

Pupil premium strategy statement (primary)

1. Summary information					
School	Rivelin Primary School				
Academic Year	2018-2019	Total PP budget	£105,600.00	Date of most recent PP Review	September 2018
Total number of pupils	399	Number of pupils eligible for PP	74	Date for next internal review of this strategy	October 2019

2. Current attainment 2018 KS2 Outcomes			
	<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	44.4% (9 chn)	51%	70%
Progress measure in reading	+2.07	-0.6	+0.31
Progress measure in writing	-3.99	-0.5	+0.24
Progress measure in maths	+0.31	-0.6	+0.31
Current attainment 2018 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	80%	63%	79%
% Achieving ARE in Writing	40%	55%	74%
% Achieving ARE in Maths	60%	63%	80%
Current attainment 2018 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	73%	70%	84%
% meeting Phonics Check Y2 recheck	80%		

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.
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.

5. Planned expenditure					
Academic year	2018-2019				
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?
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	This strategy has been used in schools in Leicestershire very successfully. It has a proven track record if the school implements it well. Senior leaders attended some training where they heard Steve Harris speak about the project and his work and SLT believe that it can have a huge impact on pupils self-belief and understanding of themselves and how to manage their feelings.	Time has been devoted in staff training and this will be kept high on the agenda through continually reviewing it on the school improvement plan and tracking of KPIs. It will also be discussed regularly at school council and SLT will monitor lessons and talk to children about it.	JP	Every half term through the SIDP monitoring cycle.
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	The project is run by Sheffield CAHMS and it is research based and has been running in Sheffield for a couple of years. Two senior members of staff attended the Healthy Minds Conference and have as a consequences visited schools represented there to see it in action. This will support the character muscles work launched in September	By giving members of staff the release time required to be fully informed and attend the SAFE training. Devoting time at the staff training day in February for the clinician to come into school and build in regular reviews of the programme. It will also be reviewed at Governors.	SM & TN	Every half term after the launch in February
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.	Some excellent training has been accessed which all staff have found very useful. The opportunities to share good practice and also moderate books across different schools is invaluable. This work has shown impact in previous years.	Headteacher to attend all Locality Meetings. Agreed to release SENDco to be a lead SENDco in the Locality and work across schools. Access to regular high quality training purchased as a group of schools. We will regularly report to Governors the impact of this work.	JP & SM	Each Governor meeting when CPD is reviewed along with data outcomes and % of good+ teaching.

<p>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 ensure quality feedback. This is to ensure the school continues to provide a good standard of education for all. This is reflected in % of good teaching and in progress data.</p>	<p>Annual Review from Learn Sheffield as part of the subscription to Learn Sheffield this year.</p>	<p>Previously reviews have enabled the school to be challenged and to demonstrate progress against KPIs. It allows everyone in school to reflect on their daily practice and implement developmental feedback to improve the provision for pupils.</p>	<p>It will be externally run by an Ofsted trained inspector and the school will receive a report for Governors after the visit in order to highlight strengths and areas for development. The review will look not just at teaching on the day but also the quality of work in books over time and the view of pupils.</p>	<p>JP</p>	<p>July 2018 or with School Improvement Partner during the Summer Term to look at progress against developmental points.</p>
<p>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.</p>	<p>School Improvement Partner to make regular visits during the academic year</p>	<p>Previous SIP visits have provided excellent challenge and support and have provided the school with an essential external view of its work. This is very valuable also for Governors to have regular SIP reports.</p>	<p>SIP provides three written reports per year with clear areas for development and progress made in relation to these. Senior leaders ensure these are a high priority and that any people required on the day are released.</p>	<p>JP</p>	<p>With Governors when the SIP reports are available. Also on</p>
<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 together with robust arrangements for monitoring allow staff to be clear on areas for development but also have opportunities to have support and CPD. In particular training around SEND have all proven to have impact in previous years and this approach will continue.</p>	<p>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>JP & SM</p>	<p>Every six weeks.</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>LM is a behavioural specialist in charge of behaviour support for a large academy in Leeds with lots of expertise and has provided invaluable support for teachers and staff in the prevention of exclusion and support for understanding and dealing successfully with challenging behaviour.l</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>JP</p>	<p>Ongoing six weekly through the monitoring of progress data and exclusion data.</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.	Additional adults in classrooms in the mornings to support teaching and learning and then focused in the afternoon on identified readers/Lego therapy/interventions	It is a strategy that has a proven track record in the school.	Monitoring of the individual children during the sessions. Scrutiny of work and of data. Part of the monitoring cycle.	JP	Six Weekly through the data intervention meetings and KPIs on SIDP
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.	It will be timetabled at regular intervals during the year and monitored by SLT	JP	Three times a year
Improve the attainment in writing in all year groups	Embed the writing strategy from 2017/8 into this academic year	We will further refine and embed what was started last year. We have seen a real improvement in the quality and depth of writing across the school. The biggest barrier is spelling which will be tackled in part through this approach but through other projects too. The external view of the school has backed up the school's view of it's approach to the teaching of writing.	Very regular monitoring and book scrutiny. Release time for TLR and time to be spent in each classroom. Also regular CPD run by TLR	CB	Six weekly through the reviews of SIDP and KPIs.
Total budgeted cost					£65,000

