

# Riverside Bridge School - Pupil premium statement 2023-2026

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   | 196 pupils  |
| Proportion (%) of pupil premium eligible pupils  | 94 pupils (48%)   |
| Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement for each academic year)</b> | 2023/2024 to 2025/2026                                    |
| Date this statement was published  | September 2023  |
| Date on which it will be reviewed  | July 2024   |
| Statement authorised by  | Leila Amri<br>Acting Headteacher                          |
| Pupil premium lead   | Leila Amri<br>Acting Headteacher                          |
| Governor / Trustee lead  | <i>Peter McPartland, OBE</i><br><i>Chair of Governors</i> |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year       | £119,100 |
| Recovery premium funding allocation this academic year    | £0       |
| Pupil premium funding carried forward from previous years | £0       |
| <b>Total budget for this academic year</b>                | £119,100 |

# 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. Socio-economic disadvantage is not always the primary challenge our pupils face. We do not see a variance in outcomes, attendance or behaviour for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points). The areas where a variation has been identified are:

- Parental Engagement
- Cultural Capital
- Progression to further and higher education and employability
- Social opportunities

The pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation. On roll we currently have 75.2% boys and 24.7% girls. Currently 64.6% of residents of the Thames View ward come from deprived households which is 2% higher than the borough average. 9% of our current students come from other boroughs across London. 48.6% of our students are Pupil Premium and 26.6% of our students have English as an Additional Language. We also have 12 different ethnic groups and all students have EHCPs. We currently have 6 Looked After students, 1 student under Child Protection, 3 Children in Need, 7 Tier 2 students and 2 students under assessment. There are also 3 students under referral waiting to be assessed and 2 students are under consistent monitoring.

Our pupils come with complex layered needs including Severe Learning Difficulties, Moderate Learning Difficulties, Communication Disorders, Sensory Needs, Physical Needs, and/or Social, Emotional Mental Health Needs. The majority of our intake (72.3%) has a primary area of need listed as Autistic Spectrum Disorder; hence a curriculum adapted from the Autism Education Trust framework, which is more focused on meeting the needs of this lifelong neurodevelopmental condition that affects how people perceive, communicate and interact with the world. 21.6% of our pupils have Speech, Language or Communication Need, and the next highest category of need is Severe Learning Difficulty (5.67%) with the remaining areas of need making up the other pupils. However, even our cohort of young people are not a homogeneous group. Like all children and young people, our pupils as individuals vary in terms of their intellectual ability, their personality, their profile of strengths and needs, and the presence of other conditions (e.g. learning disability, ADHD, epilepsy, visual/hearing impairment) and their life experiences; and even those of the same apparent developmental age may not necessarily progress through the stages of development at the same rate.

At the heart of our approach to supporting disadvantaged pupils is parental engagement. This forms part of a school development plan.

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.

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                | <p>Parental Engagement</p> <p>Recent surveys show only 10% of parents responded. Following the national lockdown and COVID restrictions, parental engagement has not returned to the levels prior to the pandemic. The location of the school and the significant distances that parents need to travel to school negatively impacts on parental engagement. Similarly, communication is an issue, for example, most parents do not have daily physical contact with the class teachers, due to pupils arriving on borough minibuses and taxis (89%). (Both with an escort rather than parental taxi).</p> |
| 2                | <p>Cultural Capital</p> <p>Feedback from parents told us that poor behaviour when children are with parents in the community is a barrier to family trips. Opportunities to use public transport are minimal and avoided for similar reasons. Financial issues are also an obstacle to disadvantaged children attending school off-site activities.</p>  |
| 3                | <p>Progression to further and higher education and employability</p> <p>Through our in house destination data, we have found that 17% of leavers in 2022-2023 were NEET. This is particularly concerning for our school community given we are supporting some of the most disadvantaged children within the borough. Their education and lifelong independence cannot be met if they are outside of the education system.</p>   |

|   |  |
|---|--|
| 4 | <p>Social opportunities</p> <p>Friendship groups are not being formed as in mainstream for a variety of reasons. The children’s travel arrangements mean they have limited opportunities to mix with their peers and other adults. Also, parents are less likely to meet other parents because they often have concerns about the behaviour of their children in public.</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>1. Parental Engagement</p> <p><b>Improved Learning Outcomes:</b> Actively engaged parents/carers who contribute to a supportive learning environment, reinforcing classroom teachings at home and positively impacting the academic progress of students with special needs.</p> <p><b>Enhanced Social and Emotional Well-being:</b> Parental involvement fostering a nurturing environment that supports the social and emotional growth of pupils, promoting resilience and self-esteem.</p> <p><b>Consistent Reinforcement:</b> Parents/carers working in tandem with educators, consistently reinforcing positive behavior strategies, leading to improved behavior and social skills in pupils with special needs.</p> <p><b>Empowered Advocacy:</b> Engaged parents/carers become advocates for their child's educational needs, ensuring that the school environment is conducive to learning and accommodating the unique requirements of pupils with disabilities.</p> | <p>An increase in the percentage of parents, of disadvantaged pupils, engaging with the school.</p> <p>The percentage of parental responses, from surveys, to increase from 10% to 40%.</p> <p>The percentage of parents engaging with school events, for example parent workshops, to be at least 75%.</p> <p>An increase in the number of parents who are satisfied with the home school communication.</p> <p>The percentage of parental satisfied with home school communication to increase for 51% to 70%.</p> <p>An increase in the number of parents willing to support the PTA.</p> <p>The percentage of parents willing to support the PTA to increase from 44% to 60%.</p> |

