

Pupil Premium Strategy Statement: Lemington Riverside Primary School 2021-2022

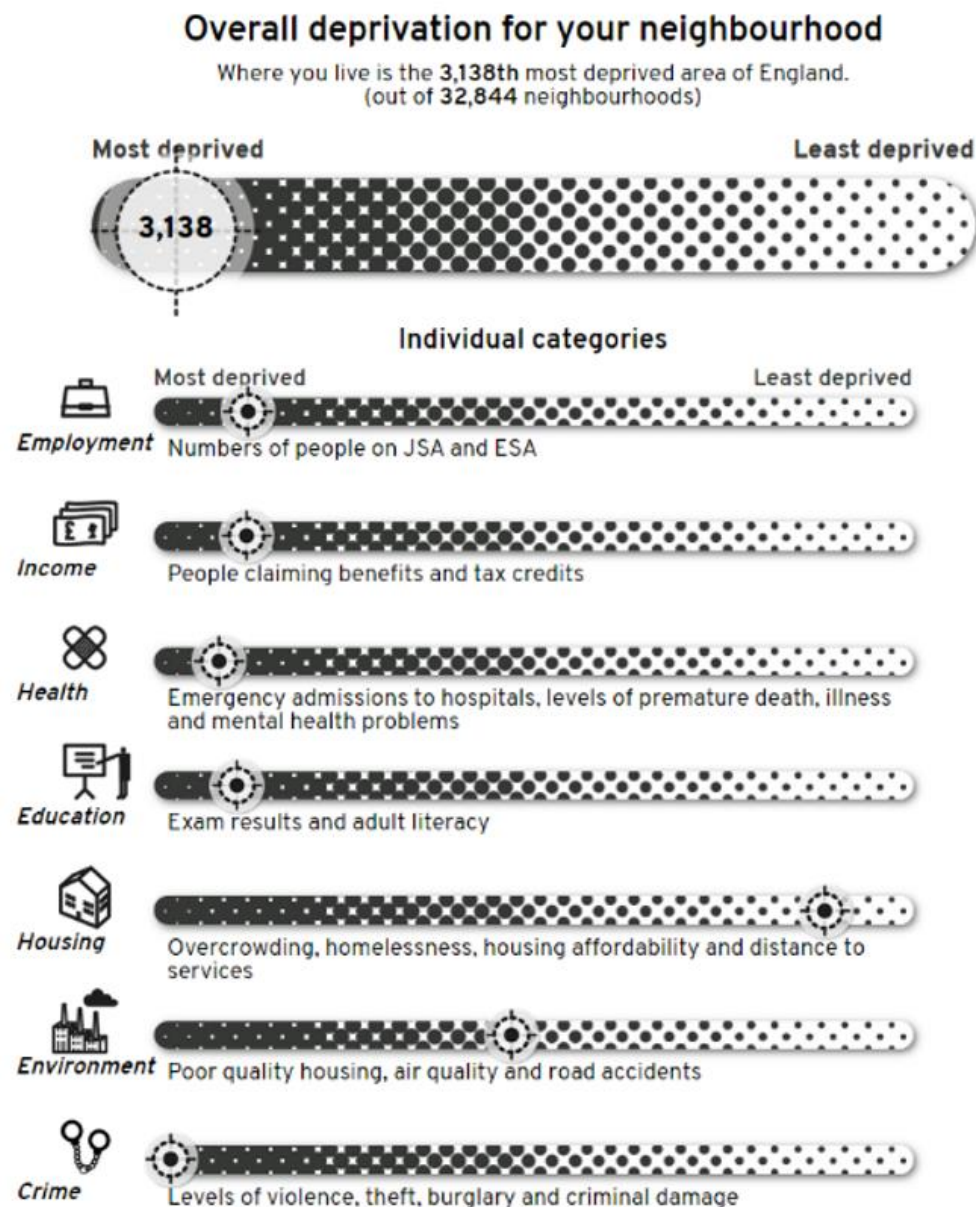
1. Summary information					
School	Lemington Riverside Primary School				
Academic Year	2021-22	Total PP budget (budgeted) including post LAC and service children	£118.360	Date of most recent PP Review	
Total number of pupils	160	Number of pupils eligible for PP including post LAC and service children	88	Date for next internal review of this strategy	Jan 2022
Due to COVID 19 and the three national lockdowns, no statutory or non-statutory end of year assessments took place in the 2020/2021 academic year.					
The assessment data below is based on teacher assessments.					
2a. Current attainment – End of Reception					
Total children in Reception: 26 Number of children eligible for Pupil Premium: 22 (85%) Number of children not eligible for Pupil Premium: 4 (15%)	Pupils eligible for PP		Pupils not eligible for PP		National Average
% achieving Good Level of Development	41%		100%		No national averages available for 2021 due to no statutory end of year assessments.
% achieving expected standard in reading	50%		100%		
% achieving expected standard in writing	50%		100%		
% achieving expected standard in maths	72%		100%		
2b. Current attainment – End of Key Stage One					
Total children in Year 2: 20 Number of children eligible for Pupil Premium: 15 (75%) Number of children not eligible for Pupil Premium: 5 (25%)	Pupils eligible for PP		Pupils not eligible for PP		National Average
% achieving expected standard in reading, writing and maths (GDS)	27% (GDS 0%)		60% (GDS 0%)		No national averages available for 2021 due to no statutory end of year assessments.
% achieving expected standard in reading (GDS)	67% (GDS 13%)		80% (GDS 20%)		
% achieving expected standard in writing (GDS)	33% (GDS 0%)		60% (GDS 60%)		
% achieving expected standard in maths (GDS)	53% (GDS 13%)		80% (GDS 20%)		

