful Strategies: Paired or**  **small group additional teaching”** Supporting the Attainment of Disadvantaged Pupils – DfE | | 2  3  4  5  7 |
| **CPD FOR SPECIALIST RESOURCE PROVISION STAFF**   1. Developing a coherent curriculum for multi-age class 2. Phonics intervention and support 3. Maths NCETM prioritisation materials 4. Strengthening our book based approach in English, maintaining strong links to PSHE themes. | **‘Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology’** EEF Pupil Premium Menu: Evidence Brief  1. **‘It is important that spoken language activities are matched to learners’ current stage of development, so that it extends their learning and connects with the curriculum.’** EEF Toolkit: Oral Language Interventions |  | 2  3  5  6  7  8 |
| 1. **‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.’** EEF Toolkit: Phonics 2. **‘Priority is given to those areas covered by the ready-to-progress criteria from the DfE guidance. These areas are given more time and appear earlier in the year'** NCETM 3. **​‘Through stories, children encounter vocabulary that they are unlikely to hear in everyday conversation but will come across in writing’** DFE Reading Framework | |

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| **WRITING INTERVENTIONS** | **‘Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the bet- ter. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is**  **more closely matched to learners’ needs explains this impact.’** EEF toolkit small group tuition.  **Purposeful speaking and listening activities support pupils’ language development. Purposeful activities include: collaborative learning activities where pupils can share their thought processes; reading books aloud and discussing them, including use of structured questioning; and pupils articulating their ideas verbally before writing.** EEF – Improving Literacy in KS2 | 2  3  4  5  7 |
| **1.** Regular writing interventions help the lowest 20% of PP eligible children to achieve in writing lessons. Staff work closely together to support directly links to the writing cycle. Pre-teach, mid-teach and post-teach interventions. |
| *2.* Small group support with SPAG to assist them in understanding conventions such as: sentence composition and sentence structure. |
| 3. Talk for Writing interventions for children to verbalise ideas and practice sentence rehearsal |
| **READING INTERVENTIONS**  1. Daily 1:1 reading intervention for disadvantaged children who are in the bottom 20% of readers within each class  2. Regular 1:1 reading support for disadvantaged children who are not making progress in line with age-related expectations | **“carefully tailored to pupils’ reading capabilities and involve activities and texts that provide effective but not over-whelming challenge”** EEF Teacher Toolkit: Reading Comprehension Strategies  **“greater feedback from teacher”, “more sustained progress”, “work closely matched to learner need”** EEF Teacher Toolkit: Small Group Tuition  **“Successful Strategies: Paired or small group additional teaching”** Supporting the Attainment of Disadvantaged Pupils – DfE | 2 – 5  7 |
| **MATHS INTERVENTIONS**  Small group intervention for disadvantaged children who are not making progress or attaining in line with age-related expectations | **“greater feedback from teacher”, “more sustained progress”, “work closely matched to learner need”** EEF Teacher Toolkit: Small group tuition  **“Successful Strategies: Paired or small group additional teaching”** Supporting the Attainment of Disadvantaged Pupils – DfE | 2 - 5 |
| **EDUCATION PSYCHOLOGIST**  Educational Psychologist commissioned to undertake cognitive assessments where appropriate. Subsequent report used to adjust provision | **“Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupil nearing end-of-key-stage assessments’** Supporting the Attainment of Disadvantaged Pupils – DFE | 3-5 |

