

RIVELIN PRIMARY SCHOOL

Pupil Premium Strategy Statement

| 1. Summary information | | | | | |
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| School | Rivelin Primary School | | | | |
| Academic Year | 2019-2020 | Total PP budget | £115,500 | Date of most recent PP Review | January 2020 |
| Total number of pupils | 393 | Number of pupils eligible for PP | 69 | Date for next internal review of this strategy | October 2020 |

| 2. Current attainment 2019 KS2 Outcomes | | | |
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| | <i>Pupils eligible for PP (Rivelin)</i> | <i>National PP</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving in reading, writing and maths | 29% | 51% | 71% |
| Progress measure in reading | -4.53 | -0.62 | 0.32 |
| Progress measure in writing | -0.31 | -0.50 | 0.27 |
| Progress measure in maths | -3.20 | -0.71 | 0.37 |
| Current attainment 2019 KS1 Outcomes | | | |
| | <i>Pupils eligible PP (Rivelin)</i> | <i>National PP</i> | <i>Pupils not eligible for PP (national average)</i> |
| % Achieving ARE in Reading | 57% | 62% | 78% |
| % Achieving ARE in Writing | 50% | 55% | 73% |
| % Achieving ARE in Maths | 50% | 62% | 79% |

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| Current attainment 2019 Phonics Check | | | |
| | <i>Pupils eligible PP (Rivelin)</i> | <i>National PP</i> | <i>Pupils not eligible for PP (National Average)</i> |
| % meeting Phonics Check Standard Y1 | 40% | 71% | 84% |
| % meeting Phonics Check Y2 recheck | 33% | | |

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| 3. 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. | Poor language and understanding of tier 2 vocabulary | |
| B. | Poor social skills and emotional regulation/resilience | |
| C. | Low attainment in writing | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| D. | Persistent Absence Rates for a small minority approximately 10 families | |
| E. | Low Parental Engagement of about 23% of the group: not attending parents evenings/reviews, difficult to get hold of; lack of reading support at home; disinterested in learning outcomes; difficult relationships with school at times | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Disadvantaged pupils language and literacy skills improve quickly and catch up to the non-disadvantaged pupils so that by the time they leave Rivelin at KS2 results are in line with national. Measured through half termly assessment tracking in Reading and Writing; phonics acquisition and attainment of the Early Learning Goals | Reading & Writing Progress & Attainment is in line with non-disadvantaged pupils by the time children reach the end of Y6. Unless there is an identifiable SEND or medical issue that could justifiably impact on attainment all children should meet the expected standard. |

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| B. | Disadvantaged pupils learn how to regulate their emotions and communicate appropriately with others including children and all adults. They are resilient and bounce back from set-backs and have strategies to deal with life's challenges in a positive way. This will be measured through regular auditing of the behaviour log to check the percentages of disadvantaged children and all interim reports will be reviewed to check the pastoral measures. | Behaviour logs are not disproportionately populated with Disadvantaged pupils & feedback on interim reports show green for pastoral measures – children whose reports show red or amber are moving this to green. Disadvantaged pupils are well represented in leadership roles in school. |
| C. | Attainment in writing in all year groups improves quickly for disadvantaged children. Because of good teaching the children have bank of experiences and knowledge to draw ideas from and their spelling has improved to ensure greater proportions of disadvantaged children achieve ARE. Pupils enjoy their writing. This will be measured through 6 weekly assessment points, work scrutiny and pupil voice. | Attainment in writing for disadvantaged pupils is comparable to non- disadvantaged pupils unless there is an identifiable need that could justifiably impact on attainment children should meet the expected standard. |
| D. | Attendance rates for Disadvantaged pupils are improving year on year and individual case studies show the positive impact of actions taken. This will be tracked and measured both weekly and half termly and reported to Governors on a half termly basis. | Attendance rates for disadvantaged pupils are in line with non- disadvantaged pupils. |
| E. | Regular contact maintained by SLM; ASM; SENDco; in order to raise attainment and build positive relationships with parents. Parents attend reviews; parents evenings and when this doesn't happen they are chased up and alternative arrangements made. Face to face and phone contact a priority for these families. | Parental support for academic success of disadvantaged pupils is strong and relationships with school are supportive for pupils. |

