



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Lemington Riverside Primary School
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	70.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (September 2021 – September 2024)
Date this statement was published	31 st December 2021
Date on which it will be reviewed	31 st December 2022
Statement authorised by	Governing Body
Pupil premium lead	Craig Heeley (Headteacher)

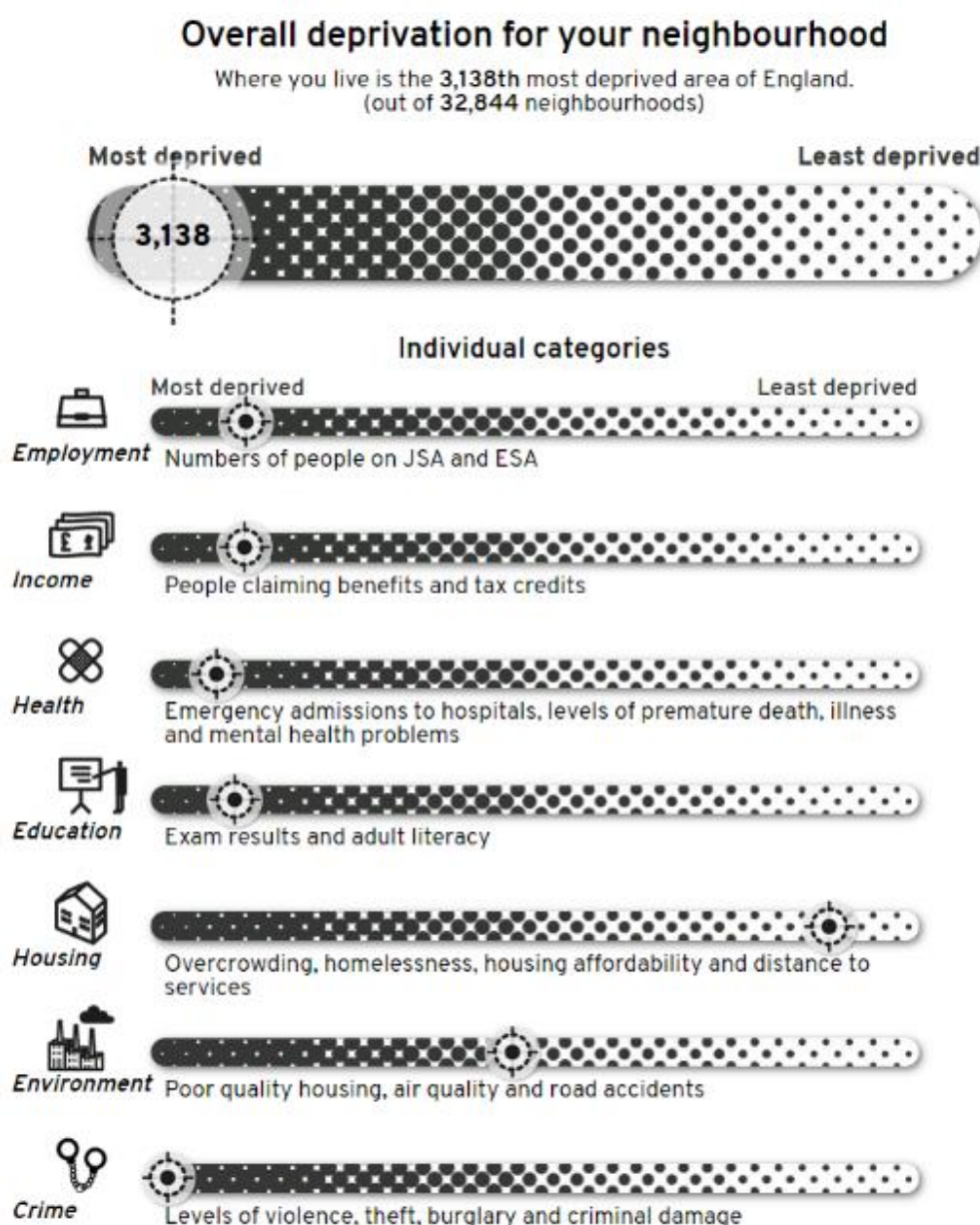
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,360
Recovery premium funding allocation this academic year	£15,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£134,210

Part A: Pupil premium strategy plan

Statement of intent

Lemington Riverside Primary School serves a diverse community in the outer west of Newcastle-upon-Tyne. The neighbourhood in which the school is located has much higher levels of poverty and deprivation than the national average. When compared with other neighbourhoods, our neighbourhood is ranked the 3,138th most deprived area of England out of 32,844. Levels of violence, theft, burglary and criminal damage are amongst the highest in England, as well as emergency admissions to hospitals, levels of premature death illness and mental health problems. (See graphic below taken from the Office for National Statistics).



