

Rivendell Flying High – Pupil Premium Statement

At Rivendell Flying High Academy, we are committed to removing barriers to success for all our children and close any gaps between their peers, ensuring that every child maximises their potential. The Pupil Premium Allocation will be used to overcome challenges faced by our children in receipt of Pupil Premium that are not just academic challenges, but specific factors that are a barrier to learning. We will ensure that the focus continues to be overcoming these barriers and closing any gaps. We are ambitious for every child in our care and are relentless in our pursuit to enable every child to maximise their potential.

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 (2025-26) and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Rivendell Flying High Academy
Number of pupils in school	165 (FS2 – Y6)
Proportion (%) of pupil premium eligible pupils	21% (34 Pupils)
Academic year/years that our current pupil premium strategy plan covers	2024 – 25 2025 - 26
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Flying High Partnership and the Governing Body
Pupil premium lead	Mrs Julie Worthington
Governor / Trustee lead	Mrs Claire Cross

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,452
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£51,452

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Rivendell Flying High Academy, we believe that every child deserves to be championed and is entitled to the best start in their learning and success in all areas of school life and beyond.. From the very beginning, we focus on building strong foundations with both children and their families, taking the time to learn about their aspirations, celebrations, and any barriers they may face. By fostering these relationships, we are better equipped to provide tailored support that meets the needs of all our children. As John Hattie stated, "The most important single factor influencing learning is the relationships between teachers and students." We use our knowledge of our children and community to build strong home-school relationships and deliver an aspirational, exciting curriculum that meets the needs of everyone. We understand the importance of creating and tailoring our curriculum, teaching and learning to ensure our children in receipt of pupil premium and vulnerable pupils are targeted effectively. This approach is at the heart of everything we do to maximise learning for all. 'Once a child sees that they are capable of excellence, a child is never the same. They have a new self image' (Ron Berger – An Ethic of Excellence).

Our strategy ensures that all children, regardless of background, have access to high-quality teaching, personalised interventions, and enriching experiences. Grounded in the latest research, including evidence from the Education Endowment Foundation, it emphasises targeted support to close the any gaps for children in receipt of Pupil Premium and vulnerable children.

We are committed to removing barriers to success for all our children and close any gaps between their peers, ensuring that every child maximises their potential. As a school, we understand that, nationally, communities are being impacted by the current cost of living crisis alongside the lasting legacy of the COVID 19 pandemic, particularly seeing the increase of children in receipt of Pupil Premium. The continued challenges faced by our children in receipt of pupil premium may include attendance, mental health and wellbeing issues. These challenges have been identified by using a range of information including research information from the DfE and Education Endowment Fund, in school data, across other Partnership schools, professional conversations with teachers and liaising with children and families.

With this in mind, it is essential that our school curriculum continues to be designed with equality and equity as a focus. Our curriculum is designed to give our children the best DEAL during their time at Rivendell:

- Diversity – where children are exposed to, and gain knowledge and understanding of, our diverse community, empowering all children to celebrate their heritage and demonstrate tolerance and respect towards others.
- Experiential - where children are inspired through authentic contexts, empowering them to leave their mark on the wider world.
- Aspirational - to challenge our children to overcome personal barriers through culturally rich, memorable learning experiences which expand their understanding through the correct application of the deep knowledge content gained.
- Language Rich – to ensure that children are exposed to a vocabulary rich curriculum that supports and extends their language development, enabling positive social interactions and supporting academic successes.

Our teachers use high quality first teaching strategies to help all children learn. Our senior leadership team and subject leaders, along with the Inclusion and Pupil Premium lead, carefully plan, support, and check that these strategies are having the greatest impact. They make sure that every child, especially the most vulnerable, have the best learning opportunities whilst specifically providing direct and targeted provision for to overcome any barrier or close any gaps.

Our ultimate priority is to ensure all children are equipped with the tools needed to succeed within our school and beyond, both academically, socially and emotionally, ensuring they are provided with the upmost opportunities and experiences. “To be yourself in a world that is constantly trying to make you something else is the greatest accomplishment.” (Ralph Waldo Emerson)

Our pupil premium strategy is designed to address the specific need within our context. This is based upon our diagnostic assessments, practitioners’ assessment for learning, pupil progress meetings, agency or other professional involvement and an in-depth subject monitoring framework, which focuses on developing and securing the children’s knowledge and retention.

