



Pupil Premium Strategy Statement 2024 - 25

This statement details our school's use of pupil 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	88
Proportion (%) of pupil premium eligible pupils	39
Academic Year/Years that our current pupil premium strategy plan covers	2024/2025 – 2026/2027 Current year: 2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Ardeep Viridi
Pupil Premium Lead	Lisa Melessaccio/Ardeep Viridi
Governor Lead	Helen Oakley

Funding overview

Detail	Amount
Pupil Premium funding allocation this year	£60,680
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£60,680

Part A: Pupil Premium Strategy Plan 2024/25

Statement of Intent

Our Aims:

Here at Kew Riverside, each child is unique in their situation and we individualise the response to their needs to reflect this. We are ambitious for all of our pupils and aim to make targeted use of pupil premium to support every pupil to reach their full potential by:

- Ensuring the best possible experiences in the classroom and beyond
- Implementing a robust and rigorous system of targeted interventions
- Offering a rich and varied experience, both within and beyond the curriculum to engage and motivate our pupils, using Quality First Teaching (QFT), Collaboration (Kagan), Retrieval Practice and immersing children in a language-rich curriculum

Therefore, our key objectives are

- To improve the attendance of our pupils
- To encourage the engagement of pupils in their lessons using QFT and Collaborative Kagan strategies
- To maximise knowledge retention through retrieval practice
- To improve independence and develop social skills and wellbeing

Challenges:

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

Challenge	Detail of challenge
1	Our attendance data shows that a greater proportion of our disadvantaged children are persistently absent than non-disadvantaged. This impacts hugely on their progress and attainment
2	Our internal monitoring processes and discussions with parents show that many of our children struggle with emotional regulation. Social and emotional issues result in low confidence and low self-esteem. This is particularly impacting on our disadvantaged children and their engagement in their learning.
3	Our baseline entry assessments and monitoring processes indicate that we have children with underdeveloped oral language skills. There is a stronger likelihood of an increase in vocabulary gaps among our disadvantaged children, than non-disadvantaged, on entry to Reception.

4	Our assessment data and discussions with parents indicate that there is a lack of space and resources for some children in the home environment. This may or may not be due to the pandemic and parents working from home.
5	In our community, our observations and discussions with parents indicate that disadvantaged pupils have family circumstances that impact negatively upon their learning and ability to take up extra-curricular opportunities
6	Our assessment data and internal monitoring processes show that disadvantaged children have lower starting points in phonics and maths to non-disadvantaged children. These children may or may not have SEN and use EAL.

Intended outcomes:

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

Intended outcome	Success Criteria
Attendance of disadvantaged children to continue to improve in line with those who are not disadvantaged	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> The overall attendance % for children of statutory school age is in line with national or above, and the attendance gap between PP children and their non-PP peers is being reduced year on year. The percentage of all children who are persistently absent is in line with or below national average and for PP children it is in line with their peers.
Children with emotional regulation needs can identify a safe place and a safe adult to support so that they are able to return to a ready to learn state and engage in their lessons	<ul style="list-style-type: none"> Observations show that children are able to access a safe space or trusted adult to engage in their learning Survey of children and staff shows that children and staff know that children and staff can identify a safe space or trusted adult to support
Children to attain in reading and maths in line with their peers by embedding QFT strategies for all learners	Progress in reading, writing and maths in line or better than progress of children who are non-PP.
Children are exposed to a language rich curriculum and learning environment using the Kagan principles to give all pupils the opportunity to succeed in lessons	Internal moderation and assessment shows that writing progress of PP children is in line with their peers
Children to access additional spaces and resources to support with their home learning	100% uptake of additional space/ after school club for those children who are unable to complete their homework at home

Children to participate in a range of extra-curricular and enrichment activities	Range of extra-curricular and enrichment activities on offer for all PP children. <ul style="list-style-type: none"> • Termly monitoring of PP children engaging in the activities. • All PP children attend at least one extracurricular club
Phonics - PP pupils to make progress in the Y1 (and Y2 resit) phonics check in line with national standard	Year 1 phonics outcomes in 2023/24 show that the % of disadvantaged pupils meeting the threshold, is in line with or exceeding the national standard.
Ensuring a high level of parental engagement with their child's learning	Participation in parent teacher consultations is 100% so alternative appointments may need to be offered. Engagement with targeted support from MHST to specific families.