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

Budgeted cost: £32,595

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| **REVISED BEHAVIOUR POLICY**   1. PROACT SCIPr CPD for   class-based staff   1. Policy revised, communicated and implemented in line with Paul Dix research 2. Mainstream core standards CPD | **‘More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management’** DfE Supporting the attainment of disadvantaged pupils  **‘When adopting behaviour interventions – whether targeted or universal – it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.’** EEF Toolkit: Behaviour Interventions | 1-5 |
| **PASTORAL SUPPORT**   1. Pastoral team to support identified children directly or through support of class- based staff 2. Staff CPD via Nurture UK 3. Develop understanding of the importance of relationships through transitional activities and CPD 4. Accreditation from Nurture UK with specialist training for two members of staff | **“impacts are larger for targeted interventions matched to specific students with particular needs or behaviour issues…social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school”** EEF Teacher Toolkit: Behaviour interventions  **‘increased student-teacher familiarity led to higher test scores…The benefits of getting the same teacher twice in a row were largest for minority students.’**  Economics of Education Review 2018 | 2  3  4  5  6 |
| **OUTDOOR LEARNING OPPORTUNITIES**   1. Including embedding Forest School into the school curriculum 2. Continued implementation of OPAL Play Programme for recreation times | **‘Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy.’** EEF Toolkit: Outdoor Adventure Learning  **‘outdoor learning boosts confidence, social skills, communication, motivation, physical skills, knowledge and understanding’**  **‘**[**research**](https://www.forestresearch.gov.uk/documents/805/fr0112forestschoolsreport.pdf)**from O’Brien and Murray found an increase in children’s self-esteem, self-confidence, ability to work cooperatively and positive attitude to learning ‘**  National Literacy Trust 2022 | 4  6  7 |
| **PLAY THERAPY**  Where appropriate, disadvantaged children have access to a period of funded play therapy within school | **“social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school”** EEF Teacher Toolkit  **“Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments”** Supporting  the Attainment of Disadvantaged Pupils – DFE | 4  5  6 |
| **SCHOOL CLUBS**  Pupil Premium Champion and School Clubs leader promote and signpost disadvantaged children to extra-curricular clubs and opportunities. These are funded for disadvantaged children where there is an associated cost. | **“social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school”** EEF Teacher Toolkit | 2  4  6  7 |
| **WRAP-AROUND CARE**  The school will extend the offer of wrap around care to include after school care.  PP children will be prioritised and supported to attend all wrap around care at the school.  Where attendance is lower – PP children will be invited and funded to attend breakfast club.  Additional food available for PP children at all times when there is a need. | **The government’s ambition is that by 2026, all parents and carers of primary school-aged children who need it will be able to access term time childcare in their local area from 8am- 6pm, so that parents can access employment and improve labour market participation.** DFE Wraparound care Oct 2023 | 2  4  6  7 |
| **MUSIC LESSONS**  Pupil Premium Champion and Music leader promote and signpost disadvantaged children to peripatetic music lessons and the availability of bursaries. Support is given to families in applying for bursaries. | **“social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school”** EEF Teacher Toolkit | 2  4  6  7 |
| **ATTENDANCE SUPPORT**  Headship team to work with Attendance Officer to investigate barriers to attendance for targeted group of disadvantaged families and implement support strategies.  Early identification through regular monitoring helps the school identify patterns and prevent attendance difficulties becoming engrained.  Continue to embed the principles of the DFE guidance materials.  First day calling/Attendance meetings/home visits/unannounced attendance calling for persistent absentees | **“interventions…. are likely to be most effective when deployed alongside efforts to improve teaching and attend to wider barriers to learning such as behaviour and attendance”** EEF guide to the Pupil Premium  **‘Successful strategies: Improving attendance’** Supporting the Attainment of Disadvantaged Pupils – DFE  DFE -working together to improve school attendance | 6 |
| **PHYSIOLOGICAL NEEDS**  Classroom staff ensure all children have the items required to meet their physiological needs with the school providing these where necessary | **“Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments”** Supporting the Attainment of Disadvantaged Pupils – DFE | 4  6 |
| **CURRICULUM ACCESS & ENRICHMENT**  Where disadvantaged families cannot afford to make full voluntary contributions to curriculum visits, experiences (visitors) and costumes, these will be part or fully funded by school | **“social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school”** EEF Teacher Toolkit | 2  4  6  7 |
| **PARENTAL ENGAGEMENT**  Promote and embed opportunities for parents to engage with the school to support their children’s learning.   * Phonics workshops * Stay and play sessions * Family learning sessions * Online safety   Parent support groups for children with SEND | **Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.** EEF pa- rental engagement toolkit | 1-8 |

**Total budgeted cost: £** £123, 970

Part B: Review of the previous academic year

# Outcomes for disadvantaged pupils

**BEHAVIOUR**

Our tracking systems and records continue to demonstrate that children in receipt of the pupil premium grant display good standards of behaviour within the classroom and during playtimes. Their social skills have continued to improve as a result of the classroom-based strategies, staffing support and pastoral learning in place. Some children with multiple vulnerabilities still receive additional support for their SEN needs. Where this need type is Autism and social communication presents as a difficulty, this can impact their behaviour. However, these children are identified and are continue to be well supported through such things as social stories and adaptations to playtimes. The introduction of Opal Play has reduced the frequency of behaviour related incidents at recreation times.