The approaches we have adopted and deliver enables our pupils to be at the centre of the support we offer, ensuring high-quality care and aspiration is set for all. To ensure our approaches are effective we will:

- Ensure early identification.
- Share identified concerns with SLT and put targeted support in place.
- Implement all targeted support and hold accountability for children’s outcomes.
- Challenge and have high aspirations for all children.
- Diminish or reduce gaps between children in receipt of pupil premium and those who are not.
- Ensure social, emotional development and well-being is a high priority, and is supported effectively.
- Expose identified children to a variety of opportunities and experiences, which they may not ordinarily receive.
- Develop a whole-school vision and approach towards Pupil Premium.
- Develop the school team’s understanding of Pupil Premium Funding and how this impacts and supports the children in receipt of it.

As a school, we strive to support and work with our families to increase engagement and make every day count so that we can be the champion our children in receipt of Pupil Premium and their families deserve. We endeavour to go above and beyond to ensure we increase attainment, provide strategies to support children socially and emotionally, achieve high levels of attendance, provide cultural capital, and prepare our children for life in their modern-day Britain. As a result, our approach aims to support all children irrespective of their background, need or experiences to ensure they are equipped to tackle their next journey with confidence, success and to RISE as Rivendellians.

Challenges

<u>Challenge number</u>	<u>Link to SIP Priority</u>	<u>Detail of challenge</u>
1. Maintaining higher than National and aspirational attendance rates for children in receipt of Pupil Premium	1, 2, 3, 4	<ul style="list-style-type: none"> - Strong attendance systems and processes in school has enabled attendance rates for children in receipt of Pupil Premium to consistently meet or exceed 96%, aligning with or improving beyond the National average (92.2%) for all pupils. - Termly monitoring reports show a reduction in persistent absenteeism among children in receipt of Pupil Premium, with fewer students falling below 90% attendance. In 2024-25, 10% of children in receipt of Pupil Premium were persistently absent from school compared to 2023-24 (18.6%). - Our attendance systems and processes are fully embedded and consistently applied across the school. Moving forward, we will continue to prioritise improving attendance for our children in receipt of Pupil Premium, ensuring that targeted support and interventions remain a key focus - Poor attendance in primary school has a significant impact on children’s learning and development. Research shows that pupils who miss school regularly are more likely to fall behind academically,

		<p>particularly in core subjects such as reading, writing, and maths.</p> <ul style="list-style-type: none"> - Absence also limits opportunities for social interaction, which can affect friendships and emotional wellbeing. Persistent absence in the early years is strongly linked to continued poor attendance in later schooling, reducing long-term educational outcomes and life chances.
<p>2. High levels of children in Y6 achieving ARE at the end of KS2 to be targeted for GDS in reading, writing, maths and EGPS.</p>	2	<ul style="list-style-type: none"> - 20% of children in receipt of Pupil Premium achieved GDS in reading at the end of KS2, with 80% achieving ARE in maths and writing. - Rivendell is committed to continuing to increase this percentage, with a target of 100% of children achieving at least ARE by the end of KS2 in 2025-26. - A key challenge remains ensuring that high-achieving children in receipt of Pupil Premium are consistently stretched. Without sustained focus, these learners risk plateauing, limiting their ability to excel in core subjects and achieve their full potential. - Another ongoing challenge is providing targeted intervention for pupils working at Greater Depth. Without this, Pupil Premium learners may not develop the advanced skills and resilience needed for secondary school, making transition harder and impacting long-term outcomes.
<p>3. Continue to increase engagement in enrichment and co-curricular opportunities.</p>	3	<ul style="list-style-type: none"> - Despite strong foundations in enrichment and co-curricular provision, a key challenge remains ensuring equitable access for children in receipt of Pupil Premium. Without continued focus, these children risk missing opportunities that broaden experiences, build cultural capital, and enhance personal development. - Maintaining high engagement in enrichment activities for children in receipt of Pupil Premium is an ongoing challenge. Without targeted strategies to remove barriers—such as cost, confidence, or logistical issues—these children may not fully benefit from the wider curriculum designed to support aspiration and holistic growth. - While embedded practice has improved participation, sustaining and deepening this provision is essential. Without proactive measures, there is a risk that children in receipt of Pupil Premium will not access the full range of co-curricular opportunities, limiting their exposure to experiences that foster resilience, creativity, and social skills.
<p>4. Ensuring that our children are ready for secondary (and beyond), providing opportunities to excel all aspects of life.</p>	1, 2, 3, 4	<ul style="list-style-type: none"> - A continuing challenge is ensuring children in receipt of Pupil Premium are fully prepared for the transition to secondary school. Without targeted support, these learners risk entering Year 7 with gaps in knowledge and skills, which could hinder academic progress and confidence. - Developing high aspirations for the future remains a significant challenge for some children in receipt of Pupil Premium. Limited exposure to diverse opportunities or positive role models can reduce motivation to excel in secondary education and beyond. - Preparing children in receipt of Pupil Premium for the social and emotional demands of secondary school is an ongoing challenge. Without focused support, they may struggle with confidence, self-esteem, and forming positive relationships, making transition more difficult. - Access to a wide range of extracurricular activities that build life skills continues to be a challenge. Without these experiences, children in receipt of Pupil Premium may miss opportunities to develop resilience, problem-solving, and leadership—skills essential for success in secondary school and later life. - Ensuring children in receipt of Pupil Premium are truly secondary-ready remains a key challenge. Without intentional preparation, these pupils risk falling behind academically and socially, making it harder to thrive and meet future expectations.