Activity in this academic year (2024/25):

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

Teaching (e.g. CPD, recruitment and retention)

Budgeted cost: £ 4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop robust systems for monitoring and supporting disadvantaged families with low attendance and punctuality by following actions from the Attendance Health Check. Release time for staff to engage in structured conversations with targeted families with further support from the EWO.	EEF toolkit	1
School ELSA attends termly supervision sessions with EP service around mentoring. Cost of supervision	EEF toolkit	2
Induction of new Inclusion Leader and subsequent training and network meetings This will allow the Inclusion leader to disseminate strategies at staff meetings (teachers and support staff weekly meetings)	EEF toolkit	2, 3, 6

Cost of attendance		
Analyse data from summer term and identify children that need additional support in reading, writing and maths through quality first teaching and interventions.	EEF Guide to supporting School Planning: A Tiered Approach 2020-21 'School plans that address high-quality teaching, targeted academic support, and wider strategies will enable all pupils to come back stronger and go on to succeed in the academic year ahead.'	2, 5, 6
Ensuring teaching staff are trained for staff to embed identified interventions for targeted children. Cost of staff meeting time for PIXL training on interventions/ therapies, PIXL support	EEF toolkit Quality First Teaching guidance from AfC EEF guide to the effective use of Pupil Premium funding	2, 3, 6
Ensuring targeted teaching staff have a secure understanding of strategies to support disadvantaged pupils with underdeveloped oral language skills. Cost of locality training opportunities with SALT	EEF toolkit Quality First Teaching guidance from AfC EEF guide to the effective use of Pupil Premium funding	2, 3, 6
Ensuring teaching staff are continuing to utilise and deliver quality First Teaching strategies in the classroom to ensure more inclusive practice. Cost of staff meeting time, QFT support	EEF toolkit Quality First Teaching guidance from AfC	2, 3, 6
Ensure all disadvantaged pupils are effectively supported with their mental health and wellbeing and therefore being able to emotionally regulate themselves in order to engage with their learning. Cost of training a Workplace Mental Health First Aider.	EEF toolkit	2, 5
Ensure all new staff have received refresher training to deliver Little Wandle phonics scheme effectively. Cost of staff meeting time Cost of training time	EEF toolkit English hub – Little Wandle (DfE accredited)	3, 6

Targeted academic support (e.g. tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 44,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Careful development and timetabling of robust and effective withdrawal interventions so children are not missing key learning in class.</p> <p>Interventions are evidence-based (Precision teaching; pre-teaching; Attention Bucket; Lego therapy; phonics programmes; Colourful Semantics; sensory walks etc)</p> <p>Cost of LSP time</p>	<p>EEF toolkit</p> <p>EEF guide to Pupil Premium Funding</p>	2, 3, 4, 6
<p>Identify areas of the curriculum in reading, writing and maths that need further review to consolidate.</p> <p>Cost of staff meeting time</p>	<p>EEF Toolkit “High quality assessment is essential to great teaching. It can help to monitor pupil progress, particularly as they re-establish classroom routines and recover any learning loss.” EEF July 2020</p>	3, 6
<p>To provide identified pupils with the opportunity to focus on aspects of the subjects which require further teaching or consolidation through reading, writing and maths quality first teaching and interventions. Such as reading, writing or maths conferencing with class teacher</p> <p>Cost of LSP time to release teachers for conferencing</p>	<p>EEF Guide to Pupil Premium Funding</p>	2, 3, 6
<p>Adapt planning to ensure differentiation and provision for PP children.</p> <p>Cost of PPA time</p>	<p>EEF Tool Kit. EEF Guide to Pupil Premium EEF Guide to supporting School Planning: A Tiered Approach 2020-21 ‘School plans that address high-quality teaching, targeted academic support, and wider strategies will enable all pupils to come back stronger and go onto to succeed in the academic year ahead.’</p>	2, 3, 6
<p>To ensure that identified PP children make expected progress in phonics and are provided with books which reflect their stage in phonics.</p> <p>Cost of learning resources</p>	<p>Little Wandle scheme</p>	3, 6
<p>To ensure that parents of identified PP pupils attend parent workshops and</p>	<p>Effective Communication with parents</p>	3, 5, 6

