

Ravenbank Pupil Premium Strategy Statement 2024-2025

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 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	365
Proportion (%) of pupil premium eligible pupils	11% (40 children)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Jill Sach
Pupil premium lead	Jill Sach
Governor / Trustee lead	M Ransby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,630
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	£64,630

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 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, emotional and social skills and fine motor skills. Our key objectives are therefore focussed on diminishing the difference between these groups of children, both within our school and against national standards.

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 provided with expert teaching that supports strong progress
- adopt a whole school approach in which all staff have high expectations of the standards children can achieve
- ensure a whole school approach to effective tracking of progress and providing early intervention to close gaps.
- 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

Challenges

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

Challenge number	Detail of challenge
1	Closing the attainment gap in reading, writing and maths.
2	Higher levels of absence
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 attainment among disadvantaged children in core subjects.	Improved attainment among disadvantaged children as evidenced in observations, children's work and assessment data. Gaps in learning are quickly addressed. Measured by attainment and progress data.
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 surveys and discussions.
Special educational 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. Measured by attainment and progress data.
Children manage their emotions, develop resilience and fully engage with learning opportunities both during and outside the school day	Positive behaviour and interpersonal skills developed through effective PSHE lessons and the school's Behaviour Policy. Pupil voice reflects a motivation to learn and increased personal wellbeing as measured by pupil surveys.
Improved oracy 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
Increased opportunities for enrichment to support personal development.	All eligible pupils will have access to a wide range of extra-curricular activities including trips, residential and clubs.

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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Visible Learning Training <i>Funded by school budget</i>	The Beam Trust is delivering a professional development programme for all classroom-based staff. This focuses on developing a core set of teaching strategies that have a strong evidence base for impact on pupil progress. Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1,2,3,6
Behaviour Management Training <i>Funded by school budget</i>	We have introduced a new Behaviour policy and systems, including praise postcards, positive noticing and house points. We are also embedding the use of Zones of Regulation and My Happy Mind. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2, 4
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
Oracy <i>Funded by school budget</i>	Research tells us that the size of a child's vocabulary is a predictor of academic attainment and wellbeing in later life. Evidence suggest that oral language interventions that explicitly aim to develop spoken vocabulary work when they are related to current content being studied in school and when they involve active and meaningful use of any new vocabulary. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,2,3,4,6

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Additional TA hours to provide small group support/intervention groups £20,000	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
1:1 tuition with a qualified teacher £10,000	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, 6
1.5 (FTE) Better Reading Partner £5,000	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
Specialist Speech & Language TA £20,000	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	5
Commission Educational Psychologist/external consultant assessments & ensure that recommendations are fully met	For some pupils, gaining specific advice and recommendations from specialist professionals allows the school to implement strategies that make a positive impact on attainment and wellbeing.	4, 6

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

Budgeted cost: £9,155

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>PP children provide with £70 school vouchers (extra-curricular enrichment)</p> <p>£2,800</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> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4
<p>Funding provided for Y5 residential</p> <p>£1500</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> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4
<p>Part-funding Play Therapy sessions</p> <p>£4000</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> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5, 6
<p>Contingency fund for acute issues.</p> <p>£855</p>	<p>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.</p>	All

Total budgeted cost: £64,655

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Following the return of statutory assessments, performance measures have been received for 2023 to 2024.

KS2

All- 80% expected/ 15% high standard RWM

All- 94% expected/ 64% high standard in reading

PP- 86% expected/ 43% high standard in reading

All- 87% expected/ 16% high standard in writing

PP- 72% expected/ 29% high standard in writing

All-91% expected/48% high standard in maths

PP- 72% expected/ 29% high standard in maths

KS1

All- 47% expected/ 3% high standard RWM

All- 68% expected/ 19% high standard in reading

PP- 50% expected

All- 60% expected/ 8% high standard in writing

PP- 50% expected

All- 70% expected/ 15% high standard in maths

PP- 75% high standard

All Pupil Premium children attended their school residentials and class trip

EYFS

All- 66% Good Level of Development

PP- 67% Good Level of Development

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.

Outcomes evidence stronger impact of the funding in KS2, Within the School

Development plan 2024-2025, focus is on reducing gaps in the EYFS and KS1, particularly in phonics, reading and writing.

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.