

Riverside Primary Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Riverside Primary
Number of pupils in school	248 (including 28 nursery)
Proportion (%) of pupil premium eligible pupils	61% (134 /220)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2024 To be reviewed annually and adapted to ensure it meets the needs of our children.
Date this statement was published	December 21
Date on which it will be reviewed	October 22
Statement authorised by	C Lahive
Pupil premium lead	C Lahive/G Parsley
Governor / Trustee lead	Emma Liddy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,780
Recovery premium funding allocation this academic year	£4999 3/12 = £14,997
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	£189,777

Part A: Pupil premium strategy plan

Statement of intent

HIGH EXPECTATIONS FOR ALL LEARNERS

The reality of our situation at Riverside Primary is such that there are severe limitations to the life experiences of some of our disadvantaged children. We believe that one of the biggest barriers for children can be poverty of expectation and so we are determined to create a climate that does not limit a child's potential in any way. Despite the social barriers that exist, placing our children's emotional, moral, social and cultural development at the heart of our creative curriculum is how we strive to unlock their dreams. Our core values: Be Kind, Be Safe, Be A Great Learner, were written before the pandemic. Covid 19 has not altered that passion and focus. Our intent is to pinpoint what our disadvantaged children need to flourish, grow and to rebuild from their individual experiences of lockdown so that they continue to meet their potential through our nurturing and aspirational curriculum. This strategy plan aligns with our School Improvement Plan and is driven by a commitment to improve the quality of our curriculum which we are continually adapting to address the learning gaps of our disadvantaged children, which we have identified post lockdowns, with a number of strategies including targeted support of Academic Mentors and through The National Tutoring Programme.

The DFE reports, *'Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn'*. It is therefore our intent to address the core challenges of our disadvantaged children and that there is a balance between the academic needs and the increased need for social and emotional support. We will continue to adopt a tiered approach as advocated by The Education Endowment Foundation (June 2019). The EEF Toolkit plays a key role in our spending plans for Pupil Premium. Collaboration and coaching are key principals of our approach; supplemented by early intervention, social & emotional learning, meta-cognition & self-regulation – all of which score highly on the EEF Toolkit. Our spending is focused on providing high quality teaching which addresses areas in which our disadvantaged children need the most support. High quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time is mutually beneficial for the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that all children's progress will be sustained and improved.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Literacy Challenge</u></p> <p>The Education Endowment Fund has reported, <i>'It is highly likely that the gap will have widened when pupils return to school, even if the strongest possible mitigatory steps are put in place.'</i></p> <p>Assessments, observations, and discussions with our disadvantaged children show that Lockdown 20-21 interrupted rapid progress the children had been making from their extremely low starting points in becoming readers, writers and talkers of the future. (SIP Priority 2a)</p> <p>School outcomes at the end of KS2 in Reading have for the past three years been in line with or above National, however attainment at KS1 in Reading has been consistently below national although there have been improvements over time. The % of children achieving greater depth in writing at the end of KS2 was significantly below national in 2019.</p> <p>EEF Research materials, 'Improving Literacy in Key Stage 1' has guided our practice.</p>
2	<p><u>Mathematical Challenge</u></p> <p>On entry to Reception class in the last 3 years, between 97% - 100% of our disadvantaged pupils arrive below age-related expectations. Throughout their school journey, this gap decreases so by the end of Key Stage 2 this group is doing better than other disadvantaged children do nationally and closing the gap with attainment with all pupils. The challenge in Key Stage 2, prior to Covid, was to improve the outcomes for our more able children and for all our children including the disadvantaged children to be in line with national expectations of all children.</p> <p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>

