

Ravenbank Pupil Premium Strategy Statement 2023-2024

This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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 and the effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ravenbank Primary School
Number of pupils in school	400
Proportion (%) of pupil premium eligible pupils	9.75% (39 children)
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	L Sweeney
Pupil premium lead	L Sweeney
Governor / Trustee lead	M Ransby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,895
Recovery premium funding allocation this academic year	£5,655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£64,550

Part A: Pupil premium strategy plan

Statement of intent

At Ravenbank, our aim is that all children, including those in receipt of pupil premium funding, develop a love of learning, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers.

Our current pupil premium strategy has been written following a thorough analysis of our pupil premium children's needs and assessment outcomes.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children 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 children in our school.

Our Pupil Premium children face barriers in a wide range of areas, including core curriculum areas of reading and writing. Many also require support with speech and language skills, self-confidence, concentration, social skills and fine motor skills. They typically make similar or better progress than non-PP children in these areas but there can be a gap in attainment. Our key objectives are therefore focussed on diminishing the difference between these groups of children, both within our school and against national standards.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Led Tutoring Programme for children whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in standardised assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils fulfil their potential. To ensure they are effective we will:

- ensure disadvantaged children are challenged in the work that they're set
- ensure family's financial circumstances are not a barrier to disadvantaged children accessing the full range of school activities both within and after the school day
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Attainment in writing

2	Attainment in reading particularly at Key Stage 1
3	English as an Additional Language (EAL)
4	Social, emotional & mental health needs
5	Speech and Language particularly in EYFS & Key Stage 1
6	Additional SEND needs

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 writing attainment among disadvantaged children	Improved attainment in writing among disadvantaged children as evidenced in observations, children's work and assessment data. Gaps in learning are addressed.
Improved reading attainment among disadvantaged children at the end of Key Stage 1	Improved attainment in reading among disadvantaged children as evidenced in observations, children's work and assessment data (Phonics screening check and KS1 reading outcomes) Gaps in learning are addressed.
To achieve and sustain improved wellbeing for all children in our school particularly our disadvantaged children	Improved levels of resilience and overall wellbeing evidenced in pupil voice and observations
Additional needs are fully met and do not hinder progress	TAs and/or class teachers deliver interventions and/or booster sessions. Staff use EEF research to identify and review interventions.
EAL children have the correct equipment and support	Children are able to communicate and be understood in their first language when necessary. Children are able to access the curriculum through appropriate activities and support.
Children manage their emotions, develop resilience and fully engage with learning opportunities both during and outside the school day	Positive behaviour and interpersonal skills, disadvantaged children access all school trips and engage with extra-curricular activities. Pupil voice reflects a motivation to learn.
Improved speaking and listening skills for disadvantaged children	Significantly improved speaking and listening skills amongst disadvantaged children, as indicated by a range of measures including observations of spoken interactions, observations of lessons and EYFS attainment data for the early learning goals in Listening, Attention and Understanding, Speaking and Comprehension

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 (for example, CPD, recruitment and retention)

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commission Educational Psychologist/external consultant assessments & ensure that recommendations are fully met		6
Read, Write Inc training	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Social Story training	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	4, 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £52,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA hours to provide small group support/intervention groups	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 4, 6
Year 6 1:1 tuition with a qualified teacher	Tuition targeted at specific needs and knowledge gaps can be an effective	1, 2, 6

	<p>method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
1.5 (FTE) Better Reading Partner	<p>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</p>	2
Specialist Speech & Language TA	<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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9,155

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP children provide with £70 school vouchers (extra-curricular enrichment)	<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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4
Funding provided for Y5 residential	<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>	4

	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
Play Therapy sessions	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5, 6
Contingency fund for acute issues.	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £64,550

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 2022 to 2023 academic year.

Following the return of statutory assessments, performance measures have been received for 2022 to 2023.

KS2

In reading, 89% of children were expected+. 67% (6/9) of Pupil Premium children achieved the expected standard or above.

In writing, 81% of children were expected+. 56% (5/9) of Pupil Premium children achieved the expected standard or above.

In maths, 94% of children were expected+. 78% (7/9) of Pupil Premium children achieved the expected standard or above.

2023 school DfE progress scores (national average: 0);

Reading: 2.2

Writing: 0.8

Maths: 3.3

KS1

In reading, 78% of children were expected+. 67% (4/6) of Pupil Premium children achieved the expected standard or above.

In writing, 56% of children were expected+. 17% (1/6) of Pupil Premium children achieved the expected standard or above.

In maths, 71% of children were expected+. 50% (3/6) of Pupil Premium children achieved the expected standard or above.

All Pupil Premium children attended their school residentials and class trip

Due to very small group sizes and high proportion of disadvantaged children also having Special Educational Needs, the data above does not always reflect individual's progress throughout school.

Our assessments and observations indicated that pupil behaviour, well-being and mental health continue to be significantly impacted. The impact is particularly acute for disadvantaged pupils.

We continued to use pupil premium funding to provide wellbeing & SEMH support for all pupils, and targeted interventions where required. We continue to build on that approach with the activities detailed in this plan.

Following the implementation of OPAL Play and the achievement of our Platinum Award, we have seen an increase in confidence, social skills, teamwork and resilience. Our OPAL Play offer will continue to be built on and invested in throughout the 2023/2024 academic year.