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| 5. Planned expenditure | | | | | |
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| Academic year | | 2019-2020 | | | |
| 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? |
| Pupil leadership will be well embedded in the school so that children have a vested interest in the running of their school and are able to build on character | Character Muscles Strategies implemented from last year and Jenny Mosely work around playtimes/lunchtimes. | Own experience with Character Muscles and Jenny Mosely has many successful publications and evidence of improvement. | Through SLT monitoring of milestones every half term. | TN/KC | July 2020 but each half term as part of SIDP review |
| All children will access a broad and balanced curriculum that is well planned and sequenced and meets all of the mandatory expectations laid out by the DFE | Regular staff training and meeting time to plan and resource all areas. Subject leader development and monitoring time. Regular work scrutiny of all subject areas. | Ofsted research around the importance of cultural capital and schools meeting the needs of all children and not narrowing the curriculum. | KPIs and milestones within the SIDP; speaking to children and teachers and looking at the quality of work. Regular SLT review and reporting to Governors. | JP/SM | July 2020 but each half term as part of SIDP review |
| All year groups demonstrate quality first provision so that greater percentages of pupils' reach ARE for each year group. | Support and Challenge through SLT monitoring and development | Support and Challenge needs to go hand in hand with targeted professional development in areas that it is needed. | Through data scrutiny each half term, looking through the quality of books and monitoring teaching. | SM/JP | July 2020 but each half term and as part of SIDP but also through performance management. |

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| The school receives external support and challenge that is robust and rigorous in order to improve the progress of children at all levels. | School improvement partner visits, paying into Learn Sheffield for regular reviews | External support and challenge is vital to provide perspective and prevent the school being too inward looking. | Regular reports from external bodies, and then evidence of following up on areas for development. This is also looked at through Governance. | JP /SM | July 2020 but this is part of ongoing reviews through the year at least termly sometimes half termly. |
| Targeted interventions for specific children are regular and impact directly on pupil need. | Programme of interventions linked to learning/SMSC short daily sessions | EEF research importance of pupils not being out of class for too long but then targeting very specific areas and monitoring progress closely on SMART goals. | Feedback reports from the staff undertaking specific interventions | KC/SM | July 2020 but throughout the year |
| Support is provided for those children with specific needs to ensure their successful participation in school life | Creative staffing solutions to support children but then to provide children the ability to be independent (eg issues in F2) | MITA but also recommendations from Learning Support around SEND and how children need to be supported to be successful at school, give support but then withdraw it as soon as possible. | Monitoring from SENDco and other senior leaders and feedback from teachers and families. | SM/KC | July 2020 but throughout the year. |
| Moderation and training across schools in the locality allows for staff to look at ARE across the city to ensure that challenge is appropriate and that standards are high | Release time for staff to attend sessions. Paying into the Locality G work and supporting this wherever possible. | Having time to look at work across a number of sites is excellent CPD for all staff and allows them to be outward facing and challenge their own practice | Through data collection; book scrutiny and outcomes at the end of the year. | SM/KC/AHT KS1/AHT KS2 | During monitoring of SIDP but also through outcomes at the end of the year. |
| All TAs have support and training around MITA (Maximising Impact of Teaching Assistants) in order to counteract learned helplessness and maximise outcomes. | Using the MITA materials and EEF in order to provide training to all TAs and then subsequent monitoring of impact. | Use of the EEF materials which has comprehensive evidence of the importance of TAs work in maximising outcomes for children. | Regular updates through the SIDP review and monitoring by KC of the work of TAs. | KC | In July 2020 but throughout the year when the SIDP is reviewed. |
| Total budgeted cost | | | | | £70,000 |

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| ii. Targeted support | | | | | |
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| 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? |
| Attendance rates of Pupil Premium pupils improves so that it is in line with non-pupil premium children | EWO support for all persistently absent pupils | We need a member of staff available to do home visits and with the experience around the legal framework relating to attendance. Also the ongoing relationships with families is very important and this role allows for families to be held to account for attendance. | Proportions of Persistently Absent pupils will continue to reduce and this is monitored through the School Improvement KPIs and fed back to Governors. | JP | Half termly through monitoring cycle |
| Barriers to learning and attendance are removed so that pupil premium attendance is in line with non-disadvantaged pupils and children have more resilience in school. | Senior Learning Mentor Support | Continued weekly tracking of all disadvantaged pupils attendance is needed in order to intervene quickly if it begins to drop. SLM has excellent relationships with EWO/MAST and Social Care and is very experienced in supporting families and building relationships and holding to account where necessary. | Proportions of Persistently Absent pupils will continue to reduce and this is monitored through the School Improvement KPIs and fed back to Governors. | JP | Half termly through monitoring cycle and weekly tracking of individual pupil attendance. |
| Pupils who need it receive regular support from SLM in class or through short intervention to support learning so that all pupils make good progress. | Regular support provided on a needs basis for those vulnerable pupils who need in class support due to behaviour/emotional difficulties to remove barriers to learning | Having a member of staff to check in with children and hold them to account/who knows their wider needs and is able to support them in achieving good outcomes is really important especially if disengagement is an issue. | A list of pupils for SLM is discussed every half term and this forms part of any plans of support they may have. We will also be monitoring the progress children make half termly | TN | Half termly through review of the School Improvement Plan |
| All staff are confident with the principles of maths mastery and implement this in all classrooms. Outcomes for Maths at all key stages improves. | School works with the Maths Hub on Mastery. | Maths Hubs work is a highly effective way to raise attainment and improve provision in Maths provided it is well supported by the school. | Reports from LB and looking at the quality of work in books as well as data collections. | LB | Half termly through the data collection and regular looks at books. |