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
<p>Ensure that our children in receipt of Pupil Premium continue to attend school regularly, maximise their learning opportunities and understand the importance of daily attendance in school.</p>	<ul style="list-style-type: none"> Attendance for children in receipt of Pupil Premium remains at or above 96% by the end of the academic year, consistently exceeding the national average (92.2%). Termly attendance reports show sustained improvement with no significant dips across the year. Persistent absence for children in receipt of Pupil Premium reduces from the previous academic year by July, evidenced through termly monitoring reports. Targeted interventions are documented and show positive impact on individual attendance profiles. Attendance processes are consistently implemented across all classes, verified through monitoring and staff feedback. Early intervention strategies are applied promptly for any child at risk of falling below 95%, with clear evidence of follow-up actions. Early Years and KS1 Pupil Premium pupils maintain attendance above the National average, reducing risk of long-term absenteeism. Tracking shows improved attendance trends for children previously identified as at risk, with sustained progress into KS2.
<p>Higher levels of children in Y6 achieving GDS in reading, writing, maths and EGPS at the end of KS2 to maintain high aspirations and continue to close gaps with their peers.</p>	<ul style="list-style-type: none"> Increase the percentage of children in receipt of Pupil Premium achieving ARE in reading, writing, and maths to at least 90%, with a measurable rise in those achieving GDS in reading, writing and maths. Termly data shows upward trajectory for Pupil Premium attainment, with gaps between disadvantaged and non-disadvantaged pupils narrowing. All children in receipt of Pupil Premium are on track for ARE or above by the end of the academic year, evidenced through progress checks and intervention impact reports. Individual learning plans for pupils below ARE demonstrate accelerated progress and targeted support. Greater Depth provision is embedded in planning and monitored through pupil progress meetings. Structured intervention for Greater Depth is fully implemented, with measurable impact on reasoning, problem-solving, and higher-order skills.
<p>Continued high engagement in enrichment and co-curricular opportunities for children in receipt of Pupil Premium ensuring increased opportunities and experiences, building on cultural capital.</p>	<ul style="list-style-type: none"> All children in receipt of Pupil Premium participate in at least one enrichment or co-curricular activity during the academic year. Tracking data demonstrates increased breadth of participation, with no child excluded due to financial or logistical barriers. Barriers to participation are fully addressed through targeted support (e.g., funding, transport, confidence-building initiatives), evidenced by 100% uptake for planned enrichment experiences. Pupil voice surveys show improved confidence and positive attitudes towards enrichment activities. Provision for enrichment and co-curricular activities is embedded and monitored, with termly reports showing consistent engagement from children in receipt of Pupil Premium. Children in receipt of Pupil Premium report increased cultural capital and personal development through feedback and end-of-year evaluations.
<p>Children leaving Rivendell are ready for secondary and beyond with knowledge, skills and understanding to enable them to thrive during transition.</p>	<ul style="list-style-type: none"> All Year 6 children in receipt of Pupil Premium demonstrate readiness for secondary school through transition assessments and teacher evaluations. Identified gaps in knowledge and skills are addressed through targeted intervention, evidenced by progress data and pupil confidence surveys. Pupil voice surveys show increased aspiration and motivation, with children able to articulate future goals and pathways. All children in receipt of Pupil Premium participate in the careers event at Rivendell. Social and emotional readiness programmes are delivered, with children reporting improved confidence and resilience through end-of-year evaluations. Transition support plans (where required) include strategies for building positive relationships, evidenced by feedback from children and parents. All children in receipt of Pupil Premium engage in Learning to be a Rivendellian programme, promoting resilience, problem-solving, and leadership.

