



Pupil Premium Strategy Statement

Rivelin Primary School 2024-2025

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School Overview	
Detail	Data
Number of pupils in school	401
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	25.10.24
Date on which it will be reviewed	25.10.25
Statement authorised by	Headteacher – Hayley Wright
Pupil Premium Lead	Headteacher – Hayley Wright
Governor Lead	Dave Higgens

Funding Overview	
Detail	Amount
Pupil premium funding allocation this academic year (24/25)	£94, 720
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£94, 720



Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

17% percentage of our pupils are disadvantaged and as a result, face significant barrier to learning including:

- Limited access to activities beyond the school day
- Family circumstances which may affect attendance
- Social and economic challenges experienced by families including; housing, finance, family literacy, domestic violence, children’s health and parental anxieties
- Lower oral, language skills and reading skills, especially in KS1
- Higher proportion of SEMH needs in disadvantaged children
- Higher proportion of SEND in disadvantaged children

These challenges will be addressed via a series of robust assessments, leading to targeted intervention. These include:

- Little Wandle Phonic intervention (FS/KS1/KS2)
- Maths Mastery Intervention across school (KS1/KS2)
- SEMH support via Nurture Provision (FS/KS1/KS2)
- Additional Speech and Language Assessment (FS/KS1/KS2)
- Learning Support Assessment

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge Number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Foundation Stage through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.



2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	The attendance of Pupil Premium is lower than that of non-pupil premium children.
4	Children's access to wider experiences which enhance their confidence and cultural capital are limited, this is exacerbated by current financial pressures

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics attainment among disadvantaged pupils.	KS1 phonics assessments will be in line or above National expectations.
Attendance of all children including those who are disadvantaged is improved	Whole school attendance will be in line in or above National Average. Attendance of those children who are Pupil Premium is in line with or above that of their non -Pupil Premium counterparts.
Curriculum Design and enrichment activities raise aspirations for Pupil Premium Children	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils Curriculum Design recognises the barriers facing those PP children and actively takes measures to address these.
Improved outcomes and engagement for children and their families in relation to long term experiences of education and engagement with wider agency support	<ul style="list-style-type: none"> • Successful transition to next stages of education • Increased parental engagement with child's education • Empowerment of children and parent's aspiration for future opportunities for employment



Activity in this academic year		
<p>This details how we intend to spend our pupil premium (and recovery premium) funding this academic year to address the challenges listed above.</p> <p>TEACHING (FOR EXAMPLE, CPD, RECRUITMENT AND RETENTION)</p> <p>Budgeted cost:</p>		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff in language interventions to support communication development.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly (including LEAP and socially speaking)</p>	<p>The LEAP is a structured 12 session programme, which aims to develop children’s oral language skills. The LEAP is appropriate for children from F1 –Y1 who may have limited speaking and listening skills for a range of reasons. This could include children with English as an additional language, children with poor speaking and listening skills, or children who have had limited opportunities to develop their speaking and listening</p>	1
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impacts on reading: Little Wandle ‘Keep Up’ Group</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Little Wandle: Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>For children to make accelerated progress in phonics and reading so that the gap closes between their attainment and the phonics stage they should be working at</p>	1, 2
<p>Improve the quality of social and emotional (SEL) learning. The Nurture Provision will be led by our SENCO and SEN TAs</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p>	3, 6



	https://napac.org.uk/trauma-informed-practice-what-it-is-and-why-napac-supports-it/ https://www.gov.uk/government/publications/working-definition-of-trauma-informed-practice/working-definition-of-trauma-informed-practice	
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TARGETED ACADEMIC SUPPORT, ONE-TO-ONE SUPPORT STRUCTURED INTERVENTIONS		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Additional 1:1 reading practice for children not working at ARE in phonics/reading Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	For children to make accelerated progress in reading so that the gap closes between their attainment and the phonics stage they should be working at. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
SEMH provision following a trauma informed approach to provide nurturing activities to enable better emotional regulation, access to curriculum and relationship building /	https://www.gov.uk/government/publications/working-definition-of-trauma-informed-practice/working-definition-of-trauma-informed-practice	3



repairing.

