



Kew Riverside Primary School

Pupil Premium Strategy Statement 2025 - 26

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	86
Proportion (%) of pupil premium eligible pupils	32 (37%)
Academic Year/Years that our current pupil premium strategy plan covers	2024/2025 – 2026/2027 Current year: 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Ardeep Virdi
Pupil Premium Lead	Lisa Melessaccio/Ardeep Virdi
Chair of Governors	Helen Oakley
Link Governor for PPG	Michael Kirker

Funding overview

Detail	Amount
Pupil Premium funding allocation this year	£40,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£40,450

Part A: Pupil Premium Strategy Plan 2025/26

Statement of Intent

Our Aims:

Our school vision and values promote inclusivity, ensuring that all children know they belong and are able to thrive. We celebrate diversity and are committed to supporting every pupil to reach their full potential.

At Kew Riverside, we recognise that each child is unique and that individual circumstances shape their learning journey. We therefore tailor our response to meet the specific needs of each pupil and family. Our aim is to ensure that all pupils and their families feel valued as part of our school community and are supported and nurtured to achieve their best. We are ambitious for all of our pupils and are committed to overcoming barriers to learning and success through targeted, timely, and effective support.

Our Pupil Premium strategy is designed to prepare pupils for academic success by building confidence, resilience, and aspiration. This is achieved through high-quality teaching and learning, strong pastoral care, and a robust and rigorous system of targeted interventions. We strive to ensure that pupil premium funding is used strategically to support every pupil to reach their full potential.

We are committed to providing the best possible experiences in the classroom and beyond. All pupils are offered a rich and varied curriculum that engages and motivates them, using Quality First Teaching (QFT), collaborative learning approaches such as Kagan strategies, retrieval practice to strengthen long-term memory, and a language-rich curriculum that immerses pupils in high-quality talk, reading, and writing opportunities.

We strive to provide all pupils with access to an engaging, enriching, and exceptional educational experience, regardless of background or circumstance.

Therefore, our key objectives are:

- To improve the attendance of pupils eligible for pupil premium
- To increase pupil engagement in learning through Quality First Teaching and collaborative Kagan strategies
- To maximise knowledge retention through effective retrieval practice
- To improve independence and develop pupils' social skills, wellbeing, and self-regulation

Through this approach, we aim to ensure that all pupils are supported to thrive academically, socially, and emotionally, both during their time at Kew Riverside and beyond.

Challenges:

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

Challenge	Detail of challenge
1	Attendance data indicates that a higher proportion of disadvantaged pupils are persistently absent compared with their non-disadvantaged peers, significantly impacting their progress and attainment. Attendance for all our pupils needs to improve which is why whole school attendance remains a focus of our current plan - we know pupils experiencing success in the classroom daily is key to improving their life chances.
2	Internal monitoring and discussions with parents indicate that many of our children experience difficulties with emotional regulation. These social and emotional challenges contribute to low confidence and self-esteem, particularly affecting disadvantaged pupils and their engagement in learning.
3	Baseline assessments and ongoing monitoring indicate that some children enter with underdeveloped oral language skills. Disadvantaged pupils are more likely than their non-disadvantaged peers to have vocabulary gaps on entry to Reception, with a notable intersectionality of PPG and EAL pupils. Our disadvantaged pupils are at risk of underachievement because of the impact of socio-economic (and other) disadvantages on their lives over time and we see it as our role to focus on that – ensuring highly effective early intervention and high-quality adult-child interactions so that the language/disadvantage gap is addressed as early as possible.
4	Assessment data and parent discussions indicate that some children lack adequate space and resources at home, with the Cost of Living crisis having a significant impact on our disadvantaged families.
5	Assessments, observations and discussions with pupils and families have identified that many of our educationally disadvantaged pupils experience several challenges which impact on their learning, participation in extra-curricular opportunities that are beyond the school gate. This may include parental mental health and well-being and barriers to learning, as well as limited access to appropriate external resources.
6	Assessment data and internal monitoring indicate that disadvantaged children enter with lower starting points in phonics, reading, writing, and maths compared with their non-disadvantaged peers. Many of these pupils also have intersecting needs, such as SEN or 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
To improve and sustain the attendance of disadvantaged pupils to reduce the number of pupils who are persistently absent and to ensure that their attendance is more in line with those who are not disadvantaged.	Over the course of the strategy, the percentage of disadvantaged pupils who are persistently absent reduces. The attendance gap between those who are disadvantaged and those who are not narrows.
To enable children with emotional regulation needs to identify a safe space and a trusted adult, and to use appropriate self-regulation strategies—with support both in and outside of school—so they can return to a ready-to-learn state and engage effectively in their lessons.	Observations show that children independently access a safe space or trusted adult to re-engage in learning, and pupil and staff surveys confirm that both groups can clearly identify the safe spaces and trusted adults available for support.
To maximise progress across all subjects by raising standards of achievement and narrowing the attainment gap between disadvantaged and non-disadvantaged pupils.	Assessment data shows accelerated progress for disadvantaged pupils across all subjects, the attainment gap narrows, and monitoring evidence—including work scrutiny, observations, pupil voice, and intervention impact—demonstrates improved access to high-quality teaching and sustained improvement in outcomes.
To ensure that disadvantaged pupils fully access all opportunities that support their home learning and actively participate in a wide range of extra-curricular and enrichment activities that enhance their cultural capital.	All disadvantaged pupils access the resources and support needed for effective home learning, participate in at least one extra-curricular or enrichment activity, and monitoring evidence shows increased engagement that enhances their cultural capital.
To ensure a high level of parental engagement in supporting their child’s learning, while also promoting parents’ own well-being and their ability to access support as needed.	Parents actively engage in their child’s learning, with 100% participation in parent-teacher consultations (offering alternative appointments as needed), demonstrate increased confidence in supporting learning at home, report improved well-being, and engage with targeted support from the MHST and Family Support Worker and Parent SEND Champion as appropriate.