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| Total budgeted cost | | | | | £40,000 |
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| 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? |
| Parents are more knowledgeable and supportive of pupils learning in school | The Academic Support Manager will regularly meet with parents and track pupils to ensure progress | Parents need to be fully informed about their child's progress and how they are coping in school. This is really valuable in being able to support children with their learning and get parents on board to help with things like daily reading. | Through milestones and reporting back on the SIDP. | KC | Half termly and in July 2020. |
| Total budgeted cost | | | | | £5,000 |

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| 6. Review of expenditure | | | | |
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| Previous Academic Year | | 2018-2019 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| That all staff and children use the language of character muscles. That it is built into daily lessons/assemblies and shows an impact in the number of behaviour incidents/attendance and progress alongside children being happier and enjoying school more. | Introduce strategy of Building Character Muscle September 2018 | The success criteria has mostly been met and was reflected in the school's Ofsted inspection in October 2019. Children clearly understand the language of character muscles and it is used in restorative conversations and during daily provision. | This was a hard strategy to evidence at times and it was clear that it was a strategy that needed to be used in daily interactions with children and should be displayed by all staff particularly senior leaders to model it to others. It needs to be kept at the forefront of what the school does both with parents at parents evenings and in community assemblies etc and throughout teaching times. It will be continued as it is very valuable in terms of improving growth mindset. | £3,000 |
| Rivelin will provide a stable, protective environment that helps children regulate their emotions and build positive relationships with adults. | Launch Healthy Minds Project February 2019 | This is up and running in year groups Y2-Y6. The success criteria is mostly met. It is still in the early stages but is becoming embedded. Relationships are very positive between children and adults. The project is helping children to regulate at different points in the day particularly after break times. | This strategy will be further built on so that the interventions to support emotional regulation become habitual in all classrooms. | £1,500 |

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| Regular shared expertise and CPD through the Locality impacts on all staff in school allows for opportunities to moderate across schools and access CPD to ensure Quality First Teaching. This is reflected positively in % of good teaching and progress data. | Continue to take an active role in the Locality training, moderation and SEND work. | The success criteria have been met some of which is evidenced through the recent Ofsted inspection. The work within the locality has allowed an outward looking approach and the opportunity to moderate work and provision with other settings. | The school will continue to work closely with the locality so that staff have access to good quality of training. Currently the SENDCo is acting up as head of school for 18 months and would like to continue as lead SENDCo but may need to step back if capacity becomes an issue. The school will continue to buy into the locality work. | £5,000 |
| All staff have access to quality developmental feedback in order to deliver quality first teaching. Senior Leaders have support and challenge in their role of monitoring in order to | Annual Review from Learn Sheffield as part of the subscription to Learn Sheffield this year. | School had a review in the week prior to the Ofsted Inspection in October 2019. The school received a report about strengths and areas for development and senior leaders were challenged in their work and judgements about the quality of provision. The success criteria were met. | It was very useful to have an external view of the school and for staff to have developmental feedback from a range of sources. This will be an approach that is repeated again next year. | £3,000 |
| The school is working together with a School Improvement Partner to regularly provide challenge and support to the school. This ensures that the school continues to provide a good standard of education. % of good teaching. | School Improvement Partner to make regular visits during the academic year | The school continues to receive excellent challenge and support from a school improvement partner and in particular for preparation for Ofsted visits and evaluation of the school's performance. | The school values this external support and challenge and it supports the leadership team in driving forward improvements. This is a strategy that will continue next year. | £3,000 |