ii. Targeted support					
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?
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	Following the Healthy Minds conference senior staff visited several schools running this approach to watch it in action and see its effectiveness. It was trialled in the summer term 2018 and there is enough evidence to suggest it will be beneficial for a minority of vulnerable pupils.	SENDco will oversee the training and organisation of staff – get pupil feedback and support the tracking of KPIs and qualitative evidence from teachers.	SM	Half termly through the KPIs on the School Improvement Plan – Governors to review the plan every half term.
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.	Feedback from children. Evidence from quality of work and progress data/attendance/recorded behavioural incidents. Feedback from the teacher about their view of the project as well as those youngsters involved.	SM	Half termly
Pupils' spelling is strong and this impacts positively on writing outcomes at all age groups.	Crystal Spelling Challenge introduced for all pupils.	The primary barrier to writing achievement last year was down to the standard in spelling. The school already runs a similar system in times tables for outlining different standards and awarding badges for achievement. The Crystal challenge allows everyone to have a good understanding of what the standard expected is and the percentages of pupils achieving at each level.	CB/NL researched and set up the project and have clear rationale behind the way in which it works. It will be regularly reviewed as part of the monitoring cycle and statistics will be kept as to the numbers/percentages achieving and who needs to be targeted. The progress and attainment in writing will be a key factor	CB	Half termly through monitoring cycle and KPIs.
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
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	After a disrupted Y5 together with an influx of 10 pupils into the year group there needs to be accelerated progress across the board in Y6. In order to deal with some behavioural issues and disengagement it was decided additional adults needed to support and that setting arrangements would support the most and least able. This isn't a strategy the school uses as a matter of course but is trialling it for this particular year group.	The additional set in Maths in Guided reading is being undertaken by the Deputy Headteacher/SENDco and Academic Support Manager, both excellent teachers who bring a great deal to this situation and the quality of teaching is very high. This will be monitored half termly through the Progress Data. Children are able to move between groups as necessary.	JP & SM	Half termly through the progress data.

Total budgeted cost £36,000

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?
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 allows for training to support staff in being able to de-escalate situations where children maybe in crisis due to being unable to emotionally regulate. It is a proven method to support both staff and children.	Through the numbers of exclusions and of recorded behavioural incidents	JP	Half termly through KPIs on the School Improvement Plan
All children experience quality golden time for 30 minutes per week to support engagement and enjoyment of school. To build positive relationships with a	Introduction of golden time – also as an element of the behaviour system.	Following the Healthy Minds conference Senior Members of staff visited another Sheffield school where they run this successfully in order to support all children with emotional wellbeing. It works really well and this was trialled for two weeks in the summer term before the school broke up for	Feedback from children and staff running the activities. Incidents of behaviour recorded and attendance of pupils.	JP	Half termly through KPIs.