WIDER STRATEGIES (FOR EXAMPLE, RELATED TO ATTENDANCE, BEHAVIOUR, WELLBEING)

Activity	Evidence that supports this approach	Challenge number(s) addressed
TEAM TEACH Level 1 tri yearly update Staff training on behaviour management approaches with the aim of developing our school ethos and embedding positive behaviour and engagement across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) https://cpduk.co.uk/providers/team-teach	3
To develop personal and social skills, to promote engagement in school and sport, to give children larger cultural capital	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3, 4, 5,
SEMH provision following a trauma informed approach to provide nurturing activities to enable better emotional regulation, access to curriculum and relationship building / repairing.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) https://www.gov.uk/government/publications/working-definition-of-trauma-informed-practice/workingdefinition-of-trauma-informedpractice	3
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4



attendance.		
Curriculum Design and enrichment activities raise aspirations for Pupil Premium Children	Research shows that an engaging and enriched curriculum supports good attendance, raises aspiration for all and ensure all children benefit from rich experiences https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/997897/Against_the_odds_report.pdf	3, 4, 5
School visits including residential will be subsidised 15% and 20% in order to ensure PP children's participation	Research shows that an engaging and enriched curriculum supports good attendance, raises aspiration for all and ensure all children benefit from rich experiences https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/997897/Against_the_odds_report.pdf	3, 4, 5

Part B: Review of the previous academic year

OUTCOMES FOR DISADVANTAGED PUPILS

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Below is a range of headline data which indicates our progress towards closing the gap between our disadvantaged pupils and their non- disadvantaged counterparts.

KS2 Cohort Information

Number of Pupils	59
Number of Boys	31
Number of Girls	28
EAL pupils	25
PP	13
Pupils with EHCP	3
Pupils with SEN support	8

KS2 Outcomes

Reading	71%
Writing	65%
Maths	86%
Combined	53%
SPaG	73%
Percentage of PP in year group	22%
Percentage of PP children who achieved expected in:	
Reading	33%
Writing	17%
Maths	83%
Combined	17%
SPaG	33%
Attendance of whole cohort	92%
Attendance of PP children	94%

Pupils Achieving Greater Depth Standard

	GDS Overall	GDS - PP	GDS - National
Reading	25%	10%	73%
Writing	10%	3%	71%
Maths	18%	13%	73%
Combined	3%	0%	59%
EGPS	37%	31%	-%

Attendance Data

Figure in brackets is amount of students	HT1 Sep-Oct	HT2 Oct-Dec	HT3 Jan-Feb	HT4 Feb-Mar	HT5 Apr-May	HT6 Jun-Jul	TOTAL Sep-Jul
PP 2018-19	94.56 (271)	93.35 (265)	93.07 (270)	92.55 (270)	91.46 (269)	91.83 (269)	92.90 (292)
PP 2019-20	93.80u - (269)	91.33u - (267)	94.03n - (265)	93.50n - (266)	No Data	91.84u - (269)	87.99u - (277)
PP 2020-21	92.09u - (285)	88.77u - (283)	95.17n - (283)	92.23u - (280)	91.95n - (279)	88.56n - (278)	90.79n - (289)
PP 2021-22	90.42u - (260)	90.00n - (263)	89.37u - (269)	89.54u - (272)	87.30u - (284)	88.30u - (279)	89.07u - (291)
PP 2022-23	91.50n - (264)	87.58u - (268)	89.16u - (269)	88.30u - (271)	87.22u - (271)	87.19u - (271)	88.68u - (283)
PP 2023-24	90.42u - (259)						
Difference	1.08u -						
Non PP 2018-19	96.23 (160)	95.73 (163)	95.81 (169)	96.35 (169)	94.71 (170)	95.04 (175)	95.64 (180)
Non PP 2019-20	95.73u - (162)	93.40u - (162)	96.11n - (168)	94.89u - (168)	No Data	88.41u - (171)	92.79u - (175)
Non PP 2020-21	95.09u - (147)	95.26n - (146)	98.96n - (152)	96.31n - (159)	95.45n - (160)	94.46n - (159)	95.42n - (172)
Non PP 2021-22	93.13 (163)	93.96u - (159)	93.51u - (161)	92.77u - (162)	93.30u - (164)	92.41u - (168)	93.60u - (175)
Non PP 2022-23	94.87n - (168)	93.22u - (174)	93.64n - (183)	93.82n - (181)	92.78u - (184)	93.41n - (182)	94.22n - (192)
Non PP 2023-24	94.11u - (179)						
Difference	0.76u -						

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils remain, however this can largely be explained by the high incidence of disadvantaged pupils who also have a diagnosed special educational need.

The attainment of our disadvantaged pupils in comparison to their non-disadvantaged counterparts is broadly in line.