	<ul style="list-style-type: none"> Monitoring shows increased participation in enrichment activities linked to life skills development. End-of-year data confirms all children in receipt of Pupil Premium are on track for ARE or above in core subjects. Transition records show children have accessed academic, social, and emotional preparation activities, with positive feedback from receiving secondary schools.
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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

Budgeted cost: £48,732.84

<u>Activity</u>	<u>Evidence that supports this approach</u>	<u>Challenge number(s) addressed</u>
Curriculum developments have enabled pupils to know and remember more over time with a key focus on reading and vocabulary.	<p>What is a Knowledge Rich Curriculum? https://impact.chartered.college/wp-content/uploads/2018/03/Sherrington-Article.pdf</p> <p>Improving Literacy in KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1 2 4
Quality First Teaching is a priority and Leadership time is provided to ensure high quality approaches across school.	<p>EEF +5 months Mastery Learning – Mastery learning is effective across the curriculum for reading, maths, science and other core subjects.</p> <p><i>“The quality of teaching is arguably the single most important thing teachers and school leaders can focus on to make a difference in children’s learning”</i> Rauch and Coe</p>	1 2 4
Working with Lead Practitioners and Specialist Teachers to coach teachers to continue to excel.	The Effect of Coaching on Teacher Practices and Student Outcomes: A meta-analysis conducted by Kraft, Blazar, and Hogan (2018) found that instructional coaching has a significant positive effect on teachers’ practices and student achievement. The study emphasized the importance of targeted feedback and ongoing professional development in improving teaching quality.	1 2 4
No Nonsense Phonics – including CPD and a specialised practitioner running the sessions	In July 2021, the Phonics International programme was re-validated by the DfE as a full SSP programme, and the No Nonsense Phonics programme was also validated as a full SSP programme in its own right.	2 4
Times Table Rockstars to support pupils with multiplication fluency	The most recent speed data on more than 327,000 children shows that on average, students are 38% faster at answering times tables questions after using Times Tables Rock Stars than when they started using it.	2 4
Launch Pad and Orbital reading continued to be embedded practice in reading across school.	<p>Supports children’s fluency and comprehension using books that they are able to decode.</p> <p>Launchpad Reading (as outlined in the Reading Framework) highlights that reading lessons are to create readers, not just children who read. Through this approach we are teaching children the skills of decoding a text. In addition to this, we teach them the essential skills of comprehension and importantly the love for reading by developing children who are confident and fluent readers.</p> <p>Orbital reading approach is based on children reading every lesson and keeping the same text for the whole week. Shanahan highlights that reading aloud improves children’s fluency and this is strongly related with comprehension.</p>	2 4

	Children need repeated practice of the same text to improve fluency compared to taking turns which has been proved ineffective (EEF). Children then have a different focus of comprehension each day to support this.	
Support for Spelling Programme	A programme designed to enable the progressive development of spelling and skills for spelling across KS2.	1 2 4
The Rivendell Teaching and Learning Model is in place as a research approach to quality first teaching	Rosenshine's Principles of Instruction	2 4
Training and consultations from the Educational Psychologist	Improving Social and Emotional Learning in Primary Schools (EEF) Early identification of additional needs	1 2 3 4
The Marking and Feedback Policy is in place and, through book looks and pupil voice, is having a positive impact on learning.	Teacher Feedback to Improve Pupil Learning 2021 (EEF)	2 4
Accessing professional learning – Partnership CPL and Networks are enabling staff to stay up to date with the latest research allowing the school to remain outward facing.	Evidence review: The effects of high-quality professional development on teachers and students https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	2 4

