

# Riverside Primary School

*Ancora Imparo*



## Pupil Premium 2020-2021

### IMPACT STATEMENT

The Governing Body approved this document: September 2021

Signature: *A Jennings* (Chair of Governors)

Signature: *C Lahive* (Head Teacher)

Area for spending. What provision are we providing?	Intended Impact	Impact																																																
<p><b><u>HIGH QUALITY TEACHING</u></b></p> <ul style="list-style-type: none"> <li>➤ Additional teachers in KS2 to reduce class sizes.</li>   <li>➤ Deputy Head teaching/coaching commitment 0.5. Leading Maths, Behaviour and PP Champion</li>   <li>➤ Additional teacher in Yr. 5 for English and Maths sessions due to large class size and need to reduce GAP.</li>   <li>➤ Yr. 4 and Yr. 3 have specialist maths teacher UP3 0.3.and UP2 teacher for English</li>   <li>➤ Yr. 2 have an additional teacher for English, maths and Phonics.</li>   <li>➤ Assistant Head –designated Reading Leader.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Boost achievement for this group and to promote age related attainment (ARE) and improve above average ARE.</li>   <li>➤ To 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 math's. EEF Report 'Closing the Attainment Gap' states that what happens in the classroom makes the biggest difference and improving teacher quality leads to greater improvements at lower cost than structural changes.</li>   <li>➤ To improve the reading skills of a group of our lowest attaining PPpupils</li>   <li>➤ Raise attainment, self-esteem, attendance and aspirations of the more able disadvantaged children. The aim is to increase the percentage of PP children achieving higher level/greater depth in reading and writing and math's at the end of KS1 and KS2. EEF - The attainment Gap Research Jan. 2018 Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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. (See whole school internal data).</li>   <li>➤ Y6 DATA SUMMER 21 <table border="1" data-bbox="1487 539 2096 880" style="margin-left: 20px;"> <tr> <td colspan="4"><b>Reading:</b></td> </tr> <tr> <td><b>All</b></td> <td>76%</td> <td><b>GDS</b></td> <td>12%</td> </tr> <tr> <td><b>PP</b></td> <td>70%</td> <td><b>GDS</b></td> <td>10%</td> </tr> <tr> <td colspan="4"><b>Writing:</b></td> </tr> <tr> <td><b>All</b></td> <td>72%</td> <td><b>GDS</b></td> <td>8%</td> </tr> <tr> <td><b>PP</b></td> <td>65%</td> <td><b>GDS</b></td> <td>10%</td> </tr> <tr> <td colspan="4"><b>Maths:</b></td> </tr> <tr> <td><b>All</b></td> <td>72%</td> <td><b>GDS</b></td> <td>20%</td> </tr> <tr> <td><b>PP</b></td> <td>65%</td> <td><b>GDS</b></td> <td>10%</td> </tr> <tr> <td colspan="4"><b>RWM:</b></td> </tr> <tr> <td><b>ALL</b></td> <td>72%</td> <td><b>GDS</b></td> <td>0%</td> </tr> <tr> <td><b>PP</b></td> <td>65%</td> <td><b>GDS</b></td> <td>0%</td> </tr> </table> </li>   <li>➤ 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.. Impact (see PP1 page profiles)</li>   <li>➤ 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.(See Reading Impact)</li>   <li>➤ Years 2 to 6 accessed one to one tutoring from Academic Mentor which had a positive impact of their progress and attainment (See AM Impact )</li>   <li>➤ More Able disadvantaged made good progress in maths, reading and writing (see Year 6 data)</li> </ul>	<b>Reading:</b>				<b>All</b>	76%	<b>GDS</b>	12%	<b>PP</b>	70%	<b>GDS</b>	10%	<b>Writing:</b>				<b>All</b>	72%	<b>GDS</b>	8%	<b>PP</b>	65%	<b>GDS</b>	10%	<b>Maths:</b>				<b>All</b>	72%	<b>GDS</b>	20%	<b>PP</b>	65%	<b>GDS</b>	10%	<b>RWM:</b>				<b>ALL</b>	72%	<b>GDS</b>	0%	<b>PP</b>	65%	<b>GDS</b>	0%
<b>Reading:</b>																																																		
<b>All</b>	76%	<b>GDS</b>	12%																																															
<b>PP</b>	70%	<b>GDS</b>	10%																																															
<b>Writing:</b>																																																		
<b>All</b>	72%	<b>GDS</b>	8%																																															
<b>PP</b>	65%	<b>GDS</b>	10%																																															
<b>Maths:</b>																																																		
<b>All</b>	72%	<b>GDS</b>	20%																																															
<b>PP</b>	65%	<b>GDS</b>	10%																																															
<b>RWM:</b>																																																		
<b>ALL</b>	72%	<b>GDS</b>	0%																																															
<b>PP</b>	65%	<b>GDS</b>	0%																																															

		<p>* 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.</p>
<p><b><u>HIGH QUALITY SEMH PROVISION</u></b></p> <ul style="list-style-type: none"> <li>➤ Assistant Head / SENDCO 0.6 UP2teacher and SEND specialist TA</li> <li>➤ Orrets Meadow Outreach programme</li> <li>➤ Intervention and support TA3 intervention Teaching Assistant work</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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 outcomes.</li> <li>➤ Raise attendance of targeted children</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children with complex SEND were given priority with face-to-face provision during lockdown.</li> <li>➤ 68 children on the SEND register- 11 children attended with complex cognitive and behavioural needs.</li> <li>➤ 19 children with SEND benefited from small nurture group work to support transition back to school.</li> <li>➤ High quality provision led 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 for another child with an EHCP. The children accessed IDL Literacy and IDL Numeracy to address gaps in knowledge. (See SEND IMPACT report)</li> <li>➤ Orrets Meadow Outreach- progress report for four pupils in Y3- see attached report</li> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ Attendance of two PP children with persistant absenteeism dramatically improved due to effective support from the Attendance Lead.</li> </ul>



## CULTURAL CAPITAL

Subsidy scheme for wider enrichment. This includes: Residential subsidies, musical tuition and cultural trips

- 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

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 Cotteral 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!'*