

# Ravenbank Pupil Premium Strategy Statement 2025-2026

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	334
Proportion (%) of pupil premium eligible pupils	11% (36 children)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
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	£58,050
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£58,050</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Ravenbank, we are committed to ensuring that all pupils, regardless of their background or challenges, develop a love of learning, make excellent progress, and achieve highly across the curriculum. Our Pupil Premium Strategy aims to ensure disadvantaged pupils, including the most able, achieve outcomes that are at least in line with their peers nationally and locally.

Our strategy is shaped by the latest research evidence from the Education Endowment Foundation (EEF) and is closely aligned with our School Development Plan, which prioritises improving writing outcomes, ensuring effective modelling, and providing high-quality feedback.

The evidence shows that the greatest impact on disadvantaged pupils' attainment comes from:

- High-quality teaching that is carefully modelled and scaffolded to support progression in writing, reading, and maths.
- Targeted academic support to address individual learning gaps quickly through structured interventions, 1:1 tuition, and small-group work.
- Oracy and vocabulary development to improve communication, comprehension, and writing composition.
- Effective feedback and opportunities for children to reflect on and improve their work.
- Wider strategies that address barriers to learning, such as social and emotional needs, attendance, and access to enrichment opportunities.

Our approach is underpinned by these core principles:

1. High expectations for all disadvantaged pupils, including the most able.
2. Evidence-informed decision-making, ensuring our actions are rooted in what works.
3. Rigorous monitoring of attainment and progress, using July 2025 data as our baseline.
4. A whole-school commitment - all staff take responsibility for disadvantaged pupils' outcomes.
5. Removing financial and social barriers so that all children access the full curriculum and wider opportunities.

By implementing these strategies consistently, we aim to close attainment gaps, particularly in writing at EYFS, KS1, and lower KS2, while sustaining the strong outcomes already achieved in reading, writing and maths at KS2.

## 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 across EYFS, KS1 and lower KS2.
2	Higher-than-average absence rates among some PPG pupils.
3	English as an Additional Language (EAL)
4	Increased SEMH needs among some disadvantaged pupils.
5	Limited vocabulary and oracy impacting writing quality.
6	Disproportionate representation of SEND among PPG children.

## 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
Implement the Ready Steady Write programme consistently across the school to improve the quality, progression, and depth of writing.	<ul style="list-style-type: none"> <li>Disadvantaged pupils demonstrate greater independence in planning, drafting, and editing their writing.</li> <li>Children use a wider range of ambitious vocabulary in spoken and written work.</li> <li>PPG pupils are increasingly confident when sharing and discussing their writing.</li> <li>Book looks show clear progression in transcription and composition, consistent with Ready Steady Write expectations.</li> <li>Close the attainment gap in writing between disadvantaged and non-disadvantaged pupils.</li> </ul>
Embed Ready Steady Read & Read, Write Inc to improve phonics, fluency, and comprehension, ensuring all PPG pupils access high-quality reading instruction and targeted intervention where needed.	<ul style="list-style-type: none"> <li>PPG pupils are engaged, confident readers who can discuss texts using subject-specific vocabulary.</li> <li>Observations show disadvantaged pupils using decoding and comprehension strategies taught through Ready Steady Read.</li> <li>In reading groups, PPG pupils contribute actively, demonstrating improved fluency, prosody, and inference skills.</li> <li>Close the attainment gap in reading between disadvantaged and non-disadvantaged pupils.</li> <li>All PPG children keep up with the phonics programme through high quality teaching and daily intervention when required.</li> </ul>
Use the Expeditions wider curriculum to improve disadvantaged pupils' vocabulary and background knowledge, embedding ambitious tiered vocabulary across all subjects.	<ul style="list-style-type: none"> <li>Disadvantaged pupils confidently use tiered vocabulary from Expeditions and other curriculum contexts in speaking and writing.</li> <li>PPG pupils initiate and sustain meaningful discussions in class, using precise vocabulary and structured sentences.</li> <li>Pupil voice reflects increased confidence in expressing ideas and explaining thinking.</li> </ul>
Under the leadership of the new SENCO, SEND support has been strengthened with evidence-informed interventions designed to meet individual needs.	<ul style="list-style-type: none"> <li>Teachers and TAs confidently adapt teaching and use scaffolding strategies recommended by the SENCO.</li> <li>PPG SEND pupils engage positively in lessons, accessing the full curriculum alongside peers.</li> <li>Evidence from HLTA monitoring shows interventions are delivered with fidelity and result in improved participation and progress.</li> <li>The attainment gap is closing between disadvantaged and non-disadvantaged pupils in all targeted subjects.</li> </ul>
Strengthen modelling, scaffolding, and feedback strategies across the school to ensure disadvantaged pupils make accelerated progress.	<ul style="list-style-type: none"> <li>Teachers consistently model high-quality examples of writing, reading comprehension, and problem-solving strategies.</li> <li>Scaffolds are used effectively to support disadvantaged pupils' independence, gradually being removed as confidence grows.</li> <li>Feedback — both verbal and written — is precise, timely, and actionable, leading to visible improvements in pupils' work.</li> <li>Lesson observations show PPG pupils engaging more independently with challenging tasks and applying feedback successfully.</li> <li>The attainment gap is closing between disadvantaged and non-disadvantaged pupils in all targeted subjects.</li> </ul>