Activity in this academic year (2025/26):

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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivering quality first teaching through strategies such as adaptive teaching, retrieval practice and collaboration.	EEF Toolkit Government research identifies high quality teaching as the top protective factor.	3,6
CPD through Achieving for Children SPARKEd project on how to enhance quality first teaching and implement suitable interventions following assessment and screening.	EEF Toolkit Government research identifies high quality teaching as the top protective factor. 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.'	3,6
CPD through Maths Hub on Mastering Number in EYFS and KS1 and to embed the school's focus on fluency in the last academic year.	NCTEM EEF	3,6

<p>Teaching and Learning Bitesize sessions building on Rosenshine's principles including:</p> <ul style="list-style-type: none"> - Explanations - Modelling - Checking for understanding - Scaffolding - Questioning 	<p>EEF Toolkit Government research identifies high quality teaching as the top protective factor.</p>	<p>3,6</p>
<p>Continuous professional development and supervision for the school ELSA, with a focus on supporting the increasing complexity of needs across the school.</p>	<p>EEF toolkit: Social and Emotional Learning</p>	<p>2</p>
<p>Continuous professional development for the new Inclusion Leader, including training and network meetings, enables her to share best practice and disseminate effective strategies during staff meetings.</p>	<p>EEF toolkit Government research identifies high quality teaching as the top protective factor.</p>	<p>2,3,4,5,6</p>
<p>Ensure a robust CPD programme is in place for all teaching staff to embed identified interventions for targeted pupils, including opportunities offered by the local authority such as the TA conference and workshops at locality schools.</p>	<p>EEF toolkit AfC Quality First Teaching reflective journal EEF guide to the effective use of Pupil Premium funding</p>	<p>2, 3, 6</p>
<p>Ensure that targeted teaching staff have a strong understanding of strategies to support disadvantaged pupils with underdeveloped oral language skills.</p>	<p>EEF toolkit Improving Literacy in KS1 EEF Oral Language Development EEF</p>	<p>3, 6</p>

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

Budgeted cost: £39, 540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants are employed across the school to support both 1:1 and small group interventions and offer in class support to those pupils who need it.	Deployment of Teaching Assistants EEF	2,3,6
The school has developed a Teaching and Learning Mentor role to work alongside teachers, supporting the planning and delivery of high-quality first teaching lessons that adapt tasks to meet the needs of all pupils, including disadvantaged learners.	Response to intervention EEF	2,3,6
The school has an ELSA who supports pupils for four afternoons a week using a range of structured interventions to support their emotional wellbeing. The ELSA also conducts daily wellbeing walks and offers drop in sessions for the pupils across the school.	EEF toolkit: Social and Emotional Learning	2,4
The school monitors the emotional wellbeing of all pupils and offers targeted support through the ELSA and MHST where needed. Some pupils benefit from mentoring and a “go to adult” when needed to support their wellbeing.	EEF toolkit: Social and Emotional Learning	2

<p>The school plans robust system of interventions which are carefully planned and timed to maximise impact on classroom learning.</p> <p>Interventions are evidence-based and include pre-teaching, attention bucket, Lego therapy, phonics programmes, shape coding, sensory circuits etc.</p>	<p>EEF toolkit EEF guide to Pupil Premium Funding</p>	<p>2, 3, 4, 6</p>
<p>The school implements a structured monitoring timetable, enabling leaders to meet with teaching teams in pupil progress and inclusion meetings to identify areas in reading, writing, and maths where pupils require further consolidation, and to plan targeted support for disadvantaged pupils as needed.</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>	<p>2, 3, 6</p>
<p>Teachers and SLT deliver home learning and booster clubs, prioritising disadvantaged pupils, to provide additional and individualised support in key skills, ensuring they make maximum progress.</p>	<p>EEF toolkit EEF guide to Pupil Premium Funding Effective communication with parents</p>	<p>4</p>