**ATTENDANCE**

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|  | **2021/22** | **2022/23** | **2023/24** |
| **Disadvantaged cohort’s overall absence** | 6.9% | 9.4% | 7% |
| **Disadvantaged cohort’s persistent absence** | 30.8% | 37.3% | 26.1% |
| **Disadvantaged cohort’s authorised absence** | 5.8% | 7.8% | 5.7% |
| **Disadvantaged cohort’s unauthorised absence** | 1.1% | 1.7% | 1.2% |

Attendance data shows that attendance of disadvantaged children is improving in all areas compared to last year and persistent and authorsied absence measures show that in 2023/24 was better than in 2021/22 also. Positive results are from the planned actions taken to improve attendance of disadvantaged children.

**EYFS**

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| **All** | 73% | **National** (All) | 67.7% |
| **Boys** | 62% | The disadvantaged children did not achieve in line with the school or national. 45.5% of this cohort are identified are having SEN and a further 18% are being monitored for SEN.  The literacy, mathematics, communication & language and understanding the world strands were the limiting factors in more the disadvantaged children achieving GLD. | |
| **Girls** | 84% |
| **Disadvantaged** | 55% |

**Year 1 Phonics**

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| **All** | 87% | **National** (All) | 80% |
| **Boys** | 83% | **National** (Disadvantaged) | 68% |
| **Girls** | 90% | A slightly higher percentage of disadvantaged children passed the phonics screen than all children and above all children nationally. The one child who did not pass, is identified as having cognition and learning SEN.  A significantly greater percentage of disadvantaged children at River passed than disadvantaged children nationally. Very positive results are from the planned actions taken to maintain and further improve standards in phonics in the school. Teachers continued to teach specific focus groups, while the rest of the class were applying learning previously learnt in class. | |
| **Disadvantaged** | 88% |
| **SEN** | 67% |
| **EAL** | 100% |

**Key Stage 1**

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|  | **READING** | | **WRITING** | | **MATHS** | |
| **EXS+** | **GDS** | **EXS+** | **GDS** | **EXS+** | **GDS** |
| **National** | 71% | 19% | 62% | 8% | 71% | 16% |
| **All** | 83% | 30% | 72% | 7% | 85% | 26% |
| **Boys** | 76% | 21% | 59% | 7% | 86% | 31% |
| **Girls** | 88% | 38% | 85% | 8% | 81% | 19% |
| **Disadvantaged** | 83% | 33% | 67% | 0% | 67% | 17% |
| **SEN** | 44% | 11% | 22% | 0% | 67% | 0% |
| **EAL** | 100% | 50% | 100% | 0% | 100% | 50% |
| **EXS**  Disadvantaged children achieved in line with the achievement of all children in Year 2 at River and better than all children nationally in Reading.  Disadvantaged children achieved slightly below all children in Year 2 at River but better than all children nationally in Writing.  18% less of disadvantaged children achieved the expected level than all children at in Year 2 River and slightly below all children nationally in Maths.  **GDS**  Disadvantaged children achieved slightly better than all children in Year 2 at River and better than all children nationally in Reading.  No disadvantaged children achieved GDS in writing compared to 7% for all children in Year 2 at River and 8% of all children nationally.  In Maths, disadvantaged children achieved slightly better than all children nationally but 9% less achieved GDS than all children in Year 2 at River.  **Writing = core improvement needed for disadvantaged children at both EXS and GDS.**  **Maths = core improvement needed for disadvantaged children at both EXS and GDS.** | | | | | | |