Despite the challenges that many in our community face, we are privileged to be located in a neighbourhood bursting with pride. We have the following core aspirations for **all** members of our Lemington Riverside community described through our five hashtags:

#WeAreLemington – Lemington is a great community, built upon the heritage of Tyneside's industrial past. The people of Lemington live in a community in one of the UK's most exciting, up and coming cities - Newcastle upon Tyne. We want all of our children to be proud of their community and their city and as such, become model citizens of now and the future.

#WeAreAmbitious – We want our children to be ambitious and know that the possibilities that lay before them in their lives are endless. We live in a city that has two of the best universities in the UK as well as being a sporting, cultural and historic hub. The opportunities are there for our pupils and it's our job to ensure they know about them and aspire to achieve them.

#WeAreResilient – For many of our children resilience is a huge challenge – it is our job to build up the resilience of not only our children but their families and our wider community. We want to create young minds that are not afraid of failure and are able to bounce back and succeed.

#WeAreCollaborative – We are surrounded by a plethora of expertise within our community and wider city. As a school we want to develop and sustain partnerships with our local universities, colleges, cultural venues and wider organisations so that we are a school that can offer our children and families every opportunities to maximise their life opportunities. We want our children to see diversity as a strength and to develop their own unique personality at our school.

#WeAreGlobal – We want our children to be globally aware citizens who have critical minds and are curious learners. As a school we want to develop links with schools and organisations beyond our borders and allow our children to be global citizens of the 21st century.

Our three year pupil premium strategy aims to give all of our children at Lemington Riverside an equal opportunity to thrive, succeed and ultimately become ready for their journey into secondary school and beyond. There should be no barriers to an excellent educational provision for any child – this is our ultimate goal at Lemington Riverside.

Challenges

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

Challenge number	Detail of challenge
1	A higher rate of persistent absence compared to other primary schools locally and nationally.
2	Closing the gap between disadvantaged and non-disadvantaged children meeting age related expectations at key performance points during their time at our school (End of Early Years Good Level of Development, Year 1 Phonics Screen, End of Key Stage 1 SATs, End of Key Stage 2 SATs). Academic attainment for pupils across the school, particularly those who are disadvantaged have been compounded by the Covid-19 pandemic.
3	Low starting points for children entering Nursery and Reception, compounded further by the Covid-19 pandemic.
4	An increasing number of pupils with identified Social, Emotional and Mental Health (SEMH) problems and increased waiting lists for services.
5	Wider issues of poverty within the community directly impacting on our disadvantaged pupils including: hunger, housing issues, parental mental health issues, anti-social behaviour, perceived lack of opportunity, fuel poverty.
6	Low levels of cultural capital and experiences for the children.

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
Pupils attend school regularly.	✓ Absence and persistent absence figures are at least in line with national and local averages.
Pupils who are disadvantaged academically achieve as well as their peers who are not disadvantaged.	✓ Academic performance data shows no significant gap between the performance of non-disadvantaged and disadvantaged children.
Early identification of needs in Early Years allows targeted intervention and support to be implemented at an early stage.	<ul style="list-style-type: none"> ✓ Early Years practitioners are confident in identifying barriers to learning in children. ✓ Early intervention and referral are made. ✓ Close working relationships with partner agencies are fully established.
Identification of social, emotional and mental health (SEMH) needs takes place at an early stage and children have access to high quality support with minimal delay.	<ul style="list-style-type: none"> ✓ All staff are confident in the identifying SEMH needs at an early stage. ✓ The school is a hub of support for parents/carers who have concerns about their child's SEMH needs. ✓ The school works with outside agencies to provide timely SEMH interventions as appropriate.
The school becomes a hub of support for all families offering guidance and signposting to support services in a timely manner.	<ul style="list-style-type: none"> ✓ A community hub is developed on the school site in partnership with Children and Families Newcastle. ✓ The school welfare officer has a strong network of partners who parents/carers can be signposted to.
All children experience a full range of cultural opportunities to raise their aspirations and levels of cultural capital.	✓ The 'Lemington Riverside Experience' is fully embedded offering equal opportunity of cultural experiences across the school.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£40,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of an additional class teacher to ensure small class size, single year group classes throughout the school.	<p>“International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.”</p> <p><i>EEF Report on ‘Reducing Class Sizes’.</i></p>	2/3
Staff training to develop confidence in teaching metacognition and self-regulation. Development of the ‘Lemington Riverside Teaching Cycle’ and subsequent mentoring and development for all staff members.	<p>Click here for evidence base from EEF.</p> <p>“Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.”</p>	2/3
Continued membership of the Great North Maths Hub to develop the confidence of all staff in the delivery of the maths mastery approach, including the implementation of same-day interventions. Development of mastery learning across all subject	<p>Click here for evidence base from EEF.</p> <p>“The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.”</p>	2/3