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop robust systems to support disadvantaged families with low attendance, including structured conversations with staff, EWO and Family Support Worker support, early help referrals, and bespoke EWO interventions. Celebrate good attendance through certificates, Classopoly, and newsletter recognition, and offer wraparound care to support families in getting children to school.</p>	<p>Using key principles of the DfE's Improving School Attendance advice, will improve attendance and therefore enable them to access the quality first teaching strategies in place at the school.</p> <p>Improving School Attendance</p> <p>EEF- Supporting School Attendance</p> <p>RISE Attendance Improvement</p>	1
<p>The school subsidises education visits, including residential for disadvantaged pupils.</p>	<p>Educational visits play an integral role in supporting the development of children's cultural capital.</p>	5
<p>The school supports disadvantaged pupils' access to enrichment opportunities by funding places in extra-curricular and wraparound clubs.</p>	<p>Center for young lives</p>	5
<p>The school has a designated Family Support Worker who supports families requiring additional help, organises drop-in sessions open to all families seeking advice, and liaises closely with staff. The school has also invested in creating a warm, welcoming space for meetings and engagement.</p>	<p>High parental engagement has had a positive impact on attendance and progress.</p> <p>EEF Parental Engagement</p>	1, 5
<p>The school leads a series of parent workshops to support parental understanding of the curriculum, including phonics and early reading, with a particular focus on engaging disadvantaged families.</p>	<p>High parental engagement has had a positive impact on attendance and progress.</p> <p>EEF Parental Engagement</p>	3, 5, 6

<p>Building on schools work on achieving the three Attachment Aware Awards.</p>	<p>The school has been successful in being awarded the bronze, silver and gold attachment aware awards. The school will continue to embed this whole school approach creating regulation, connection and emotional safety for the whole school community.</p> <p>https://www.afcvirtualschool.org.uk/aasa</p>	<p>2</p>
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Total budgeted cost: £54, 540

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 2024 to 2025 academic year.

Analysis of 2024/2025 academic performance for PPG pupils:

EYFS: 67% (2/3) of disadvantaged pupils achieved GLD at the end of the year. The one pupil who did not achieve GLD receives SEN support and also uses EAL.

Y1 Phonics Screening Check: 100% (3/3) of disadvantaged pupils passed the phonics screening check.

Y6 SATs: 4/7 disadvantaged pupils (57%) got the combined score at expected. Of the three pupils who did not achieve this, all 3 had an EHCP and 1 pupil also uses EAL.

Monitoring of attendance data for disadvantaged pupils shows that, after removing outliers, the overall absence rate for 2024–25 has fallen by 2%, from **11.4% to 9.4%**. This improvement has occurred despite an increase in the proportion of PPG pupils, rising from **37% in 2023–24 to 43% in 2024–25**.

In addition, the implementation of our PPG strategy for targeted families has had a significant positive impact on improving overall pupil attendance, as evidenced below:

Child	Attendance 23/24	Attendance 24/25	Improvement
A	71.4%	91.8%	20.4%
B	72.2%	90%	17.8%
C	80.2%	89.2%	10%
D	82.5%	92.1%	9.6%

We continue to work closely with families to provide financial support for clubs, trips, uniform, wraparound care, and access to activities during the school holidays. Improved access to clubs and wraparound care has led to better attendance and punctuality for targeted families, while also enabling pupils to benefit from the wide range of enrichment opportunities available. Each week, a minimum of 25 places are fully funded or heavily subsidised, ensuring pupils can participate, and as a result 78% of our disadvantaged pupils now attend at least one extracurricular activity. All children have been able to attend school trips, regardless of their ability to pay, and the school has subsidised places on both the Year 5 and Year 6 residential. These measures have had a positive impact on pupils' emotional wellbeing and confidence, which in turn has supported their academic progress.

As a school, we place a strong emphasis on supporting the mental health and wellbeing of our pupils and helping them develop positive social, emotional, behavioural, and communication skills. This commitment has driven the continued development of our ELSA provision and regular collaboration with the Mental Health Support Team. Together, we ensure key strategies are shared with staff and families so that there is a consistent, joined-up approach between home and school, supporting the success of all pupils, including those who are disadvantaged.

We have also invested in a locality Family Support Worker project, enabling the school to have a dedicated Family Support Worker on site one day each week. Our referrals have prioritised the needs of disadvantaged

families, who have benefited from a wide range of early help services including emotional, housing, financial, and communication support. The Family Support Worker has developed strong, trusting relationships with families and offers drop-in sessions for parents to access when needed. All families referred to date have engaged positively.

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	