Inclusivity and Community Building:

**Sense of Belonging:** Parental engagement contributing to a sense of community within the school, fostering inclusivity and a shared commitment to the well-being of every pupil.

**Seamless Transition:** Parents/carers actively involved in the educational process provide valuable insights into their child's medical history, therapies, and support needs, ensuring a seamless transition between home and school environments.

**Open Lines of Communication:** Regular communication between parents/carers and educators which establish open lines of dialogue, creating a platform for addressing concerns, sharing progress, and maintaining transparency.

**Increased Parental Confidence:** Parental engagement initiatives that provide education and resources empower parents/carers, increasing their confidence in supporting their child's learning and development.

**Collaborative Partnerships:** The establishment of collaborative partnerships between parents, teachers, and administrators which contribute to a positive and supportive school culture, benefitting all students.

**Boosted Self-esteem:** Parents/carers who are actively engaged and supportive positively impacts a pupils' self-esteem, motivation, and belief in their own capabilities.

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| <p><b>Increased Participation:</b> Engaged parents/carers who are more likely to participate in school events, parent-teacher conferences, and other activities, fostering a sense of community and shared responsibility.</p> <p><b>Individualised Home Support:</b> Parents/carers, equipped with a deeper understanding of their child's needs, thus providing individualised support at home, reinforcing classroom teachings and extending learning beyond the school setting.</p> <p><b>Advocacy for Inclusivity:</b> Engaged parents/carers who become advocates for inclusive education practices, promoting a more comprehensive understanding of the diverse needs of special education pupils within the broader community.</p> <p>In essence, the impact of parental engagement at Riverside Bridge School is far-reaching, influencing the academic, social, and emotional aspects of a pupils' educational journey. It establishes a collaborative system that not only supports the individual needs of pupils with special needs but also enriches the overall educational experience for the entire school community.</p> |  |
| <p>2. Cultural Capital</p> <p>Breakdown the barriers that prevent pupils for attending family trips and public activities. Opportunities for children to use public transport to increase. Parents to make use of the PPM funding to support their children attending events/activities.</p>   | <p>Clear lines of communication, with parents, gives them the confidence to attend external activities. For example, leaders and teachers share successful behaviour strategies that can be replicated by families.</p> <p>Parental surveys to be adjusted to include a question on family trips/activities.</p> <p>Parental survey results reflect parental confidence in supporting their children in public.</p> <p>Disadvantaged children are targeted to attend events and activities that require a financial contribution.</p> <p>Percentage of disadvantaged children using public transport increases. For example, over the autumn, spring and summer terms, activities per week increase.</p> |

|  |  |
|--|--|
| <p>3. Progression to further and higher education and employability</p> <p>Decrease the number of NEETs.</p>   | <p>Decrease the number of NEETs.</p> <p>The percentage of NEETs decreases from 17% to below 10%.</p>   |
| <p>4. Social opportunities</p> <p>Friendship groups, outside of school are formed. Children have opportunities to mix with their peers and other adults. Parental concerns over their children's behaviour reduce.</p> | <p>Friendship groups, outside of school are formed.</p> <p>Parental surveys to be adjusted to include a question on parent's concerns over their behaviour.</p> <p>The number of friendship groups formed outside of the school environment increases.</p> <p>Parental concerns over their children's behaviour reduces.</p> |

## 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.

## Parental Engagement

Budgeted cost: **£24,000**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Parental engagement resources to include:</p> <ol style="list-style-type: none"> <li>1. Parental packs</li> <li>2. Online booking system for parents' evenings</li> <li>3. Setting up the PTA and resourcing</li> <li>4. Online home communication system</li> </ol> | <p>WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING</p> <p><a href="https://www.eef.org.uk/media/1024/EEF_Parental_Engagement_Guidance_Report.pdf">EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> | <p>1</p>                      |

## Cultural Capital

Budgeted cost: **£21,500**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Support parents financially with developing children's cultural capital through educational trips and residential. | From the EEF: Extracurricular activities, including sports, outdoor activities, and arts and culture - for example, music lessons and school trips.<br><a href="https://d2tic4wvo1iusb.cloudfront.net/Pupil-Premium-resource-evidence-brief.pdf">Pupil-Premium-resource-evidence-brief.pdf (d2tic4wvo1iusb.cloudfront.net)</a> | 1, 2                          |