3	<p><u>SEND Challenge</u></p> <p>Due to our inclusive practice and having an LA funded Inclusion Base; we have seen an influx of disadvantaged children with complex SEND needs new to school both in F1, F2 and in year transfers. These children have extremely low baselines on entry in F1 and F2 (SIP Priority 2c) SEND is presently at 31 % (42% C&L, 38% SEMH and 20% C&I) Of the 31% of children on the SEND 34/71 (48%) are disadvantaged.</p>
4	<p><u>Social and Emotional Challenge</u></p> <p>High level of emotional and mental health issues such as ACES in children and parents (SIP Priority 3b)</p>
5	<p><u>Cultural Capital Challenge</u></p> <p>Limited experiences of life outside immediate environment (SIP Priority 4c)</p>
6	<p><u>Attendance Challenge</u></p> <p>Data shows that our disadvantaged children are persistently absent more than our non-disadvantaged children and the percentage of children who are persistently absent is higher than National Expectations (SIP Priority 3c)</p> <p>IDSR: Persistent absence in autumn 2020 (20.6%) was in the highest 20% of all schools.</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>High quality EYFS and KS1 provision and will improve reading attainment among disadvantaged children: Percentage of children attaining the expected phonics pass mark, Key Stage 1 reading SATS to be above National Average.</p>	<p>Phonics and KS1 reading outcomes in 2024 show that the % of disadvantaged pupils meeting the national standard is at least at in line with national expectations with their none disadvantaged peers</p>

<p>Improved oral language skills and vocabulary among disadvantaged children means that they are able to access the curriculum and make at least good progress to achieve ARE.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils, which has made a positive impact in all areas of the curriculum. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Improved writing skills among the disadvantaged children. & raise attainment in writing across the school with a higher % children achieving 'Greater Depth' at the end of KS2.</p>	<p>Writing across the whole curriculum improves and this is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Writing activities carefully planned to meet interests of children Clear progression in writing skills planned and taught by all staff Steady increase in percentage attaining age related expectation by 2024 so the percentage of disadvantaged pupils is at least in line with all pupils nationally</p>
<p>Improved maths progress for disadvantaged pupils throughout the key phases.</p>	<p>Adopting a consistent Maths Mastery approach and a small group / 1-tuition throughout the school from EYFS upwards will improve outcomes for all our disadvantaged children and that our high attainers will reach greater depth by the end of KS2 in line with their non-disadvantaged peers nationally.</p>
<p>Improved SEND provision, which has high expectations and clearly identifies needs of pupils with SEND across the whole school.</p>	<p>.All disadvantaged children with SEND make good progress because of high quality teaching, assessment and interventions.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff</p>	<p>Sustained high levels of wellbeing from 2024 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in fixed term exclusions • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Sustained high attendance from 2024 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than the national average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being diminished. • the percentage of all pupils who are persistently absent being below the national average. • Evaluations and parent questionnaires show that parents welcome support with their child’s learning. <p>Reduction of persistent absenteeism for PP pupils to below national.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£80,090.80**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment and Retainment of High Quality Phonics Leaders: Appointment of an outstanding, experienced national RWI (DfE validated Systematic Synthetic Phonics programme) trainer to support Assistant Head for 3 days a week(0.6) to secure stronger RWI phonics teaching for all pupils. Assistant HT Reading Leader (0.6)</p>	<p><i>“Raising attainment of disadvantaged children, closing the gap, improving their attendance and behaviour, increasing the participation of their parents in their education and so on these are all worthy targets to pursue. But underpinning all this has to be high-quality teaching. Evidence shows that disadvantaged children are disproportionately hampered by bad teaching.”</i></p> <p>Sir John Dunford</p>	<p>1</p>

	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF Research materials, 'Improving Literacy in Key Stage 1' has guided our practice</p>	
<p>Implement high impact learning approaches, based on Cognitive Science Evidence CPD for all staff in understanding memory, metacognition and cognitive science research. Implement: retrieval practices, spaced practice, activating prior knowledge, application of Cognitive Load Theory. Staff coaching and monitoring focus.</p>	<p>The EEF states: '<i>Cognitive science principles of learning can have a real impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles.</i>'</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/self-regulation-strategies/</p> <p>https://evidencebased.education/whole-staff-cpd/</p>	<p>1,2,3,4,6</p>
<p>Structured approaches to vocabulary and language acquisition -Word Aware , WalkThru and EBE blend of strategies</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,3</p>

