

## 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	Rivelin Primary School
Number of pupils in school	376
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021- 2024
Date this statement was published	January 2022
Date on which it will be reviewed	January 2024
Statement authorised by	Governing Board
Pupil premium lead	K. Clixby Academic Support Manager
Governor Lead	K. Rothwell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,945
Recovery premium funding allocation this academic year	£22,704
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£131,649</b>

## 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 'Character Muscles' will support children to have a sense of wellbeing and the ability to manage and understand their feelings.

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 a 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 pupils books and through teacher assessment.
Pupil premium children are able to regulate their emotions well	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: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Healthy Minds	Zoe Brownlie's 'Healthy Minds' approach to life in school to support pupils good emotional regulation	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
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: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional tutoring</i>	EEF Covid Support for Schools	1 2
<i>1-1 tutoring Spring and Summer 2022</i>	EEF Covid Support for Schools	1 2
<i>Shine NTS</i>	EEF Covid Support for Schools	1 2
<i>Assessment materials</i>	EEF Covid Support for Schools	1 2

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

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>EWO</i>	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
<i>Trauma informed</i>	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 post-traumatic stress disorder)".	5
<i>Fusion Support Advice and Training</i>	Specialist support and advice relating to emotional regulation and dealing with autism/adhd. Whole staff training so that all staff are better able to support inclusion agenda.	1 2 5

<i>Cost of Senior Learning Mentor 25%</i>	Senior Learning Mentor role historically has impacted on inclusive practice and removing barriers to learning as well as working on the safeguarding agenda.	3 4 5
<i>Cost of Academic Support Manager 25%</i>	Historically this role has support the professional development of TAs and is a vital link between home and school working with parents to support reading and catch up as well has having oversight of pupil premium outcomes and interventions to address issues.	1 2 5
<i>Release time for SENDco + focus for EAL children</i>	Leadership for this group of pupils is vital as well as ensuring the school meets its statutory duties for pupils with SEND	1 2
<i>Training and resources for supporting EAL pupils</i>	In order to meet the needs of EAL pupils the school needs appropriately trained staff EEF	1 2 4
<i>Additional staff to support high needs pupils to ensure that teaching not interrupted</i>	EEF Behaviour Intervention report Paul Dix – When the Adults Change	1 2 5

**Total budgeted cost: £ 131,649**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

*For 2020/21 a new three year strategy plan was created and the intended outcomes of this have not yet been seen due to the disruption from Covid and the fact that sufficient time is required for full implementation and embedding. The school in this period has moved over to PITA (Point in Time Assessments) and have invested in new diagnostic materials to support gap analysis of pupils learning.*