**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: £1700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ready Steady Write (RSW) – Improving Writing Outcomes £1000	Following the RSW programme, leadership engaging in support and teachers accessing the CPD and implementing within their lessons. <a href="#">EEF</a> : Mastery Learning +5 months (low cost/ medium evidence)	1, 3, 5, 6
Ready Steady Read (RSR) – Strengthening Reading Fluency and Comprehension £700	Following the RSR programme, teachers implementing whole class reading from Y2 upwards, regular monitoring from leaders. <a href="#">EEF</a> : Reading Comprehension Strategies +6 months (low cost/ strong evidence)	1, 3, 5, 6
Vocabulary Development Through Expeditions No cost	Teachers embedding a greater understanding of Tier 2 vocabulary within the Expeditions. <a href="#">EEF</a> : Oral Language Interventions +6 months (low cost/ strong evidence)	3, 5, 6
CPD for TAs on Speech, Language & Evidence-Informed Interventions Covered by SEN budget	Teaching Assistant-led interventions under the supervision and monitoring of the SENCO and HLTA SENCO. <a href="#">EEF</a> : Teaching Assistant Interventions +4 months (high cost/ medium evidence) <a href="#">EEF</a> : Small group tuition +4 months (high cost/ medium evidence)	1, 3, 4, 5, 6

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

Budgeted cost: £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND Support and Evidence-Informed Interventions  £30,000	Structured, small-group and one-to-one interventions improve outcomes for SEND pupils, tightly monitored and aligned with classroom teaching. <a href="#">EEF</a> : Teaching Assistant Interventions +4 months (high cost/ medium evidence)	1, 3, 5, 6
1:1 tuition with a HLTA  £15,000	Tuition targeted at specific needs and knowledge gaps to support low attaining pupils or those falling behind, both one-to-one: <a href="#">EEF</a> : Small group tuition +4 months (high cost/ medium evidence)	1, 3, 5, 6

Better Reading Partner £2000	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. <a href="#">EEF</a> : +5 months, strong evidence/ low cost.	1, 3, 6
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP children provide with £70 school vouchers (extra-curricular enrichment)  £2,520	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Parents and carers use vouchers to access extra-curricular activities. <a href="#">EEF</a> : Social and Emotional Learning: +3 months (low cost/ medium evidence)	4
Funding provided for Y3, Y5 & Y6 residential  £3820	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): <a href="#">EEF</a> : Outdoor Adventure Learning (unclear evidence, but we have found that no funding would be a barrier to these pupils attending and they would miss out on important experiences with their peers.	4
ELSA Support  £4000	Targeted approaches, like ELSA support, are particularly beneficial when delivered by trained practitioners and linked to individual needs. We have 1 established ELSA and 1 member of staff training in this role. <a href="#">EEF</a> : Social and Emotional Learning: +3 months (low cost/ medium evidence)	2, 4
Specialist training and intervention to support disadvantaged pupils with low attendance Covered by school budget	Targeted approaches, like ELSA support, are most effective when combined with high-quality teaching and pastoral care. Our HLTA SENCO has completed the training and accessing Solution Circles to plan interventions to raise attendance. <a href="#">EEF</a> : +3 months (low cost/ medium evidence)	2

**Total budgeted cost: £59,040**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### Impact of the 2024–2025 Pupil Premium Strategy

The 2024–25 strategy focused on improving writing outcomes, sustaining strong attainment in reading and maths, and ensuring disadvantaged pupils had full access to enrichment opportunities. Attainment data shows continued strength in KS2, particularly in reading and maths, while writing and combined RWM outcomes remain key priorities, especially in lower school.