2c. Current attainment – Year 1 Phonics			
Total children in Year 1: 24 Number of children eligible for Pupil Premium: 17 (71%) Number of children not eligible for Pupil Premium: 7 (29%)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
% achieving expected standard in phonics (Year One)	40%	70%	81.9%

2d. Current progress – End of Key Stage 2			
Total children in Year 6: 15 Number of children eligible for Pupil Premium: 5 (33%) Number of children not eligible for Pupil Premium: 10 (67%)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
% achieving expected progress in reading	80%	100%	
% achieving expected progress in writing	80%	100%	
% achieving expected progress in maths	80%	80%	
% achieving greater than expected progress in reading	0%	0%	
% achieving greater than expected progress in writing	0%	0%	
% achieving greater than expected progress in maths	0%	0%	
2e. Current attainment – End of Key Stage Two			
Total children in Year 6: 15 Number of children eligible for Pupil Premium: 5 (33%) Number of children not eligible for Pupil Premium: 10 (67%)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>National Average in Y6</i>
% achieving expected standard in reading, writing and maths (GDS)	60% (20%)	70% (0%)	65%
% achieving expected standard in reading (GDS)	80% (40%)	80% (10%)	73%
% achieving expected standard in writing (GDS)	80% (20%)	80% (10%)	78%
% achieving expected standard in maths (GDS)	80% (20%)	70% (10%)	79%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	High percentage of children in EYFS and KS1 with identified speech and language barriers, exacerbated by the Covid-19 pandemic and lockdowns.
B.	Decreasing pass rate in Y1 phonics screen.
C.	Improve the % of children entitled to the Pupil Premium who achieve GDS in the core subjects at the end of KS1 and KS2.
D.	Low level of cultural capital for children which impacts on reading and writing progress due to lack of experiences.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	High level of persistent absenteeism, which had been successfully tackled in 2019 and early 2020, but has increased again following the Covid-19 lockdowns.
F.	Increased level of social, emotional and mental health issues in children and families, due to the Covid-19 pandemic and associated lockdowns.
G	See figure 1.0 on page 4: School is located in 3,138 th most deprived area of England out of 32,844 neighbourhoods, with very poor rates of health, low numbers of pupil attending further education and extremely high levels of crime.

Figure 1.0: 'Overall deprivation for the neighbourhood in which Lemington Riverside Primary School is located'