**Key Stage 2**

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|  | **GPS** | | **READING** | | **MATHS** | | **WRITING** (TA) | |
| **EXS+** | **GDS** | **EXS+** | **GDS** | **EXS+** | **GDS** | **EXS+** | **GDS** |
| **National** | 72% | 32% | 74% | 28% | 73% | 24% | 72% | 13% |
| **All** | 69% | 26% | 80% | 38% | 70% | 21% | 72% | 15% |
| **Boys** | 66% | 25% | 75% | 31% | 69% | 28% | 69% | 16% |
| **Girls** | 73% | 23% | 86% | 45% | 73% | 14% | 76% | 14% |
| **Disadvantaged** | 46% | 13% | 67% | 20% | 54% | 7% | 60% | 0% |
| **SEN** | 19% | 0% | 25% | 0% | 25% | 0% | 13% | 0% |
| **EAL** | N/A | | | | | | | |
| **EXS**  Across all areas assessed, disadvantage children did not achieve as well as all children in Year 6 at River or all children nationally with differentials of:  GPS – 23% (River), 24% (National)  Reading – 13% (River), 7% (National)  Maths – 16% (River), 19% (National)  Writing - 12% (River), 12% (National)  Disadvantaged children at River did achieve better than disadvantaged children nationally in both reading (62% achieved EXS nationally) and writing (58% achieved EXS nationally).  **GDS**  Across all areas assessed, disadvantaged children did not achieve as well as all children in Year 6 at River or all children nationally with differentials of:  GPS – 13% (River), 19% (National)  Reading – 18% (River), 8% (National)  Maths – 14% (River), 17% (National)  Writing - 15% (River), 13% (National)  **Core improvement needed for disadvantaged children across all areas at both EXS and GDS** | | | | | | | | |

**40% of the disadvantaged children within this cohort were identified as having SEN and an additional 20% joined the school after their Reception year.**

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|  | **COMBINED (R W M)** | |
| **EXS+** | **GDS** |
| **National** | 61% | 8% |
| **All** | 67% | 11% |
| **Boys** | 66% | 13% |
| **Girls** | 69% | 10% |
| **Disadvantaged** | 53% | 0% |
| **SEN** | 13% | 0% |
| **EAL** | N/A | |

