

Pupil premium strategy statement – Rivelin Primary 2023/2024

This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	403
Proportion (%) of pupil premium eligible pupils	13% 48 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Hayley Wright
Pupil premium lead	Kaye Clixby
Governor / Trustee lead	Dave Higgs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,850
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£101,850

Part A: Pupil premium strategy plan

Statement of intent

At Rivelin we want to use our strategy plan to ensure that Pupil Premium pupils are achieving as well as they possibly can through excellent teaching every day.

We want our pupil premium pupils to enjoy school, value education for its own sake and have choices about the kind of life they want to lead. We want our pupil premium children to be ready educationally, socially and emotionally for the next stage in their education.

One of our current strategies focuses on building cultural capital through the development of an exciting broad and balanced curriculum. Supporting teachers to be the best they can be and expecting the highest standards from everyone, pupils and staff. Ensuring that every child has access to good teaching everyday through supporting teachers with good CPD, support and challenge so that all children make at least good progress.

One of the key principles of the strategy centres on language and literacy skills so that children can communicate effectively orally and in writing. This includes making sure that phonics and early reading is taught well, consistently throughout school. That children have opportunities to communicate in a range of ways and have education that supports them to think independently and have a voice.

Another key principle is emotional regulation. This is vital so that children are in a positive state to learn. We hope that our work on 'Core Values' will support children to have a sense of wellbeing and the ability to manage and understand their feelings and build positive relationships.

Good school attendance affects both the pastoral and educational aspects of school and this is another dimension to our strategy. We do not want our children to miss learning or other pastoral opportunities – this includes developing friendship networks and developing good habits for the future.

Challenges

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

Challenge number	Detail of challenge
1	Language and Literacy Skills

2	Writing progress and attainment
3	Attendance
4	Pupil Mobility
5	Emotional Regulation

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
Every child has access to good teaching every day.	Pupil premium achievement matches or exceeds national for pupil premium – EYFS; Y1 phonics; KS1 outcomes; MTC; KS2 outcomes
Pupil premium children have good attendance.	Pupil premium attendance is in line with or exceeds national picture for pupil premium
Pupil premium children achieve well in writing	Reportable outcomes and in year data show any gaps between PP children and non PP children diminishing over time and in line with the national picture.
Pupil premium child have cultural capital that allows them to understand vocabulary and achieve well academically	Outcomes for PP are improving over time and compare well with the national picture. PP children achieve well in all national curriculum subjects and therefore develop good vocabulary, achieve well academically and develop cultural capital. This is seen through the work in pupil's books and through teacher assessment.
Pupil premium children are able to regulate their emotions	Behaviour incidents among PP children are in line with non PP children they do not have significantly different rates of exclusion

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Healthy Minds	Brownlie's 'Healthy Minds' approach to life in school to support pupils good emotional regulation 1 5	1 5
Support for AHT for monitoring T&L and school improvement from external leaders; Learn Sheffield; Exec Head	External views of the school are useful for the staff particularly when working with current Ofsted Inspectors. This work supports whole school improvement.	1 2 3 4 5
CPD support on priorities	Training staff is essential to raise the profile of the priorities and ensure consistency across the school in addressing areas for development.	1 2 5 4
Curriculum work and development subject leads	Shared practice across schools is beneficial to use a wider knowledge base and raising the profile of the wider curriculum. Subject leads working with colleagues in other schools allows for colleagues to see best practice.	1 2 5
Support for SENDco and qualification	This is a statutory requirement and excellent CPD.	1 2 5
Phonics scheme & Early Reading adoption and implementation	DfE validated scheme to promote the teaching of phonics and early reading 1 2	1 2
School Improvement Partner	External challenge in a plan do review cycle endorsed by EEF	1 2 3 4 5
Learn Sheffield Access to training/school reviews	Learn Sheffield sources researchers and high quality training to support all schools in Sheffield. Also allows school to access external reviews of provision for support and challenge.	1 2 3 4 5
Moderation activities across schools	Teaching and Learning Toolkit EEF	1 2

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional tutoring	EEF Covid Support for Schools	1 & 2
1-1 tutoring Autumn, Spring, Summer 2022-2023	EEF Covid Support for Schools	1 & 2
Assessment materials	EEF Covid Support for Schools	1 & 2

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO	Historically this role has been used to have significant impact on attendance for some families and also provides support and advice to families that need it. In addition can often support communication between school and home.	3 & 4
Trauma informed	Government Green Paper December 2017 Transforming Children and Young People's Mental Health Provision, "There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (such as anxiety, conduct disorder, substance use disorders and posttraumatic stress disorder)".	5

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our disadvantaged pupils continue to improve at external assessment points. Our internal tracking of our pupil progress and achievement supports this data and leaders are confident about the future attainment and performance of this group.

In EYFS, 67% of children achieved Good level of Development (GLD). Our phonics screening check scores were an improvement on the previous years with 78% achieving the standard in Y1 and 80% in Y2.

In KS1, 75% of disadvantaged pupils achieved the expected standard in reading, 75% achieved this in writing and 75% in maths. The intensive support in classrooms and focus within the curriculum is resulted in the number of disadvantaged pupils now making more progress and working towards achieving the expected standard when compared to 2019 figures.

In reading, 80% of our disadvantaged pupils in KS2 achieved the expected standard. 82% of our disadvantaged children achieved the expected standard in writing and 82% in maths. Overall, a combined figure of 73% of disadvantaged pupils achieved the expected standard at the end of KS2.

The pandemic impacted on all our pupils and impacted our youngest pupils the most. Consequently, they will be our focus as we move into the next academic year.

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

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.