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| <p>Teachers are well supported in being able to develop and sustain Quality First Teaching and in being able to support a wide range of pupils needs so that gaps in learning between groups are closed. This is shown in % of good teaching.</p> | <p>Staff training on SEND; mental health support ; training and support for English and maths leaders. Regular feedback to all teachers from monitoring books, lessons, and speaking to children alongside data.</p> | <p>CPD and monitoring have allowed staff to focus on QFT and this has been effective and is showing in assessment data throughout the school. The percentage of good teaching improves or remains stable. The structure of the leadership team together with the comprehensive program of CPD have translated into healthy percentages of good and better teaching this approach will continue into next year in particular the approach for Data intervention meetings every term have been really valuable when meeting the whole team including TAs. A detailed School Improvement Plan with very clear KPIs that are tracked and monitored six weekly. Opportunities for team meetings every six weeks (Data Intervention Meetings) to discuss KPIs in individual year groups and how to remove barriers to learning.</p> | <p>It can be difficult at times to sustain the pace of regular meetings and organisation of staff at particular meetings but this does help to hold everyone to account including leaders. This is a very valuable way of working that allows regular dialogue about the data and what barriers need to be removed. This approach will continue.</p> | <p>£40,000</p> |
| <p>Staff have the skills necessary to support children with challenging behaviour to be successful in schools.</p> | <p>Consultancy support from LM around mindset neural pathways etc Training day bespoke Training for individuals</p> | <p>The consultancy support was really valuable for staff and really helped school to provide the necessary interventions and provision for children who were struggling. The school extended this and had LM deliver some training on a training day to further embed this work. Exclusion rates remain low and behaviour in school is good and a range of strategies are implemented for individual pupils that need it.</p> | <p>It will be targeted at those individuals with the most need. Training & advice for SLT. Observations in school and bespoke action plans to support individuals. Whole staff training on this work.</p> | <p>£3,000</p> |
| <p>Interventions such as rainbow readers and daily reading programmes area in place in all classrooms in addition Lego Therapy for language & social skills. This allows for closing of the gap in learning between vulnerable groups.</p> | <p>Additional adults in classrooms in the mornings to support teaching and learning and then focused in the afternoon on identified readers/Lego therapy/interventions</p> | <p>The school did meet the success criteria and this is strategy that has been used for a while and continues to support our weakest readers. The additional interventions of language and social skills in the afternoon are also very effective and progress is evident from the records kept.</p> | <p>The school needs to keep a close eye to ensure that interventions are actually taking place and where the progress seems limited to check that the interventions are being undertaken effectively. These interventions have supported children very effectively with their reading and ability to cope in school. This strategy will continue.</p> | <p>£5,000</p> |

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| Excellent relationships are developed between teachers and pupils so that any barriers to learning can be fully understood and tackled. Children understand their next steps for learning and make good progress. | Assertive Mentoring meetings 1:1 for all teachers and pupils | Assertive Mentoring is a successful strategy used for some years by the school. It is an investment but the individual meetings between teachers and pupils allow for the building of relationships, excellent communication. Also children have a clear picture of their strengths and areas for development and these impact on the progress and behaviour of all children. The school believes that this has met the success criteria. | School needs to be mindful to continue to check the quality of the assertive mentoring meets to ensure that they don't just take place but are models of good practice for what a 1:1 mentoring meeting should look like. This approach will continue moving forward. | £5,000 |
| Improve the attainment in writing in all year groups | Embed the writing strategy from 2017/8 into this academic year | Writing attainment has improved on last year and the quality of writing in books is good. Spelling is still an ongoing issue but improving over time. | This will be an approach that is continued into next year and embedded further. More work needs to go on with spelling, school recognises this is a continued area for development although it is improving. | £1,500 |
| Targeted Support | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Pupils who struggle to settle in school at the start of the day or after lunch have a specific intervention that allows for learning to take place and emotional regulation | Sensory Circuits for identified pupils take place daily | Daily sessions of sensory circuits are in place and support children to be emotionally regulated when they go back into school after lunchtimes. Children who needed this provision are much more emotionally regulated for the afternoon's work. | School needs to be diligent at ensuring this work goes on every day to support the necessary pupils. This strategy will be continued into next year. | £1,000 |