#### Key Highlights

##### 1. KS2 Outcomes

7 PPG children 2025	Expected +	Greater Depth	Nat Average Expected +	Nat Average GDS
Reading %	72	29	75	33
Writing %	71	0	72	13
Maths %	85	14	74	26

- Reading: Outcomes remained strong, with 84% of all pupils achieving the expected standard, exceeding national (75%). 55% achieved greater depth, significantly above national. PPG pupils achieved close to national at expected and greater depth.
- Writing: 82% of all pupils met expected standards (above national). At greater depth, 15% of all pupils reached the higher standard, while no PPG pupils achieved GDS — confirming the need for continued focus in this area.
- Maths: 87% of all pupils achieved expected (above national) with 44% reaching greater depth. PPG pupils achieved 85% expected, performing strongly, though 12% fewer reached GDS than national.

##### 2. KS1 Outcomes

3 PPG children 2025	Expected +	Greater Depth	Nat Average Expected +	National Average GDS
Reading	33	0	71	19
Writing	33	0	64	9
Maths	66	33	72	17

- Reading: 75% of all pupils reached expected and 21% achieved greater depth.
- Writing: 49% of all pupils met expected, which is below national (64%). PPG outcomes were lower (34% expected), making this a high-priority area.
- Maths: 92% of all pupils reached expected (well above national) and 26% achieved greater depth (above national).
- Overall, the gaps begin in KS1 and need to be addressed early, especially in reading and writing.

##### 3. EYFS Outcomes

- 78% of all pupils achieved a Good Level of Development (GLD), well above national (67.7%). 0% of disadvantaged pupils (x2) achieved GLD.
- Interventions and support strategies were effective for these pupils, but further discussion of the context would be appropriate.
- Further work is needed on early writing readiness and vocabulary development.

##### 4. Enrichment and Inclusion

- All PPG pupils accessed school trips, clubs, and residential, supported by dedicated funding.
- These opportunities continue to support personal development, engagement, and improved wellbeing.

### Impact Summary

- Sustained strength in KS2 reading and maths for all pupils and PPG pupils, with attainment above or in line with national averages.
- Writing remains the greatest priority across the school and maths shows a trend over multiple years of being a stronger area. We are continuing to work with the maths hub however, to ensure our practice continues to deliver strong outcomes.
- Enrichment and SEMH support have ensured disadvantaged pupils access the full curriculum and wider opportunities, supporting overall wellbeing and engagement.

### Impact of the 2023–2024 Pupil Premium Strategy

Our 2023–24 strategy focused on improving outcomes for disadvantaged pupils through high-quality teaching, targeted academic support, and wider enrichment. Attainment data shows strong outcomes at KS2, particularly in reading, while gaps remain in writing and combined RWM at KS1 and lower down the school.

## 1. KS2 Outcomes

7 PPG children 2024	Expected +	Greater Depth	Nat Average Expected +	Nat Average Greater Depth
Reading %	72	29	74	29
Writing %	72	29	72	13
Maths %	72	29	73	24

- Reading: Outcomes were strong, with 94% of all pupils achieving the expected standard. PPG pupils achieved in line with national averages in this area.
- Writing: 87% of all pupils reached the expected standard and 16% achieved greater depth. PPG children achieved at national for expected, but below for greater depth. Writing remains a strategic improvement priority.
- Maths: 94% of all pupils achieved expected, with 53% achieving greater depth. PPG children achieved in line with national at expected and above national for greater depth.

## 2. KS1 Outcomes

4 PPG Pupils 2024	Expected +	Greater Depth	Nat Average Expected +	National Average GDS
Reading	50	25	71	19
Writing	50	0	62	8
Maths	75	50	72	16

- Reading: 68% of all pupils and 50% of PPG pupils reached expected. PPG children achieved below national at expected but above for greater depth.
- Writing: 50% of all pupils achieved expected and 5% greater depth which is below national.
- Maths: Stronger outcomes, with 75% of all pupils achieving expected and 15% greater depth. PPG children achieved above national at expected and significantly above national for greater depth, however the small numbers of pupils should be taken account here.

## 3. EYFS Outcomes (*Strong start for PPG pupils*)

- 66% of all pupils achieved a Good Level of Development (GLD), with 67% of PPG pupils (x3) reaching GLD, exceeding the whole-cohort average.

## 4. Enrichment and Inclusion

- All Pupil Premium pupils accessed school trips, residential, and wider enrichment activities, removing financial barriers and supporting personal development.

### Impact Summary

- Positive impact on KS2 reading and maths for PPG pupils — gaps are closing here.
- Writing remains the key challenge, particularly at KS1 and lower KS2, aligning with the priority in the School Development Plan.
- Early years provision and enrichment access continue to support positive foundations for disadvantaged pupils.
- These outcomes confirm the need for the 2025–26 strategy to focus on writing progression, oracy development, and closing gaps in lower school while sustaining strong upper KS2 performance.