range of school staff		holidays. There is good evidence to suggest if it is done well it can impact positively on engagement.			
All pupils have the opportunity to take on leadership roles in the school. To promote their personal development and vested interest in the school.	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 and PE leaders.	Children having responsibilities will develop their character and understand what it means to fulfil their obligations. Experience of making a positive contribution to the school community will encourage a more positive view of school and support good attendance and help educate the whole child.	Feedback from pupils and staff. Recorded behavioural incidents, improving attendance rates	JP & SM	Half termly through KPIs from School Council feedback
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.	Training from Jenny Moseley on successful lunchtimes and playtimes	Research in other schools adopting the approach looks very successful – the training will take place and then be regularly evaluated	Feedback from pupils and staff, ongoing monitoring and evaluation.	JP/SM/KC/T N	Half termly with the monitoring cycle
Total budgeted cost					£5,200

6. Review of expenditure				
Previous Academic Year		2017-2018		
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
Interventions such as rainbow readers and daily reading programmes area in place in all classrooms in addition Lego Therapy for language & social skills	Additional adults in classrooms in the mornings to support teaching and learning and then focused in the afternoon on identified readers/Lego therapy/interventions	Daily intervention sessions have ensured children are reading regularly and are practicing reading. This has led to good progress for disadvantaged pupils across the school. Rainbow readers and regular reviewing of pupil data has enabled children to move between interventions where necessary. Lego therapy and nurture time in the nurture room have also supported pupils relationship building and emotional regulation. Although attainment at KS2 was lower than national in reading the progress measure was considerably higher and the KS1 showed a more positive picture for attainment compared to national	Interventions very successfully run. Some marked progress in reading in particular. Would like to continue with this approach for all current interventions next year.	£51,500
All children have the necessary resources and access to the appropriate equipment that might be needed in order for them to access the curriculum	Resources for all – electronic resources for some individuals; books and online subscription for resources to target individuals.	This has been carried out on a case by case basis and some children have benefited from additional resources or adult support in order for them to be able to access the curriculum	Continuation of the approach ensuring that particular children are regularly discussed and observed to pick up any issues and ensure relevant resources are in place. Do this through pupil progress and data intervention meetings as well as during monitoring times. This will continue next year where required.	£3,000
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.	Staff training on SEND; mental health support ; training and support for English and maths leaders	Very high proportions of good teaching. Where teaching has dipped below acceptable standards SLT have intervened and resolved the situation. Good progress was evident within in year data for our pupil premium children it was strong in Reading.	Continue to have robust monitoring arrangements and clear objectives for all staff as well as a focus on progress data and quality of pupil's work. This will continue next year	£12,900
Excellent relationships are developed between teachers and pupils so that any barriers to learning can be fully understood and tackled.	Assertive Mentoring meetings 1:1 for all teachers and pupils	1:1 meetings to focus on learning; strengths and areas for development are very beneficial for children and working relationships and support learning in the classroom. Children's feedback is very positive & we see qualitative evidence of pupils engagement and positive relationships which in turn impact on progress.	These assertive mentoring meetings continue to be very valuable for teachers and children and will continue into next year. It is an excellent way to ensure good relationships and have a professional discussion about learning and barriers and generate interim reports for parents. This will continue next year.	£8,200