Targeted Academic Support

Budgeted cost: £12,058.21

<u>Activity</u>	<u>Evidence that supports this approach</u>	<u>Challenge number(s) addressed</u>
1:3 Maths interventions	EEF – Small group tuition - The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	1 2 4
1:3 Booster – Reading and Phonics	EEF – Small group tuition - The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	1 2 4
1:1 Phonics Intervention	EEF – One to One Tuition - Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	1 2 4
1:1 Spotlight Readers	EEF – One to One Tuition - Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	1 2 4
Century Intervention Programme	- Improved attainment for children in receipt of Pupil Premium in reading, writing, and maths through targeted, adaptive intervention.	1 2 3

	<ul style="list-style-type: none"> - Support for Greater Depth learners with challenging content and extension tasks. - Enhanced secondary readiness by addressing gaps early and building resilience through personalised pathways. - Data-driven decision-making for SLT and teachers, aligning with your Pupil Premium strategy and Ofsted expectations. 	4
Responding to marking and pre and post teaching 1:6 groups	<p>Teacher Feedback to Improve Pupil Learning 2021 (EEF)</p> <p>EEF – Small group tuition - The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p>	1 2 4

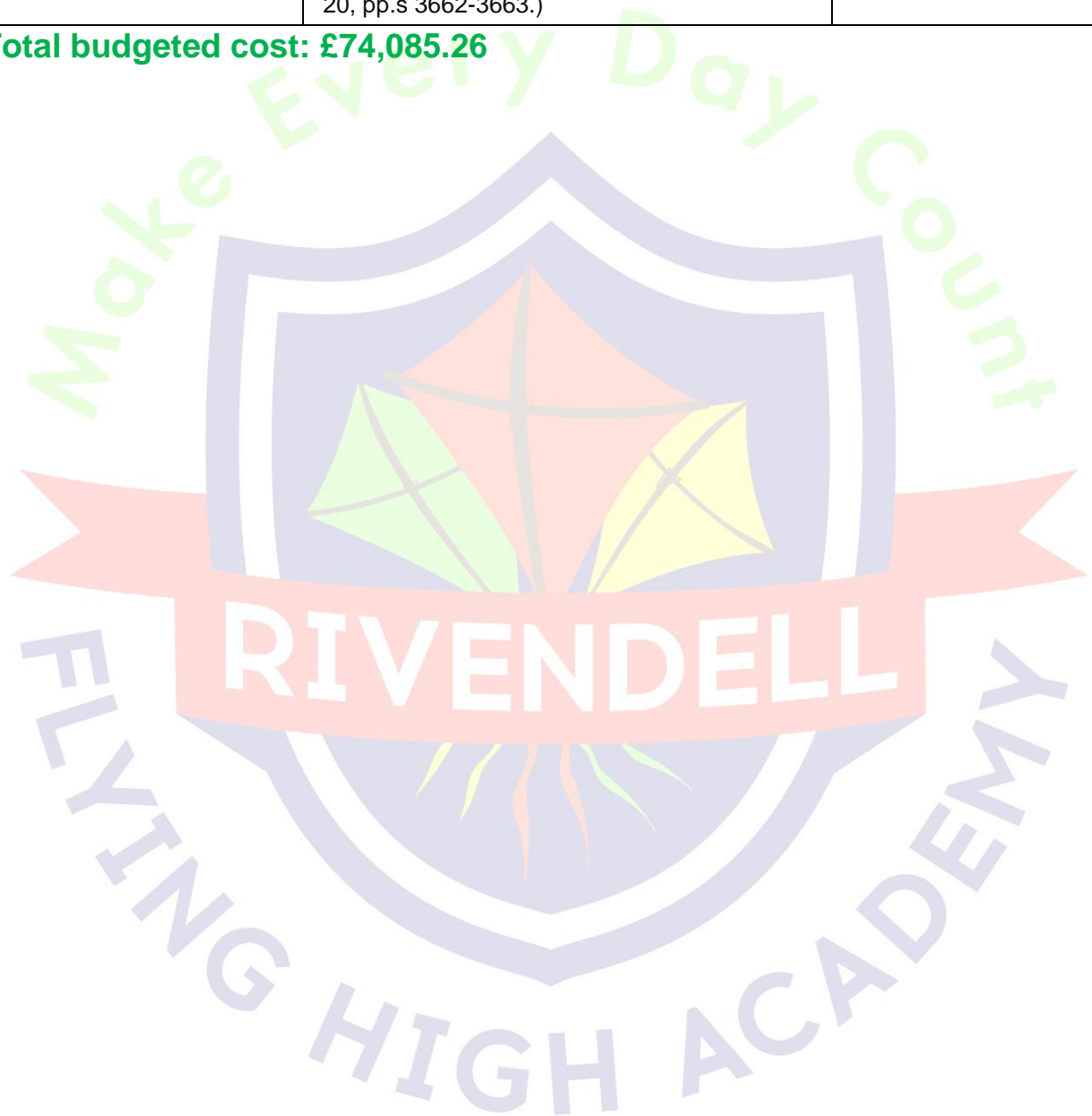
Wider strategies

Budgeted cost: £13,294.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
Graduated response and attendance management plans in place and managed the Attendance Team	<p>Research into how attendance can impact on attainment – The Key</p> <p>Improving Attendance – Plans and Case Studies – The Key</p>	1 2 3 4
Strategies to engage parents including, breakfast with your child in school, parental engagement with the authentic outcome of the enquiry, coffee and cake events.	Parental Engagement – EEF	1 3