## Progression to further and higher education and employability

Budgeted cost: **£25,500**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Reducing the number of young people not in employment, education or training (NEET) | Key messages: what works to reduce the proportion of young people NEET Act early: strategies implemented before the age of 16 that are designed to prevent young people from becoming NEET are likely to be the most effective way of reducing local NEET levels. Tackle barriers and obstacles: when trying to help young people to move back into education, training or work, it is important to consider the wide range of barriers that they may face, and to help them overcome these<br><br><a href="https://publishing.service.gov.uk/review3-neets-health-inequalities">Review3 NEETs health inequalities.pdf (publishing.service.gov.uk)</a> | 1,2,3,and 4                   |

## Social opportunities

Budgeted cost: **£48,100**



| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Social opportunities</p> <p>Teachers taking children on trips and modelling this for parents.</p> <p>Financial support for parents to access school trips.</p> | <p><a href="https://www.cloudfront.net/d2tic4wvo1iusb/Social_and_Emotional_Learning_Evidence_Review.pdf">Social and Emotional Learning Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>In the EYFS:</p> <p><a href="http://educationendowmentfoundation.org.uk/EEF/Personal-Social-and-Emotional-Development">EEF   Personal Social and Emotional Development (educationendowmentfoundation.org.uk)</a></p> | <p>1,2 and 4</p>              |

**Total budgeted cost: £119,100**

## 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 disadvantaged children, at Riverside Bridge School, now make progress in line with their peers. Similarly, their attendance is similar to those of their peers. Analysis of behaviour incidents also shows that there is no distinction between disadvantaged children and their peers. This has been brought about by the swift and robust actions of school leaders, in identifying areas for development and ensuring inclusivity for disadvantaged pupils.

| Progress Data - July 2023 |              |       |
|---------------------------|--------------|-------|
| Targets achieved          | Nb of pupils | %     |
| 90-100%                   | 85 pupils    | 53.1% |
| 70%-89%                   | 26 pupils    | 16.3% |
| 50%-69%                   | 29 pupils    | 18.1% |
| less than 50%             | 20 pupils    | 12.5% |
| 160 pupils                |              |       |

| PP and LAC Pupils' Progress Data - July 2023 |              |       |
|--|--------------|-------|
| Targets achieved                             | Nb of pupils | %     |
| 90-100%                                      | 40 pupils    | 59.7% |
| 70%-89%                                      | 11 pupils    | 16.4% |
| 50%-69%                                      | 10 pupils    | 14.9% |
| less than 50%                                | 6 pupils     | 8.9%  |
| 67 pupils                                    |              |       |

| Non-PP & non-LAC Pupils' Progress Data - July 2023 |              |       |
|--|--------------|-------|
| Targets achieved                                   | Nb of pupils | %     |
| 90-100%  | 45 pupils    | 48.4% |
| 70%-89%  | 15 pupils    | 16.2% |
| 50%-69%  | 19 pupils    | 20.4% |
| less than 50%                                      | 14 pupils    | 15.0% |
| 93 pupils  |              |       |

| Behaviour incidents | Non-PP | PP     |
|---------------------|--------|--------|
| 2022-2023           | 51%    | 49%    |
| Attendance          | Non-PP | PP     |
| 2022-2023           | 87.43% | 91.75% |

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 on the previous PPM document.

Our evaluation of the approaches delivered last academic year indicates that the interventions on behaviour were more bespoke to the ever-changing needs of the children. For example, the team teach staff training was run in smaller groups so that they could be more conversational and opportunities to discuss the approaches were more common. Additional external assessments meant children were understood better. This gave leaders an oversight on further needs that children may have that prompted behavioural incidents. For example, we privately sourced; Educational Psychologists, Speech & Language team, School Nursing team and Occupational Therapist.

Our evaluation of the approaches delivered last academic year indicates that the interventions on attendance were successful. This is despite the medical appointment needs of our children. For example, early identification was introduced (below 95%), also, we buy into an attendance scheme and have a dedicated consultant who supports attendance and has built strong relationships with our parents. Reception staff have been trained in chasing parents for the evidence of absence. The administration team has also been expanded to support the analysis of attendance.

Our evaluation of the approaches delivered last academic year indicates that the interventions on the curriculum and pupil progress have been successful. Staff training has been tailored to support the delivery of the curriculum. In particular we emphasised our teaching and learning training on the long-term supply staff. Training packages have been created and supplied to the supply agencies, for all their staff, so that when they are assigned to us they are better prepared to support our children. There was a focus on target setting and ensuring that the targets were accurate. Each child's target was moderated and checked by a member of SLT.

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                |
|-----------------------------|-------------------------|
| Phonics                     | RWI                     |
| Speech and language therapy | Speech Therapy Services |
| EdPsych                     | LBBB                    |

|                       |                      |
|-----------------------|----------------------|
| Occupational Therapy  | LBBB                 |
| School Nursing Team   | NHS NELFT            |
| Numicon               | Numicon              |
| Attention Bucket      | Lyndsay Barlow       |
| Attendance Consultant | Partnership Learning |