<p>Work with the NW maths hub and embed a consistent teaching for mastery approach across the school</p> <p>High Quality CPD Tara Loughran Total Maths.</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	2
<p>High quality provision for our SEND children with complex needs and ACES in Early Years for early identification.</p> <p>Senco/Assistant Head (0.5)</p> <p>– EYFS base /forest school during first term to support transition and assessments</p> <p>Improving Mental Health, Wellbeing and learning behaviours amongst pupils</p> <p>training all staff in Attachment and Trauma and use of validated screening tools to identify needs</p>	<p>EEF research indicates that highly skilled and qualified teachers deliver the most effective SEND provision.</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/</p> <p>Chester University Attachment, Trauma and Mental Health audit.</p>	3,4
<p>Introduce our Jigsaw scheme as a whole school approach to improving the quality of social and emotional (SEL) learning and embed our MyhappyMind programme.</p>	<p>EEF Teaching and Learning Toolkit – Review of 54 studies. Updated July 2021. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation#nav-downloads</p>	3,4

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

Budgeted cost: **£43,849**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Mathematics Academic Mentor 1-1 and small group work. Use diagnostic testing and tracking to address specific gaps in their learning as required which may be presenting as a barrier to progression</p>	<p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,3 and 4</p>
<p>2. Phonics Academic Mentor for 1-1 and small group phonic intervention lowest 20%</p>	<p>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</p>	<p>1,3 and 4</p>
<p>3 .Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic including those who are PP and high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>
<p>4.Talk About Town Speech and Language Specialists - Children with speech and language will be age</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p>	<p>2,3</p>

appropriate	Oral language interventions EEF (educationendowmentfoundation.org.uk) EEF Guidance Report 'Preparing for Literacy' recommends that high quality targeted support can ensure that children falling behind catch up quickly as possible.	
Nuffield Early Language Intervention (NELI) No cost DfES funded (Highly skilled TA 3 0.3)	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	2,3 and 4
6. Orrets Meadow Outreach support for children with reading and spelling SEND difficulties.	High quality SEND specialist teaching using the principles of effective implementation described in the EEF's guidance report Putting Evidence to Work: A School's Guide to Implementation	2,3 and 4
7. Gilbrook Outreach support for EHCP children with SEMH(from main budget top spliced)	Highly skilled SEND specialist targeted interventions have a positive effects on behaviour: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,2

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

Budgeted cost: £68,051.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Lead and HT to run incentives and support plans for disadvantaged Persistent Absentees and those with low attendance – Attendance Avengers Tree/ Mr Potato Head Parties	<p>The DFE published research in 2012 and 2016 on the negative impact on absence from school for children and how this leads to lower achievement and attainment.</p> <p>The EEF has also reported, <i>‘there is a risk that high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils.’</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation#nav-downloads</p>	6
Targeted Coffee mornings throughout the year for parents to promote supporting their children in school e.g., phonics, reading ,maths and behaviour	<p>EEF promote strong parent partnerships</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation#nav-downloads</p>	6
Additional Educational Psychologist time to improve the provision of our children who need the support of an EHCP.	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation#nav-downloads</p>	6
Access to an enriched curriculum will broaden our disadvantaged children’s cultural capital.	<p><i>‘No activity or planned activity in schools should identify, exclude, treat differently or make assumptions about those children whose household income or resources are lower than others.’</i></p> <p>EEF states that arts participation including music activities that are part of the curriculum do have a positive impact. There is some evidence of a positive link between music and spatial awareness. There are also wider</p>	

	benefits such as more positive attitudes to learning and increased wellbeing.	
Purchase PE kits and uniforms for disadvantaged children.	<p>Poverty Proofing Audit identified that our disadvantaged children would like support with uniform and PE kits. There has been extensive research into the negative effect not having these basic items can have on a child.</p> <p><i>‘Schools broadened horizons but the stark differences it exposed were a source of shaming: smartly dressed or not, more than one set of uniform or not, hungry or not, pocket money or not, calculator or not, the list was endless’</i> Walker et al (2013)</p>	

Total budgeted cost: £189,991.50 (£189,777)

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

No validated data in 2020 or 2021. (Please see attachments for internal data)