2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	We want all of our children to access high quality speaking and listening opportunities every day in school through quality first teaching and a high quality learning environment. We want to ensure that all children who require additional support for speech and language receive high quality interventions within school. We will measure the success of our interventions through the % of children reaching GLD in Reception and the % of children passing the phonics screen in Year 1.	<ul style="list-style-type: none"> ✓ The % of children making accelerated progress in speaking and listening will increase following the LIVELY and NELI interventions. ✓ The % of children reaching GLD will be close to the national average (we will also consider the impact of Covid-19 and lockdown closures when measuring this). ✓ The % of children passing the Year 1 Phonics Screen will be close to the national average (we will also consider the impact of Covid-19 and lockdown closures when measuring this).
B.	We want all of our children to be confident readers and writers by the end of Key Stage 1. We want to ensure all of our children receive high quality, consistent teaching of phonics and early reading and writing skills throughout the Early Years Foundation Stage and Key Stage 1. We want to increase the proportion of children eligible for the Pupil Premium achieving GDS at the end of Key Stages 1 and 2 in the core subject areas.	<ul style="list-style-type: none"> ✓ The % of children reaching GLD will be close to the national average (we will also consider the impact of Covid-19 and lockdown closures when measuring this). ✓ The % of children passing the Year 1 Phonics Screen will be close to the national average (we will also consider the impact of Covid-19 and lockdown closures when measuring this).
C.	We want to increase the proportion in KS1 and KS2 achieving a GDS outcome in the core subjects at the end of Key Stages 1 and 2. We will measure this through our ongoing teacher assessed judgements and through the NFER tests (in the absence of the statutory assessments in 2021).	<ul style="list-style-type: none"> ✓ The % of children eligible for Pupil Premium in key stages 1 and 2 achieving GDS will increase in line with the national averages.
D.	Lemington Riverside Primary School is located in the 3,138 th most deprived neighbourhood out of 32,844 neighbourhoods nationally. In terms of crime, the neighbourhood is ranked 560 out of 32,844 neighbourhoods nationally. With this in mind, a key priority and focus for the school is to raise aspirations for our children and ensure that they have equality in access to cultural capital as their peers across Newcastle upon Tyne. Research shows that in order for children to be successful, creative readers and writers they need a broad experience of life and cultural experiences.	<ul style="list-style-type: none"> ✓ The gap between those achieving end of key stage outcomes who are Pupil Premium and non-Pupil Premium will narrow. ✓ The gap between those achieving Greater Depth at the end of each Key Stage who are Pupil Premium and non-Pupil Premium will narrow.
E.	From the beginning of 2019 to March 2020 the school successfully decreased the % of children who were defined as persistent absentees (less than 90%) from 20% to 9%. Since the period of Covid-19, persistent absenteeism has increased again. We want to decrease the level of persistent absenteeism back below 10% by July 2022 (the national average in primary schools was 13% in Autumn Term 2020).	<ul style="list-style-type: none"> ✓ % of children are defined as persistent absentees is below 10% of the pupil population.

F.	The Covid-19 pandemic and the associated lockdowns have caused significant social, emotional and mental health challenges for our children and their families. Lemington Riverside already prioritised SEMH provision for our children through the development of 'The Bridge' in 2019, but since Covid-19 our SEMH offer needed to widen to ensure all of our children received the SEMH support they require.	<ul style="list-style-type: none"> ✓ All children requiring social, emotional or mental health support will be offered high quality support and provision within school. ✓ The school will invest in high quality CPD for staff members to support them to meet the SEMH needs of our children and also to sign post families to the support they may need.
G.	(See Figure 1.0) We want our children to be engaged and inspired by education – we want to instil self-belief in our children that they can access higher education. We want to ensure that our children feel a sense of pride in their local community and do not get drawn into anti-social or criminal behaviour which is a significant issue within the immediate locality.	<ul style="list-style-type: none"> ✓ Children will be given opportunities to hear from successful local people and ex pupils. ✓ Children will gain an understanding of the education system beyond primary and secondary school – they will visit the city universities and understand the wide plethora of educational opportunities that are available to them. ✓ Children will show a sense of pride and respect for their local community.

3. Planned expenditure					
Academic year	2021-2022				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A/B. Increase % of children achieving GLD at the end of EYFS/ Increase the % of children passing the Year 1 phonics screen.	High quality teaching of phonics, twice daily, in small groups.	A consistent phonics scheme, taught systematically, at regular intervals, in small groups increased the levels of progress made by children. See further evidence of the impact of high quality phonics teaching from the EEF: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	Monitoring from EYFS, KS1 and English leaders. Phonics Tracker data used and discussed at Pupil Progress Meetings.	VJ/RT	Termly data reviews and Pupil Progress Meetings.
B/C. Narrow the gap between PP and non PP children achieving age-related expectations in reading in KS1 and KS2. Increase the % of children entitled to the Pupil Premium achieving GDS in reading at the end of KS1 and KS2.	High quality, direct teaching of reading through VIPERS daily. Reading Plus purchased for UKS2.	Reading Plus: “The core curriculum may not be enough to support students with their skill acquisition needs. A supplemental reading program, like Reading Plus can help accelerate student reading gains with: personalised practice, engaging, motivating content, success that builds student’s self-confidence.” Reading VIPERS: “The 6 domains of VIPERS focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such,	Half termly monitoring of data produced by Reading Plus. Class teachers will use Reading Plus data termly. Termly NFER reading tests to measure progress.	RT/CM/GS	Termly data reviews and Pupil Progress Meetings.

		VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards."			
C. Increase the level of PP children achieving GDS in mathematics in KS1 and KS2.	Teaching of mathematics through the Maths Mastery approach. High quality, personalised CPD and coaching for staff members through the maths leader.	See relevant evidence from the EEF on mastery learning: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/	Membership of the Great North Maths Hub. Attendance of department leaders on maths mastery CPD. Termly NFER testing to measure progress and analyse gaps in learning.	CM/RT/VJ	Termly data reviews and Pupil Progress Meetings.
D. Increase aspirations and cultural capital.	The Lemington Riverside Experience – various planned visits, visitors and experiences to boost cultural capital and aspirations. Fully stocked, high quality fiction and non-fiction libraries.	High quality, well-planned visits and experiences support children to improve their vocabulary and writing. They inspire children to develop wider interests and read more widely. High quality reading materials with a wide variety of genres will tap into children's interests.	Careful planning of the Lemington Riverside Experience. Develop links with local educational partners: Royal Grammar School, Newcastle University, Northumbria University.	SLT	Visit reviews via Evolve. Yearly review of LRPS Experience.
Total budgeted cost					£28,000

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A/B. Accelerated progress for children in reading, writing and phonics who are not meeting age related expectations.	<p>Intensive support offered to those children who are not making sufficient progress or meeting age-related expectations due to speech and language barriers through Nuffield Early Language Intervention (NELI) and LIVELY programmes.</p> <p>Increased staffing ratios in EYFS and KS1 to ensure high quality, small group intervention can take place.</p>	<p>Both programmes are DfE approved and led by local universities based on a range of academic research.</p> <p>See further evidence on Early Years Interventions demonstrating high impact at this link:</p>	Regular review points of children accessing the programmes to measure impact and progress.	VJ/RT	Half termly.
B/C. Narrow the gap between PP and Non PP achievement in mathematics and increase the % of PP children achieving GDS at the end of key stages 1 and 2.	Purchasing of the Doodle Maths subscription.	<p>Proven to accelerate progress in maths and provide bespoke computer-based tuition to pupils in KS1 and KS2.</p> <p>See: https://doodlelearning.com/wp-content/uploads/2021/04/Brochure_Doodle_Summer_Term_2021.pdf </p>	Regular review points of children accessing the programmes to measure impact and progress.	CM/RT/GS	Half termly
B/C. Narrow the gap between PP and Non PP achievement in	Purchasing of the Lexia subscription.	Proven to accelerate progress in reading and phonics and provide bespoke computer-based tuition to	Regular review points of children accessing the programmes to measure	RT/CM/GS	Half termly

reading and increase the % of PP children achieving GDS at the end of key stages 1 and 2.		pupils in KS1 and KS2. See: https://www.lexiauk.co.uk/proven-results/	impact and progress.		
Total budgeted cost					£20,000

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Children access the wide cultural capital of Newcastle upon Tyne and the wider North East region.	Further develop the Lemington Riverside Experience offer following Covid-19. Subsidise costs for families.	Many of the children lack the wider cultural and life experiences to enable them to develop into creative and curious learners.	The staff have developed the Lemington Riverside Experience to offer a unique wider cultural offer to the children of Lemington Riverside.	CH/CM/RT/VJ	Termly, adding in new experiences where relevant.
E. Bring the % of children who are persistent absentees below 10%.	Well-established Family Support Worker to work in the school for an additional day per week from Easter 2021.	FSW knows families extremely well and has worked with the Headteacher to develop the current attendance systems in the school which were proving to be successful prior to the Covid-19 pandemic.	Fortnightly RAG meetings focusing on attendance. Intensive monitoring of the attendance of children who are currently persistent absentees.	CH/PS	Fortnightly review meetings. Termly reports on data to Governing Body.
E. Bring the % of children who are persistent absentees below 10%.	Incentives for pupils and families to establish positive attendance patterns.	See academic study supporting the use of positive incentives to improve attendance: https://attendancemattersmagonline.co.uk/early-intervention-raising-attendance-in-primary-schools-4/	Consistent use of rewards (weekly, termly, annually) to ensure children are positively encouraged to attend well.	CH/PS	Fortnightly review meetings. Termly reports on data to Governing Body.
F. Ensure all SEMH needs are met in school through the development and expansion of 'The Bridge' provision.	Renew 'Thrive' license and ensure that SEMH teaching assistant and SENDCo continue to attend high quality CPD.	Through the development of 'The Bridge' provision, personalised intervention maps were developed for a significant number of children who were classed as at risk from fixed term exclusion in 2019. There have now been no fixed term exclusions at the school in over 1.5 years. Following Covid-19 and the associated lockdown, there has	Attendance of SEMH teaching assistant at SLT vulnerability RAG meetings. Review of Thrive plans. SENDCo and SEMH TA to work closely to identify needs and next steps.	LA	Twice monthly vulnerability RAG meetings.