Breakfast Club provision	“Schools considering implementing breakfast clubs should also consider the multiple positive impacts of the approach, including improved pupil behaviour and improved attendance” – EEF	1
Training of an additional ELSA Support and ELSA sessions	EEF – Supporting Pupils Social and Emotional Needs	3 4
School contribution to residentials, trips and visits	“One third of school leaders said that they had used the Pupil Premium to subsidise or fully fund educational trips and/or residential visits for specific pupils.” OFSTED ‘The Pupil Premium: How schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils’ (published in 2012)	1 2 3 4
Join in Award for Primary Schools – the step before The Duke of Edinburgh Award.	‘Personal achievement provides children and young people with a sense of satisfaction and helps to build motivation, resilience and confidence...All establishments need to plan to offer opportunities for achievement and to provide the support and encouragement which will enable children and young people to step forward to undertake activities which they find challenging. This is one of the key areas where schools need to work closely with a wide range of partners to help young people access information and opportunities and make their voices heard.’	3 4

	Curriculum for Excellence Refreshed Narrative	
Inspire Music – all children in receipt of Pupil Premium can learn a musical instrument.	<p>Studies have shown that students who play instruments or study the arts are often better in math and achieve higher grades in school than students who don't.</p> <p>(Source: Friedman, B. (1959) An evaluation of the achievement in reading and arithmetic of pupils in elementary schools instrumental classes. Dissertation Abstracts International, 20, pp.s 3662-3663.)</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>

Total budgeted cost: £74,085.26



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 2023 to 2024 academic year.