parent teacher consultations to discuss progress and strategies to support their children	Little Wandle scheme	
Teachers and SLT deliver Home Learning club (priority for PPG children) so that children can receive extra and individualised support in key skills. Focus areas – key skills that require ‘home practice’ – times tables, spelling, pre-learning vocab, reading Teachers communicate strategies to families Cost of teacher time	EEF toolkit EEF guide to Pupil Premium Funding Effective communication with parents	4

Wider strategies (e.g. related to attendance, behaviour, wellbeing)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To target those children requiring support for social skills, self-esteem and positive behaviour with a ‘drop in’ social thinking support and ELSA. Cost of LSP time	EEF Tool Kit EEF Guide to Pupil Premium Funding Effective communication with parents will play a vital part in linking the school to the home. Plan and review all channels of communication to ensure this impacts sufficiently upon pupils and wider engagement. Attendance of pupils will be monitored by leaders so that support for families where required can be given prior to implementing more punitive measures in agreement with EWO.	2, 3
To ensure all children experience extra-curricular enrichment activities and trips to boost social development, improve learning skills, foster team working, build life skills, underpin better behaviour, encourage creativity. Cost of Enrichment Cost of clubs based on per term per pupil (36 pupils)	EEF Tool Kit EEF Guide to Pupil Premium Effective communication with parents will play a vital part in linking the school to the home. Plan and review all channels of communication to ensure these impact sufficiently upon pupils and wider engagement.	1, 2, 4, 5

Total budgeted cost: £ 60,680

Part B: Review of the previous academic year

Pupil Premium strategy outcomes:

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Internal monitoring and analysis of data in the autumn term shows that the overall absence rate, when removing outliers, for the year 23-24 has decreased by 4.2% since the last academic year; the decrease for PP pupils was 3.8%. The persistent absence rate across the whole school has dropped by 11.7%; the decrease for PP pupils was 12.3%.

Internal monitoring of learning and interventions show that there has been a positive impact on the progress (academically and emotionally) of disadvantaged children:

In the KS 2 SATs in 23-24, where 40% of the cohort were eligible for PPG, 50% of disadvantaged children achieved the combined standard in RWM. 50% of these children achieved the expected standard, 0% achieved GD. Eight children in this Y6 cohort are disadvantaged, 3 children were disadvantaged and on an EHCP, 2 children were disadvantaged and on SEND support and 1 children was disadvantaged and had moved from Ukraine in Year 5 with no English.

In the Phonic Screening Check (PSC), 67% of our disadvantaged children achieved the expected threshold score in comparison with 45% the previous academic year. In EYFS 100% of our disadvantaged children met GLD in comparison with 64% the previous academic year.

We have seen that structured conversations are a useful tool for us to engage with parents and something we want to sustain. We have also seen that our phonics model is working and feel strongly that the internal monitoring of phonics progress and attainment is working. So this is something we want to sustain as a priority. This is characteristic of schools who do better for their disadvantaged children than their advantaged children.

Support continues to be provided to disadvantaged children to attend breakfast club, after school clubs and also to participate in the school residential trips offered to Y5 and Y6. This has had a positive impact on their emotional wellbeing, confidence levels and therefore their academic achievements.

Of the 39 disadvantaged children in our school last year, 69% regularly attended at least 1 extra-curricular activity which is subsidised or paid for by the school. All clubs have a good proportion of disadvantaged pupils attending.

7/8 PPG eligible children in Year 6 attended the school residential trip to PGL. The only child who did not attend was due to behaviour concerns.

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.

Programme	Provider
No external programmes were provided	