Disadvantaged pupils progress and attainment is in line with non-disadvantaged pupils.	Release time for SLT to monitor progress and co-ordinate support including release	TLRs worked thoroughly through their action plans and monitored data and the gap between disadvantaged pupils and others very good rates of progress were seen and where there were issues TLRs intervened appropriately.	All TLRs monitored and worked on their own action plans as well as spending time with the School Improvement Partner to have some external challenge and support in moving it forward and showing impact. Effective TLRs have had a real impact in terms of feedback, monitoring work and developing the provision in other classrooms.	£8,500
Improve the attainment in writing in all year groups	Embed the writing strategy from 2017/8 into this academic year	The extensive investigation and formulation of the plan took into account the new curriculum expectations and the excellent practice in Y6 that could be extended elsewhere in school. In addition use of Assertive Mentoring materials helped with this. Although a drop in attainment/progress at KS2 writing across the school is strong and improving. The focus will move to spelling next academic year.	The approach to writing will be further refined and embedded and the focus to include spellings which is the biggest barrier in regards to writing attainment.	£2,100
ii. 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
Attendance rates of Pupil Premium pupils improves so that it is in line with non-pupil premium children	EWO support	Overall the persistent attendance has stabilised however we have had considerable success with some families. The proportions of persistent absence amongst disadvantaged is low. The home visits and meetings carried out by the EWO do have an impact although the problem for some families is chronic and can recur. MAST are involved where necessary.	The issue hasn't disappeared it is on-going, however the schools understanding that many of our disadvantaged (the large majority) have good attendance is important. This is an on-going chronic issue with little impact despite a great deal of effort however the school believes we have to continue doing all we can for this minority of families and this role & the work will continue into next year where we will continue to refine practice and seek to challenge persistent absence for all children.	£3,900
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	Wherever possible barriers to learning were addressed however attendance issues have been tackled robustly but continue to be very challenging to improve. There have been improvements for individuals and families and there has been fining, however for some families it continues to be a chronic issue and SLM works closely with other agencies to support families.	We have to keep up the work in this area in order to sustain improvements made. Often the families with PA have other complex needs that need the involvement of other agencies with whom the school work closely. However there is a lot of staff time devoted to this and the impact can be inconsistent depending on the family circumstances. We continue to remain positive and believe that all our families will see the benefits of good attendance.	£11,800

Nurturing environments and support for emotionally vulnerable pupils to overcome barriers to learning	SAFE project undertaken by Nursery and Reception teachers	The sensory room was set up and in use by the summer term. Staff were using strategies from the training to support children in the early years particularly with settling into school and coping with school day. These children benefited from spending time in the sensory room and undertaking activities with the children to support their emotional wellbeing which in turn supported their learning.	The sensory room has been really beneficial and has been extended to many pupils across the school. Some older children have really benefited from having time in their 1:1 with an adult or with a small group and it has been good for emotional wellbeing. This strategy will continue into next year and will be further developed.	£1,500
iii. 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
Highly targeted teaching sessions for particular children on specific gaps leads to accelerated progress in all year groups.	1:1 teaching sessions; intervention sessions with teachers	There was good progress seen in the school data in this was backed up with work scrutiny and lesson observations. Disadvantaged children outperformed non-disadvantaged in Reading by 0.4 steps and maths by 0.7 steps. Writing was the weaker area and non-disadvantaged pupils outperformed on average by 0.3.	We will continue with this approach we have seen some good results in particular for reading. The issue around writing will be tackled as a continuing whole school issue next year.	£7,400
Pupils are well prepared for their Y6 tests and approach them confidently.	Resources eg Y6 revision	Children were very well prepared for their SATS they had access to excellent revision materials that they could use at home and at school. The use of an additional adult to focus on a particular group for six weeks prior to the tests was very beneficial in particular for generating an enthusiasm for reading.	It was vital to have a person that was well known to the school so that we could ensure they followed school expectations and worked closely with the teachers in order to formulate the best provision at the appropriate standards. The revision resources have worked well previously and this year and will be continued.	£10,250
Bespoke advice for staff working with particular individuals for strategies in supporting learning.	Educational Psychology support & Learning Support	Prior working with Ed Psych + Specialist teachers service has given the school good advice and information about individuals where necessary and supporting the learning in classrooms. Was there a level of expertise in what staff able to do? Was there a statistical impact?	Through daily SLT monitoring and through SENDco looking at the provision for individuals so that children are appropriately supported where necessary.	£5,000
Children's resilience and mental health is strong	Source a whole school training approach to building children's resilience and effective strategies when faced with adversity.	Training was sourced 'Building Resilience' and run on the first training days in September. We have had a good start to the project and children have benefited from the language used and the ability to articulate their feelings/character but also we are at the start of the journey into this.	Training was excellent and the school have had a good start to the programme but this needs to be sustained and be high on the agenda in the coming year so that the impact is not lost.	£1,390

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.