

# Pupil premium strategy statement – Rivelin Primary

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 the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	379
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	16.3.26
Date on which it will be reviewed	16.3.27
Statement authorised by	Hayley Wright
Pupil premium lead	Hayley Wright
Governor / Trustee lead	Dave Higgens

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,535
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£109,535

# 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 strong progress and achieve high attainment across the curriculum. Our Pupil Premium strategy focuses on removing barriers to learning for disadvantaged pupils so that they achieve outcomes in line with their peers.*

*A key focus of our strategy is supporting disadvantaged pupils with English as an Additional Language (EAL). We recognise that these pupils may face additional barriers relating to language acquisition, vocabulary development and cultural capital. Our approach therefore prioritises the development of language, communication and reading skills to ensure these pupils, as well as all disadvantaged pupils, can fully access the curriculum and participate confidently in school life.*

## Challenges

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

Challenge number	Detail of challenge
1	Vocabulary and language gap
2	Lower than average reading outcomes
3	Lower than average cultural capital

## 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
Close the vocabulary and language gap, particularly for disadvantaged pupils and disadvantaged pupils with EAL.	Oracy based curriculum Staff training

Improve reading outcomes through high-quality phonics teaching, targeted interventions and increased opportunities for reading for pleasure.	Reading books Staff training
Embed oracy opportunities across the curriculum so pupils develop confidence in speaking, listening and articulating their ideas.	Oracy showcases Talk assemblies Voice 21 training
Develop a love of reading through access to high-quality texts and continued development of the school library.	Library is well stocked with books that appeal to all children and enhance their interests and develop a love of reading
Build cultural capital by providing a wide range of enrichment opportunities both in and beyond the school day.	Review the enrichment offer and with a balance of low cost and higher cost activities that strengthen the curriculum
Ensure disadvantaged pupils, including those with EAL, have equal access to experiences that enhance the curriculum and broaden their life experiences.	Develop EAL champions across the school Widget online Inclusive teaching and learning

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of a whole-school explicit vocabulary strategy  Structured pre-teaching of key	Education Endowment Foundation (EEF): Oral language interventions have high impact, particularly for disadvantaged pupils.  Explicit vocabulary instruction significantly improves comprehension and attainment	1,2

<p>vocabulary before units begin</p> <p>Oracy-rich lessons using structured talk protocols</p> <p>Targeted language interventions for EAL pupils</p> <p>Small-group language development sessions in EYFS and KS1</p> <p>Use of visual supports, dual coding and sentence stems across the curriculum</p>		
<p>Systematic, high-quality phonics programme</p> <p>Daily targeted phonics interventions</p> <p>Rapid catch-up programmes for pupils not on track</p> <p>Year 6 reading booster sessions</p> <p>Regular reading assessment and achievement meetings</p> <p>Close monitoring of disadvantaged pupils' progress</p>	<p>EEF: Phonics approaches have a strong positive impact on early reading.</p> <p>Targeted small-group interventions show strong gains when carefully matched to need.</p>	2
<p>Implementation of the Voice 21 oracy framework</p> <p>Regular Talk Assemblies</p>	<p>EEF: Oral language interventions show significant impact.</p> <p>Structured classroom dialogue improves attainment and confidence.</p>	1

<p>Structured classroom talk routines</p> <p>Oracy showcases and presentations</p> <p>Staff CPD on dialogic teaching</p> <p>Explicit teaching of speaking skills (tone, posture, vocabulary, reasoning)</p>		
<p>Continued development of the school library</p> <p>Investment in high-quality, diverse texts</p> <p>Reading-for-pleasure initiatives</p> <p>Author visits and theatre experiences</p> <p>Reading challenges and home reading engagement strategies</p> <p>Teacher modelling of reading aloud daily</p> <p>Structured book recommendations</p>	<p>Reading for pleasure strongly correlates with attainment.</p> <p>Access to high-quality texts improves engagement and comprehension.</p>	2
<p>Subsidised trips and residential visits</p> <p>Access to clubs before and after school</p> <p>Sporting competitions and events</p>	<p>EEF: Wider enrichment supports engagement and motivation.</p> <p>Cultural capital supports long-term academic success.</p>	3

<p>Theatre and cultural experiences</p> <p>Leadership opportunities (School Council, Eco Warriors etc.)</p> <p>Workshops and themed curriculum days</p>		
<p>Financial support for trips, clubs and residential</p> <p>Targeted EAL support strategies</p> <p>Family engagement sessions</p> <p>Home-school reading initiatives</p> <p>Translation support where required</p> <p>Monitoring participation data to ensure equity</p>	<p>Removing financial and language barriers improves equity and engagement.</p>	<p>3</p>

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Reading attainment for disadvantaged pupils improved across Key Stage 1 and Key Stage 2. Targeted phonics and reading interventions supported pupils who required additional support.*

*Attendance among disadvantaged pupils improved following increased monitoring and engagement with families.*

*Participation in enrichment activities increased through financial support for trips, clubs and residential experiences.*

*Areas for further development include continuing to close attainment gaps in reading and language development for PP pupils.*