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| Disadvantaged pupils in Y6 who are reluctant learners have develop supportive working relationships with older peers from sixth form/college working in school that support good learning behaviours. | Peer mentoring trial for Y6 pupils to research impact on disadvantaged and disengaged pupils. | This is a research project to see if the benefits of having older role models studying for A levels and college vocational qualifications can support engagement in the classroom through being good role models supporting learning. The impact for some pupils in Y6 was very good but less so for some others although feedback from children was positive. | The school may consider this in the future but it would be dependent upon who was being targeted and the role model. | £1,200 |
| Pupils' spelling is strong and this impacts positively on writing outcomes at all age groups. | Crystal Spelling Challenge introduced for all pupils. | Spellings have improved in the school but it has been a wide range of activities which have produced this outcome. The crystal spellings has been really useful for motivating children and keeping a track on the progress across school however more needs to be done about targeting particular children. | The school will continue to use crystal challenge as one element of the approach to spellings but further strategies are required in order to improve this area. | £1,000 |
| Attendance rates of Pupil Premium pupils improves so that it is in line with non-pupil premium children | EWO support for all persistently absent pupils | This continues to be an area for school development and the EWO has a case load which is difficult to shift. The attendance for pupil premium children continues to be an area of weakness however the proportion of pupil premium children will attendance issues is small and most of these families have other agencies working with them. The school continues to involve the legal department where necessary. | The school continues to challenge this very robustly. This was reflected in the Ofsted visit of October 2019. The school will continue to dedicate resources and time to this important issue and continue with the support from the EWO. | £5,310 |
| Barriers to learning and attendance are removed so that pupil premium attendance is in line with non-disadvantaged pupils and children have more resilience in school. | Senior Learning Mentor Support | This is a regular standing item on SLT agendas and all children are tracked daily and the relevant interventions are in place. SLM is working closely with families to support their good attendance at school and working closely with EWO and outside agencies where necessary. | Proportions of Persistently Absent pupils will continue to reduce and this is monitored through the School Improvement KPIs and fed back to Governors. | £12,000 |

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| Pupils who need it receive regular support from SLM in class or through short intervention to support learning so that all pupils make good progress. | Regular support provided on a needs basis for those vulnerable pupils who need in class support due to behaviour/emotional difficulties to remove barriers to learning | SLM has supported children both in class and when children need some time out of class. This has been more adhoc, due to safeguarding/attendance and capacity, than a planned strategic approach although pupils needing support have received it. | The school needs this resource and support for children and this will continue into next year. | £5,000 |
| Y6 pupils make accelerated progress in all areas and achieve outcomes in line or above the national outcomes | Setting arrangements in Y6 for Maths and guided reading together with additional adult support in Y6 | Outcomes were below national for maths at expected a greater depth by 16% expected and 15% greater depth the school believe that whilst this was a drop on the previous year internal tracking shows a significant amount of progress made by this cohort during the year. So whilst the school did not meet the success criteria significant strides towards this were made. | Due to the nature of the Y6 cohort with high levels of need; behavioural problems and mobility the decision was made to set by ability in the months leading up to SATS in May. This was a cohort specific intervention and not an intervention that the school wants to continue moving forward unless similar issues arise again in another cohort. | £10,000 |
| ii. Other approaches | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| A range of staff are able to successfully de-escalate challenging behaviour in order to remove barriers to learning. | Team teach de-escalation training for five members of staff | Team teach trained staff are more effective at de-escalating situations and more confident to deal with crisis type behaviours. The need to use team teach is quite rare but the training is valuable. | The school will continue to use team teach de-escalation strategies to support children with challenging behaviour. This will continue and the school will continue to update training where necessary. | £1,500 |

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| <p>All children experience quality golden time for 30 minutes per week to support engagement and enjoyment of school. To build positive relationships with a range of school staff</p> | <p>Introduction of golden time – also as an element of the behaviour system.</p> | <p>Golden time has been a valuable part of the school week and one that children get meaningful reward time on a Friday. This has led to better relationships across school and children growing in confidence by mixing with other age groups in different buildings and with different staff. This has impacted on all pupils.</p> | <p>This has been very successful and will be further refined and built on moving forward.</p> | <p>£1,000</p> |
| <p>All pupils have the opportunity to take on leadership roles in the school. To promote their personal development and vested interest in the school.</p> | <p>Zone Managers at play and lunchtimes and Dining Room helpers. School Council roles to be extended into other roles in the school. Tuck Shop leaders</p> | <p>This is an ongoing area and has been successful in building children's confidence and support for one another. It has built on their resilience and character muscles. The success criteria was mostly met.</p> | <p>The biggest issue with this area is having someone to take a lead and have ownership of the initiative. This is very valuable work and impacts directly on children's enjoyment of school and their emotional wellbeing and strength of character. This will continue into next year.</p> | <p>£1,500</p> |
| <p>Children have productive and enjoyable social times, they develop a sense of responsibility, are able to access a range of interesting activities and are well supported by adults and pupil leaders.</p> | <p>Training from Jenny Moseley on successful lunchtimes and playtimes</p> | <p>This is an ongoing area and has been successful in building children's confidence and support for one another. It has built on their resilience and character muscles. The success criteria was mostly met.</p> | <p>The biggest issue with this area is having someone to take a lead and have ownership of the initiative. This is very valuable work and impacts directly on children's enjoyment of school and their emotional wellbeing and strength of character. This will continue into next year.</p> | <p>£1,200</p> |

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