

Pupil premium strategy statement –Riversides 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

Detail	Data
Number of pupils in school	68
Proportion (%) of pupil premium eligible pupils	85%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2022/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Madeleine Hill, Headteacher
Pupil premium lead	<i>Rebecca Kemp SENCO / Des LAC / DDSL</i>
Governor / Trustee lead	<i>Mark Green, lead for disadvantaged pupils</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,945
Recovery premium funding allocation this academic year	£31,800
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£86,745

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1 Attendance	Following the pandemic school attendance is at an all time national low. We now have persistent absenteeism at around 50% (attendance below 80%). Money from pupil premium is being used to reward good

	attendance and also to collect students from home when they could be in school.
2 Real World Opportunities	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have not had diverse and broad opportunities to access places such as museums and attractions. We will broaden their experiences by providing school trips. This also teaches our young people with Social Difficulties how to manage unusual situations within supportive relationships in school.
3 Mabel Speech Therapy	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties. We will therefore provide them with online speech therapy using Mabel
4 Online learning packages	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have weaker literacy and numeracy skills the provision and use of packages such as Reading Eggs or Maths Seeds which can be accessed at home as well as in school.
5 One to one tuition	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to consolidate learning and generalise into all situations. We therefore provide tuition to targeted students.
6 Wellbeing and Mental Health.	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing, and wider aspects of development of many of our disadvantaged pupils have been affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are backed up by several national studies. We provide one to one wellbeing sessions.
7 Educational Psychology assessment of children's needs	Our assessments, observation and discussions with pupils and families can lead to a need for formal assessment in order that children can receive good educational interventions and in some cases the requirement for change of placement needs to be assessed.

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
Persistent Absence to be reduced to 40% by the end of this academic year	Persistent Absence to be reduced to 40% by the end of this academic year.

	<p>Rewards for improved attendance as well as excellent attendance.</p> <p>Students who regularly avoid morning attendance will be collected from home wherever possible</p>
Students will have been on approximately three school trips which will increase their cultural capital	Students will have experienced real world learning experiences and visited places they have never been before.
Students will increase their use of spoken language	<p>Confidence in speaking will increase</p> <p>Accuracy of articulation</p> <p>Improved vocabulary, social and technical</p> <p>Use of more accurate grammar in explanations and answers to exam questions.</p>
Students will develop their basic skills in literacy and numeracy so that gaps in early learning skills are filled	<p>Through the IEPs and the use of online learning packages.</p> <p>Through assess, plan, do review we will address the learning needs of children and they will also be able to work on learning gaps at home independently.</p>
Students will be prepared for formal assessments like SATS and GCSE's	Students will have one to one tuition which will focus on specific aspects of the curriculum which they require support with.
Students will feel valued, happy, safe and secure within Riversides School.	Students will have specific short term interventions when a need is identified.

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: **£1,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Lead for Mental Health and Wellbeing</i>	A well trained and knowledgeable lead in this area can influence whole school culture so that we are a nurturing and understanding school with good mental health. Children will benefit because they will feel safe and secure within the building with the people they live with.	6
Mental Health and Wellbeing training for additional staff	One to one sessions by trained staff in school are the best way to deliver and work with students.	6, 1

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

Budgeted cost: £83,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the school appointed Tutor to provide a blend of tuition, mentoring for pupils..	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 Teaching and Learning Toolkit EEF And in small groups: Small group tuition Teaching and Learning Toolkit EEF	5
Provision of online packages / platforms	Boys with learning difficulties engage best with reading when it is online and has an inbuilt reward systems	4
Provision of Mabel Speech Therapy	Access to speech therapy online.	3
Provision of Art Therapist	Specific interventions for children displaying mental health difficulties	6
Provision of music therapy	Specific interventions for children displaying mental health difficulties	6
Provision of Ed Psychiatrist	To enable provision on EHCP's to be updated so that children can be provided with appropriate education.	7

Provision of Play Specialist	Specific interventions for children displaying mental health difficulties and learning delays.	6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
School visits	Children now have fewer experiences than before the pandemic and the cost of living crisis. These opportunities are to be provided by the PP funding as a priority in our school.	2
Rewards for attendance	Children learn best when in school, a day lost is 5 or 6 lessons missed and contributes to gaps in learning which then need to be re taught.	1
Cost of petrol to bring children into school	As above	1
One to one well being sessions	Children have less resilience for education than before the pandemic and many will require additional support in school.	

Total budgeted cost: £86,745

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that all our students are able to make progress in all subject areas when they are well supported and feel safe within our setting.

We have also analysed our disadvantaged pupils' wider development outcomes, drawing on our own assessments and observations.

The data demonstrates that our disadvantaged students make similar progress to our other students. They benefit from the support provided by teaching assistants and the inclusion support team.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that we have reduced the number of suspensions to date by 16 and a half days due to all the strategies we put in place (it is often the disadvantaged students who are suspended).

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The social and emotional needs of our service children's families were such that we initiated a termly coffee morning for their parents with our home/school liaison – Mrs Graham.

The impact of that spending on service pupil premium eligible pupils
This provided support for managing the emotional needs of the children. The parents felt more able to support their children because they felt supported and valued by the school.

Further information (optional)

Additional activity

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Planning, implementation, and evaluation