HIGH QUALITY TEACHING

INTENDED IMPACT

- Boost achievement for this group, promote age related attainment (ARE), and improve above average ARE.
- Ensure the proportion of PP pupils achieving the expected and higher levels matches or exceeds the national average for non-disadvantaged pupils in reading, writing and maths
- To improve the reading skills of a group of our lowest attaining PP pupils

IMPACT

- Quality first teaching in all year KS2 year groups has resulted over the years in the gap in attainment in PP and none PP children being closed Priority for face-to-face teaching during Lockdown to PP in particular high needs PP children and Y6 PP children. This ensured that our PP children made rapid progress and were secondary school ready more-able disadvantaged made good progress in maths, reading and writing. (Appendix 1)
- Continuing with our RWI training package has supported our children's early reading over this challenging year. Assistant Head given full time responsibility as Reading Leader has ensured that rapid progress has been made to overcome loss of learning in reading.(Appendix 2)
- Years 2 to 6 disadvantaged children accessed one to one tutoring from Academic Mentor which had a positive impact of their progress and attainment (Appendix 3)
- DHT's teaching and coaching has ensured consistency of approach in mathematics which has, in addition to improving teacher's subject knowledge, also improved teacher feedback and metacognitive practice using evidence based practice
- During the lockdown PP, children when learning at home used software licenses. Mathletics, Times table Rockstars, RWI on line, SPAG.com, Purple Mash, Rising Stars, Accelerated Reader, Active Learn, IDL Cloud, Phonics Play, Star Reading and Star Maths. All teachers have continued to access 'Read to Write' bespoke training. The delivery of this programme results in whole school consistency and has had a positive impact and result in raised standards in writing. Throughout lockdown, High Quality CPD, including effective marking and feedback, RWI, Pivotal Behaviour and Attachment, Trauma and Mental Health all contributed to improving the Quality of teaching

HIGH QUALITY SEND PROVISION –

INTENDED IMPACT

Enable our children with SEMH to flourish academically and pastorally, by dedicating our SENCO and SEND specialist TA to support them in a Key Stage 2 inclusion base.

IMPACT

- Children with complex SEND were given priority with face-to-face provision during lockdown -19 children with SEND benefited from small nurture group work to support transition back to school. High quality provision provided by Senco and UP2 teacher resulted in successful re-integration into mainstream of 3 children with EHCPs and supported transition to secondary for one pupil and to special education setting for another child with an EHCP.

INTENDED IMPACT

Ensure our children's emotional safety by supporting their mental health needs Identify the social and emotional needs of some of our pupils including pupil premium lead to optimum positive academic outcome

IMPACT

A robust referral system enabled us to identify and help families in crisis and support them during this challenging year with budgeting, mental health issues, parental conflict and other safeguarding concerns. The Pastoral Lead has completed EHAT forms and effective TAF has meant that families feel valued and supported by having an avenue to talk about their worries in a safe and supportive environment and children's confidence and self-esteem has grown as a result of the work done in school. → We rag rated our vulnerable PP children and offered face-to face teaching for them during lockdown. For the children unable to attend the pastoral team did welfare calls and visits.

INTENDED IMPACT

To monitor and evaluate the mental health of pupils in the school and being able to track if our provision is meeting those children's needs.

IMPACT

- MyhappyMind sessions delivered throughout the school and during lockdown were accessed online and reinforced during assembly by our Happiness Leader/Senco. During Children's Mental Health week, Happiness Care Packages were delivered to all families and a week was devoted to well-being activities. Edukit and Pupil/Parent questionnaires evidence good mental health support and children's happiness and safety in school. Well-being surveys show school life rates significantly higher than National
- Attachment, Trauma and Mental Health audit May 21 highlighted strong practice.
'Riverside Primary School is exemplary in its approach to supporting pupils and families. There is a clear culture and ethos of respect amongst the whole school community All share the passion and commitment to working in a trauma informed way to support pupils and families and optimise outcomes.' Aisling Culshaw –University of Chester.

HIGH QUALITY OUTREACH SUPPORT

INTENDED IMPACT

To improve our SEND children's reading and spelling through specialist precision teaching.