**Progress against intended outcomes for 2023-2026 Pupil Premium Strategy**

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| **Intended outcome** | **Success criteria** |
| Ensure all PP eligible children are able to participate fully in all aspects of school life | * Increased number of disadvantaged children accessing extra-curricular activities including extra-curricular clubs and peripatetic music lessons * Children have access to wrap-around care before and after school. * Children are directly invited and funded to attend additional opportunities. * All disadvantaged children are given access to the range of experiences across the curriculum, including trips, visits and visitors. * Disadvantaged children have improved attendance to sustain attendance at or above school target for all children (96.5%) * Pupil voice evidences disadvantaged children’s engagement in all   areas of school life   * Planning for PP children in all activities so that resources are provided to ensure fair access. This could be through learning resources (manipulatives) or through access resources (waterproofs for forest school). |
| There has been a further, more substantial increase in the number of disadvantaged children accessing extra-curricular activities with 36.6% of disadvantaged children now having accessed at least one extra-curricular club during this academic year (22.6% of disadvantaged children accessing at least one club in Term 1 of 2023-24 rising to 35% in Term 2). This is a result of providing funding for these children where there was a cost implication and sign-posting by school adults. The number and variety of clubs has been increased and has taken into consideration the needs/interests of our disadvantaged children. This needs to be a continued focus and more robust tracking measures have been implemented to monitor access and adapt our provision as needed.  Our tracking systems and records demonstrate that disadvantaged children continue to display good standards of behaviour within the classroom and during playtimes. Some of our disadvantaged children with multiple vulnerabilities still require and receive additional bespoke support to support their behaviour both in class and at playtimes. The introduction of Opal Play shows a reduction in the number of behaviour related incidents for our disadvantaged children at recreation times and an increased engagement and involvement during recreation times.  A greater number of disadvantaged children are represented in other aspects of school life such as school council, eco-council, sports and house ambassadors.  Attendance continues to be a significant issue for a number of our PP eligible children and will remain a focus for the school but there are signs of an improving picture as a result of implemented measures. This vulnerable group are tracked weekly as part of our monitoring. | |
| To accelerate the progress of PP eligible children in reading, writing and Maths to be at least in line with that of their peers with similar academic starting points | * Pupil progress reviews show that teachers are carefully planning, adjusting and reviewing their support for PP eligible children which is having an impact. * Where children need additional support, teachers are planning effective intervention, to ensure the PP eligible children keep up with their peers. * Year 1 and 2 phonics screen will show diminishing difference * In school data shows increased percentage of disadvantaged children making better or expected progress * EYFS, KS1 and KS2 assessment data will show a diminishing difference * Additional provision reviews show a positive outcome * Annual reviews for disadvantaged children with EHC plans will show accelerated progress towards/meeting/exceeding of targets |
| EYFS Data:  There was a -18% differential between the percentage of all children who achieved a GLD at the end of Reception compared to disadvantaged children. The significant multiple vulnerabilities (45.5% SEN and a further 18% being monitored for SEN) of this cohort present unique challenges in achieving a GLD.  Phonics Screen Data:  A higher percentage of disadvantaged children (88%) passed the phonics screen in 2024 than all children at River (87%) in Year 1 and above all children nationally (80%). A significantly greater percentage (20% more) of disadvantaged children at River passed than disadvantaged children nationally. Very positive results are from the planned actions taken to maintain and further improve standards in phonics in the school.  KS1 Data:  KS1 data shows that disadvantaged children in Year 2 achieved either in line with or better than all children in Year 2 both at River and nationally in reading at both EXS and GDS. There was also a 13% and 20% rise in the number of disadvantaged children achieving EXS and GDS in reading respectively compared to last year.  It also shows that disadvantaged children at River achieved better than all children nationally at EXS in writing and there was a 3% increase in the number of disadvantaged children at River achieving EXS compared to 2022/23. Disadvantaged children achieving GDS in writing at the end of Key Stage 1 remains a focus, with no disadvantaged children achieving this in 2023/24.  The Maths data shows that there has been an increase (-7%) in the gap between the number of disadvantaged children and all children in Year 2 at River achieving EXS. However, there has been a 4% increase in the number achieving GDS, with slightly more disadvantaged children at River achieving this standard than all children nationally. This continues to remain a focus.  KS2 Data:  KS2 data shows that an increase in the percentage of disadvantaged children in Year 6 achieving EXS (7%) and GDS (20%) in reading. There was also a 13% increase in the percentage of disadvantaged children in Year 6 achieving EXS in combined reading, writing and Maths. However, disadvantaged children in Year 6 at River did not achieve as well as all children in Year 6 at the school or nationally although 40% of the disadvantaged children in this cohort were identified as having SEN and 20% joined the school after their Reception year. Continued and improved focus will need to be placed on strategies used to support the progress and attainment of disadvantaged children in Key Stage 2.  *School performance data should be considered alongside a range of other information about the school, which could include looking at school websites, reading Ofsted reports, and speaking to the school directly. Conclusions should not be drawn on a single piece of data alone.*  In Term 1 2024-25, 67% of disadvantaged children are receiving at least one additional provision in light of assessments. | |
| To ensure all PP eligible children have access to a broad and balanced curriculum which seeks to broaden their horizons | * Medium term plans exploit opportunities beyond the national curriculum. For example, Forest School, trips and inviting visitors to the school. * Pupil conferencing shows a wider range of examples given when asked what they enjoy about school * Additional provisions and interventions are timetabled so that disadvantaged children attending these sessions continue to experience the wide range of subjects offered. * Curriculum planning and extra-curricular activities show opportunities to develop the cultural capital of our disadvantaged children |
| Staff are acutely aware of the need to timetable additional provisions in a way that does not create inequality for children in having access to a broad and balanced curriculum and equity of opportunity to access extra-curricular opportunities. Cultural capital opportunities within the curriculum and extra-curricular activities have been considered and planned for. This will continue to be a focus as need and children change. Y6 Pupil premium families have been supported financially to ensure their child is able to attend the residential. A discount continues to be offered for any enrichment opportunities in and out of school, that incur an additional cost. | |

**Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| **Programme** | **Provider** |
| Accelerated Reader | Renaissance |
| Boxall Profile | Nurture UK |
| Speech and Language Link | Speech Link Multimedia Limited |
| NCETM Prioritisation document | NCETM |
| Insight tracking | Insighttracking.com |
| Ed Shed | Literacyshed.com |
| Number Stacks Maths Intervention | Number Stacks |
| Outdoor Play and Learning | OPAL |
| Yoga Lunchtime CluB | Once Upon The Mat |
| Primary CUSP | Unity Schools Partnership |