Intended Outcome	Success Criteria
<p>Ensure that our children in receipt of Pupil Premium continue to attend school regularly, maximise their learning opportunities and understand the importance of daily attendance in school.</p>	<ul style="list-style-type: none"> • Attendance rates for children in receipt of Pupil Premium consistently meet or exceed 96%, aligning with or improving beyond the National average (92.2%) for all pupils. • Termly monitoring reports show a reduction in persistent absenteeism among children in receipt of Pupil Premium, with fewer students falling below 90% attendance. In 2024-25, 10% of children in receipt of Pupil Premium were persistently absent from school compared to 2023-24 (18.6%). • 100% of parents of children in receipt of Pupil Premium engage with regular communications about attendance and the impact of missed school days on learning outcomes. • Targeted attendance interventions (e.g. mentoring, attendance rewards and early interventions for absences) are implemented for all children, resulting in an improvement in attendance for those identified as having attendance issues. • All children with attendance concerns have individual attendance plans and support to ensure barriers to attendance are addressed and resolved. • Pupil voice surveys show a measurable increase in awareness among children in receipt of Pupil Premium about the value of regular attendance and its connection to learning opportunities. • A clear link will be demonstrated between improved attendance and academic progress, with children in receipt of Pupil Premium who improve their attendance also showing progress in English, Maths, and other subjects, as reflected in assessment data (writing, maths, EGPS and combined).
<p>Higher levels of children in Y6 achieving GDS in reading, writing, maths and EGPS at the end of KS2 to maintain high aspirations and continue to close gaps with their peers.</p>	<ul style="list-style-type: none"> • By the end of the first term, all Year 6 children in receipt of Pupil Premium with the potential to achieve GDS were identified through baseline assessments and teacher observations. • Intervention mapping identified children in receipt of Pupil Premium as a priority when targeting assessment, attainment and progress. • 100% of identified children in receipt of Pupil Premium received targeted interventions in reading, writing, maths, and EGPS. • By February half term, all identified children in receipt of Pupil Premium had access to enrichment opportunities such as reading clubs, writing workshops, or math clubs, aimed at deepening their knowledge and skills. • Participation rates in these activities exceed 90%, and feedback will indicate that children felt more confident and capable in achieving GDS. • Teaching and assessments demonstrated teachers consistently provide high-quality, challenging lessons for children in receipt of Pupil Premium aspiring to GDS. • Termly assessments showed targeted children making accelerated progress in reading, writing, maths, and EGPS.
<p>Continued high engagement in enrichment and co-curricular opportunities for children in receipt of Pupil Premium ensuring increased opportunities and experiences, building on cultural capital.</p>	<ul style="list-style-type: none"> • By the end of the first term, 100% of children in receipt of Pupil Premium were identified for current engagement in enrichment and co-curricular activities. • Participation rates for children in receipt of Pupil Premium in enrichment activities increased by 20% compared to the previous year, ensuring more children benefited from these opportunities. • Pupil feedback reflected that children felt they had been exposed to new experiences that expanded their understanding of the world and their interests. • The range of co-curricular activities offered were diversified to include new activities designed to appeal to children's interests. • By the end of Year 6, children in receipt of Pupil Premium participated in a range of cultural, social, and enrichment experiences, with children leaving with a broad range of experiences that contribute to their cultural capital.

	<ul style="list-style-type: none"> At the end of Year 6, children in receipt of Pupil Premium were enriched and prepared for secondary education, having gained knowledge, confidence, and skills through their co-curricular involvement.
Children leaving Rivendell are ready for secondary and beyond with knowledge, skills and understanding to enable them to thrive during transition.	<ul style="list-style-type: none"> Termly assessments tracked the progress of all children to ensure they were on target for ARE, with 100% of children receiving intervention when needed. Year 6 children demonstrated strong social and emotional skills, such as resilience, adaptability, and emotional regulation. By the end of the school year, all Year 6 children participated in transition workshops or sessions aimed at developing their confidence and coping strategies for secondary school. By the end of Year 6, all children completed the appropriate level of the Join in Award (JAS), the stage before beginning The Duke of Edinburgh Award. Children demonstrated the ability to form positive relationships with peers and adults, feeling socially prepared for the new school environment. Year 6 children, including those in receipt of Pupil Premium, displayed independence in managing their learning, demonstrated through self-directed projects, homework completion, and goal-setting exercises. 100% of children in receipt of Pupil Premium attended at least one transition event (e.g., secondary school visits, meetings with secondary staff) to familiarise themselves with the expectations of their new school. All children in receipt of Pupil Premium demonstrated an understanding of secondary school routines and expectations through follow-up discussions. By the end of Year 6, all children in receipt of Pupil Premium participated in activities that develop essential life skills (e.g., budgeting, decision-making). Children in receipt of Pupil Premium showed confidence in real-world problem-solving scenarios through practical life skills sessions or project-based learning. Children in receipt of Pupil Premium demonstrated increased curiosity and engagement in various subjects and co-curriculum opportunities, including creative arts, sports, and STEM.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
No Nonsense Phonics	Debbie Hepplewhite
Launchpad, Orbital and Support for Spelling	Carl Pattison
Century Intervention	Century Tech
Join in Award	Awards Plus
DaRT	Life Skills Education (Nottinghamshire)
Bikeability	Department for Transport
Inspire Music	Inspire Culture
Specialist Sport Provision	Next Level Sport