IMPACT

High quality SEND specialist teaching will improve literacy outcomes for our children with SEND. (See appendix 4)

HIGH QUALITY SPEECH AND LANGUAGE PROVISION

INTENDED IMPACT

To improve language and communication outcomes for pupils at end of EYFS

IMPACT

WellComm screening allowed us to immediately baseline children in terms of their speech and language development and as a result, put specific actions and interventions in place for those identified as in need of them. WellComm was used effectively to identify PP children who would benefit from specific S&L targeted support and these children were supported through the S&L therapist and/or the NELI programme → S&L Therapist (Talk About Town private speech and language therapy) worked with 15 PP children over the year. This had a positive impact on their progress with speech and language, with four children being discharged through meeting age appropriate language skills.

ATTENDANCE

INTENDED IMPACT

Raise attendance of targeted persistently absent children

IMPACT

- Attendance of two PP children with persistent absenteeism dramatically improved due to effective support from the Attendance

CULTURAL CAPITAL

INTENDED IMPACT

- Engage all our PP children and ensure that our most disadvantaged children can access wider learning opportunities. Aim is that every PP child attends residential trips and has universal access to tuition and other cultural experiences
- **IMPACT**
- Covid 19 limited our educational visits , however 100% of PP children did enjoy and benefit from some enriching and exciting learning including:

- 28 (16 PP) Y6 children enjoyed a trip to Barnstondale and took part in climbing, abseiling, archery and a range of strategy games in the forest
- Y6 Children took part in Eid celebration day enjoying music and food
- The PP gifted artists helped to create their own oasis of calm 'Le Jardin de Vincent -which was based on the artist Vincent Van Gogh's garden. The children had ownership of the garden's creation and maintenance - and opened it up to the rest of the school for relaxation and art therapy sessions.
- Intergenerational Cultural Project with our local Care Home - children learnt songs from different eras to send via zoom in our assemblies to our friends at Leighton Court
- All year groups benefited from contributing to The 12 Days of Christmas for our older neighbours including learning carols in Makaton, Eric and Ernie telling jokes, painting pictures for their home and producing a wonderful Christmas WW11 vignette- some were performed outside the residents' home others sent virtually. Following the project being filmed by BBC, donations of £5000 benefited our PP families over the Christmas period.
- Children's wonderful work in the community was showcased in to our award winning film 'Hope Springs Eternal' celebrating the return to school life. Judges' comments including Frank Cottrell Boyce ***'What a cinematic journey this was. In just one minute, they dropped me in a gloomy depth and then took me to a place of joy and positivity. The acting performances in this piece undoubtedly deserve an Oscar. I particularly loved the clip of "teach rex" and the Van Gogh tribute. What a good job the students have done at bringing hope to their community! Well done!'***
- School received the Educate Award for Most Inspirational Primary School for their work involving cultural and well-being experiences that our disadvantaged children, their families and the wider community benefited from. <https://www.wirralglobe.co.uk/news/19734347.honour-inspirational-riverside-primary-school-educate-awards>

Appendix 1

Year 6 July 21 Teacher Assessment

Group	Reading	Writing	Maths	RWM
ALL	76%	72%	72%	72%
GD ALL	12%	8%	20%	0%
PP	70%	65%	65%	65%
GD PP	10%	10%	10%	0%

Appendix 2

Academic Mentoring Phonics Progress

- Daily phonics group
- One-to-one tutoring of children that either did not pass PSC or just passed PSC (Year 2) lowest 20%
- Remote tutoring during lockdown
- Three children who did not pass PSC could not access remote learning via Zoom – phonics packs sent home – tutoring began in school when lockdown ended

One-to-one Tutoring during Lockdown

Name	Groupings	Progress	Attendance
A	Pink- yellow	2 book band jumps	15/28
B	Pink- yellow	2 book band jumps	1/28
C	Pink- yellow	2 book band jumps	13/28
D	Green- yellow	4 book band jumps	25/28
E	Purple- blue	4 book band jumps	19/28
F	Red- yellow	5 book band jumps	20/28
G	1C- yellow	5 book band jumps	20/28
H	Red- blue	6 book band jumps	25/28

100% progress for each child.

50% (4/8) PP children made accelerated progress.