areas and development of a succinct curriculum for all subject areas.		
<p>Weekly release time for senior leaders to ensure:</p> <ul style="list-style-type: none"> - Monitoring activities are thorough and robust. - Coaching opportunities are delivered for less experienced staff members. - Subject leadership activities takes place during the school day to support a positive work-life balance. 	<p>Click here to read 'Why subject leadership is essential to the success of your primary curriculum' article.</p> <p>Click here to read 'The Complete Guide to Work-Life Balance for School Leaders'.</p>	2/3/4
Headteacher and Head of Research, Innovation and Pedagogy attended ' <i>Making a difference to disadvantaged children</i> ' CPD delivered by the Newcastle Research School.	Click here to view the EEF guidance on using the Pupil Premium effectively – this was the focus of the 3 day CPD programme.	1/2/3/4/5/6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£34,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly English/Maths after school booster sessions, delivered by Lemington Riverside class teachers focusing on key areas of learning lost during the previous 2 years of the Covid-19 pandemic. Incentivised to encourage maximum uptake (£10 Amazon	<p>Click here for evidence base from EEF.</p> <p><i>"The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after</i></p>	2/3

voucher per half term per child for full attendance, light tea provided for all children who attend).	<i>school programmes, which have higher impacts on average."</i>	
Year 1-6 subscription to <i>Lexia Reading Core 5</i> for targeted academic intervention for reading.	Click here for evidence base from Lexia. Click here for the evidence base for Lexia from EE.	2/3
Year 1-6 subscription to <i>Doddlemaths</i> for targeted academic intervention for mathematics.	Click here for the evidence base supporting the use of Doodlemaths.	2/3
Targeted social, emotional and mental health support for children through <i>Wellbeing North East</i> , including: <ul style="list-style-type: none"> - Curious Beasts Project (Year 3). - Wilderness Schools (Year 5) 	For information and evidence base for Curious Beasts project click here. For information and evidence base for Wilderness Schools project click here.	1/2/4/6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£59,610**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement the persistent absentee intensive work programme as developed by the Newcastle Research School. Programme unpicks the barriers to good attendance for children with persistent absence and identifies where early intervention and support can be provided to remove the barriers.	Improved absence figures from schools locally who have implemented the approach and a significant decrease in the percentage of pupils who are in the persistent absence category.	1/5

Employment of an experienced school welfare officer with focused work on attendance and Early Help support for families in need.	Click here to see the EEF evidence on improving school attendance.	1/4/5
<p>Development of the 'Lemington Pounds' rewards system and associated benefits to encourage:</p> <ul style="list-style-type: none"> ✓ Excellent behaviour. ✓ Good and sustained improvement to attendance. ✓ Good punctuality. ✓ Engagement in home reading and homework. 	See EEF 'Improving Behaviour in Schools' guidance.	1/2/5/6
Employment of a Kalmer Counsellor for 1 day per week to allow in-house counselling provision for the increasing number of children requiring SEMH intervention post-Covid.	For further information about the impact of Kalmer Counselling in schools click here.	4
Development of the 'Lemington Riverside Experience' to allow all children to access a full range of cultural opportunities and visits out of the classroom, including residential experiences, at no cost to families.	See EEF Report on benefits of out of class learning.	1/5/6

Total budgeted cost: £134,210

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Objective	Impact
Reduce the number of disadvantaged children who are persistently absent.	This objective was not met due to the Covid-19 pandemic, subsequent lockdowns and strict self-isolation guidance. Focus was instead on ensuring a robust home learning strategy was implemented and that the most disadvantaged families had access to home technology to support learning as well as other core necessities (access to food, utilities, health provision, etc).
Increase the percentage of disadvantaged pupils in each year group who achieve the end of year age-related-expectation.	Again, this objective was not due to the Covid-19 pandemic and the amount of learning lost. Focus was switched towards, initially, devising a catch-up curriculum that focused on key aspects of learning for all subject areas. Purchasing of testing materials enabled class teachers to get a confident grip on gaps in learning and plan learning accordingly.
Ensure children with SEMH needs gain access to high quality services and intervention to meet their needs.	This objective was met in full. The school employed an experienced SENDCo who coached all staff in quality first teaching and early identification of SEND and SEMH needs. The school also employed the services of an Educational Psychologist due to the high number of children with additional SEND and SEMH needs. The school engaged with a number of outside agencies, such as North East Wellbeing to deliver targeted SEMH interventions where required.

Increase the 'cultural capital' opportunities for disadvantaged pupils through the development of the 'Lemington Riverside Experience'.	Due to the Covid-19 pandemic, this objective was not fully met due to restrictions for out of school visits and visitors into the school. The school did employ creative methods for cultural opportunities in the curriculum, such as virtual museum visits and Zoom talks with professionals. This will be a key focus for the 2021/2022 academic year.
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Externally provided programmes

Programme	Provider
Lexia Core 5	Lexia Learning
Doodlemaths	Doodle Learning
Spelling Shed	Ed Shed
Literacy Shed	Ed Shed
Power Maths	Active Learn
Monster Phonics	Monster Phonics
Kapow (Art & Design, PSHCE, MFL)	Kapow Primary