	Further dedicated time for SEMH teaching assistant to staff 'The Bridge'.	been a sizeable increase in the % of children entitled to the PP who are in need of SEMH support.			
Total budgeted cost					£82,470

Review of Expenditure				
Previous Academic year		2020-2021		
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.				
<i>It should be noted that due to the Covid-19 pandemic and national lockdowns that were implemented, some planned initiatives did not develop as expected.</i>				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned (and whether you will continue with this approach)	Cost
Improve end of key stage greater depth outcomes for children in EYFS, KS1 and KS2, whilst supporting increasing number of children with additional learning/SEMH needs.	Employ a team of highly-skilled, effective teaching assistants. Ensure teaching assistants are well trained and ensure teachers are using the latest research to deploy teaching	The role of the teaching assistant changed during the Covid lockdowns to support with the remote learning provision and in-school provision for key worker and vulnerable families. Using EEF research teaching assistants were given specialist training to meet the needs of the	The role of TA's was focused in on specific catch-up interventions and SEMH support due to the impacts of Covid-19. The additional needs and catch-up requirements caused by the lockdowns means that the need for	£75,000

	<p>assistants effectively.</p> <p>Renew Thrive license and training for pastoral TA.</p> <p>Train EYFS staff with early speech and vocabulary support.</p>	children in the school – e.g. Pastoral/Thrive, Speech & Language.	highly skilled teaching assistants is more important than ever and will form a key part of the 2021/22 Pupil Premium Strategy.	
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ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned (and whether you will continue with this approach)	Cost
Ensure that all children with additional needs receive quick, targeted support.	Purchasing of additional Educational Psychologist time.	The newly appointed, experienced SENDCo has worked closely with the Educational Psychologist to ensure that several EHCP's have been secured and all children are receiving the additional support that they require when this cannot be delivered through quality first teaching.	There will be an ongoing need for additional Education Psychology services due to an increased number of additional needs identified in new Nursery and Reception children.	£7,000
Reduce the number of children who are persistently absent from school.	Purchasing of 2 days per week Family Support Worker time from Clennell Educational Solutions.	Prior to the Covid-19 pandemic, persistent absence rates had reduced and were almost in line with national average. This was due to the clear and consistent attendance systems that had been introduced by the Headteacher and implemented by the Family Support Worker.	Since the Covid-19 pandemic incidents of persistent absence have increased again. An additional day of FSW time will be purchased to enable the good progress that was made prior to the pandemic to be replicated rapidly.	£17,854

	Rewards and initiatives for children and parents where attendance is consistently good or makes rapid improvement.	Children and families brought into the reward systems. They were particularly effective with those families where attendance had been a concern, prior to the introduction of a reward system.	Continue and expand the reward system to boost attendance figures post-Covid.	£2,000
Improve engagement and mental well-being of children in Y3/4.	Engagement with the 'Curious Beasts' Mental Health project.	Through the project children's SEMH needs were identified and targeted interventions were delivered by trained therapists to support groups of, and individual children.	Children were engaged and benefited from the programme, it complimented the Thrive offer in school. To be repeated with new Y3 cohort in 2021/22.	£1000

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned (and whether you will continue with this approach)	Cost
Ensure children get access to a wide range of cultural experiences, visits and visitors.	Subsidise the cost of the 'Lemington Experience' to ensure there are no barriers for children attending.	Out of school visits were suspended during the pandemic. The allocated money was re-invested into internal cultural capital projects such the development of two high quality libraries within the school.	Following Covid-19, the importance of additional experiences is now more important than ever and the school will be able to offer a wider cultural experience offer due to the INEOS Forgotten 40 donation.	£2082

Key to staff:

CH = Craig Heeley (Headteacher)
 CM = Chris Murphy (Deputy Headteacher/KS2 Leader/Mathematics Leader)
 RT = Rachel Turner (Assistant Headteacher/KS1 Leader/English & Phonics Leader)
 VJ = Victoria Jeffcock (Early Years Leader)
 LA = Loise Annal (SENDCo)
 GS = George Sayers (Head of Research, Innovation and Pedagogy)
 CB = Catherine Brush (Science Leader)
 TJ = Tina Jamieson (Humanities Leader)
 LC = Lisa Crowe (Art/DT/Music/MFL Leader)
 RC = Ryan Carter (PE and Healthy Schools Leader)
 PS = Paula Stones (Family Support Worker)