Name	Groupings	Progress
I	1C- red	1 book band jump A lot of absence due to Covid
J	1C- pink	4 book band jumps
K	1A- 1C	2 jumps

33% (1/3) PP made progress

33% (1/3) PP made expected progress

33% (1/3) PP made good progress

Daily Phonics sessions

- Two groups- Year 1 bubble and Year 2 bubble.
- No mixing due to Covid.
- Ten children total

100% made progress 10% made expected progress

50% made good progress 30% made rapid progress

AUTUMN 21 YR2 PHONICS SCREENING RESULTS : ALL PUPILS: 80% PP PUPILS : 84%

Appendix 3

Academic Mentoring Maths Progress

<u>Year Group</u>	<u>Number of sessions</u>	<u>Scaled Score</u>	<u>Percentile Rank Change</u>	<u>Year Group Library Before/After</u>
Year 2 Child A	25	+52	+5	Year 2 Year 2
Year 2 Child B	22	+164	+53	Year 2 Year 4
Year 2 Child C	23	+96	+13	Year 3 Year 4
Year 2 Child D	23	+174	+49	Year 2 Year 3
Year 2 Child E	21	+107	+38	Year 2 Year 3
Year 3 Child A	22	+139	+31	Year 2 Year 4
Year 3 Child B	6	+30	0	Year 2 Year 2
Year 3 Child C	9	+102	+12	Year 2 Year 3
Year 3 Child D	21	+265	+39	Year 2 Year 3
Year 3 Child E	20	+247	+31	Year 2 Year 3
Year 3 Child F	20	+144	+2	Year 2 Year 2
Year 3 Child G	21	+221	+13	Year 2 Year 2
Year 3 Child H	18	+243	+47	Year 2 Year 4

Appendix 4



Orrets Outreach Specialists Year 3 Group Literacy Intervention

Name	Child A		Child B		Child C	
Assessment date	May 21	July 21	May 21	July 21	May 21	Sept 21
C.A.	7:11	8:01	7:11	8:01	7:11	8:01
Reading						
Phonic skills - reading	42/97	84/123	61/97	98/123	54/97	90/123
New Curriculum words - reading	5/41	20/41	1/41	18/41	3/41	16/41
Spelling						
Phonic skills -Spell	41/57	57/71	44/57	59/71	35/57	45/71
New curriculum words - spelling	5/41	14/41	5/41	10/41	3/41	9/41

Targets	Strategies	Evaluation		
		Child A	Child B	Child C
1. To recite and sequence the alphabet. 2. To read all 18 NC words from phases 2-3. 3. To spell all NC words from phase 2. 4. To read words with the digraphs sh, ch and th. 5. To recall all 26 letters by name and sound.	<ul style="list-style-type: none"> Weekly lesson with OMS teacher Multi-sensory learning. Precision teaching. Regular revision and over-learning. Praise and reward for effort and attainment. Tightly structured cumulative phonic programme. Regular review of progress. 	1. Further work required. 2. Achieved. 3. Achieved. 4. Achieved. 5. Achieved.	1. Further work required. 2. Achieved. 3. Achieved. 4. Achieved. 5. Achieved.	1. Further work required. 2. Achieved. 3. Achieved. 4. Achieved. 5. Achieved.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
Read, Write, Inc.	Ruth Miskin
MyhappyMind	MyhappyMind
Accelerated Reader	Renaissance
MYON	Renaissance
Mathletics	3P Learning
TT Rockstars	Maths Circle
Read to Write	Literacy Counts
Steps to Read	Literacy Counts
IDL	IDLS group - Ascentis
Cracking Comprehension	Rising Stars
Mark	Rising Stars
Switched on Science	Rising Stars
Active Learn	Pearson
Jigsaw PSHE	Jigsaw PSHE
Mathsframe	Mathsframe
Spag.com	Orchard
Purple Mash	2 Simple
Travel Tracker	Living Streets
White Rose Maths	White Rose Maths
Evidence Based Education	Evidence Based Education
Walkthrus	John Catt
CPOMS	CPOMS
Edukit	Edukit Solutions
Testbase	Testbase / Exampro