

Ravenscroft CP Primary School Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outline 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	Ravenscroft CP
Number of pupils in school	192
Number of pupils in Nursery	32
Proportion (%) of pupil premium eligible pupils	31% (68 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plan are recommended)	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Jeanette Hegarty
Pupil premium lead	Lee Hughes
Governor	Julia Barlow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,945
Recovery premium funding allocation this academic year	£11,832
School- led Tutoring Grant	£5,079.38
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£125,856.38
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.	

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Part A: Pupil premium strategy plan

Statement of intent

At Ravenscroft it is our aim to ensure that disadvantaged pupils have access to the same opportunities and experiences as their non-disadvantaged peers. We are committed to ensuring that no child is left behind and is given every opportunity to achieve and succeed. The attainment and progress of disadvantaged pupils is regularly monitored and tracked to ensure that gaps identified between themselves and their peers are closed.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality of disadvantaged pupils is lower than their non-disadvantaged peers
2	Our disadvantaged pupils start school with below average speech, language and communication
3	Many of our disadvantaged pupils do not have access to experiences outside school that their non-disadvantaged peers do. Pupils require a rich curriculum and cultural experiences that will raise aspiration/self esteem in line with peers
4	A number of our disadvantaged children have experienced ACES that impacted their emotional well-being and ability to thrive
5	Following the Covid disruption to schooling, the attainment gap has become significantly wider

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
To ensure that disadvantaged pupil attendance and punctuality is high priority and the gap between disadvantaged pupils and their peers closes.	<ul style="list-style-type: none">Disadvantaged pupils' attendance % increases over a 3 yr trend

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	<ul style="list-style-type: none"> • Gap between disadvantaged pupil's and non-disadvantaged pupils' attendance narrows • Number of disadvantaged pupils who are PA decreases • Parents of disadvantaged pupils engage with all attendance processes to support them
<p>To ensure that disadvantaged pupils have access to high quality speech and language intervention and provision at the earliest opportunity.</p>	<ul style="list-style-type: none"> • All EYFS pupils to be assessed regularly • Pupils to make good progress towards Wellcomm sections • Chatty Therapy used to support pupils in need of individual and small group intervention/support including SLT fortnightly support • The % of disadvantaged pupils reaching Communication and Language ELG is in line with non-disadvantaged peers
<p>To raise aspiration/self esteem in line with peers. To provide additional enrichment activities and visits to raise aspiration/self-esteem. To provide disadvantaged pupils who have little or no support at home with additional reading/spelling and homework support</p>	<ul style="list-style-type: none"> • Daily or twice weekly readers • Weekly homework/spelling/reading/phonics clubs • Breakfast club and large variety of extra-curricular clubs • Pastoral Lead time, external councillors • Performances, additional visits/visitors and Y6 residential • Edge Hill Young Scholars project-Y5/6 to raise aspirations of disadvantaged pupils
<p>To ensure that ACES children have access to the correct support and experiences to move forward and access all educational opportunities</p>	<ul style="list-style-type: none"> • Pupils access specialist support from trained counsellor • Pupils access Lego and Play therapy • Access nurture supports and areas • Pupils are equipped with the skills to 'cope' learn and make progress academically
<p>To close the gap between disadvantaged pupils and non-disadvantaged pupils in combined attainment. Narrow the gap between disadvantaged pupils and non-disadvantaged</p>	<ul style="list-style-type: none"> • Targeted precision teaching for identified pupils who have fallen further behind

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pupils. This is in conjunction with the School Development Plan.	<ul style="list-style-type: none"> • % gap between PPG and non PPG pupils decreases in all year groups • The progress measure for PPG pupils is in line with National
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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 (e.g. CPD, recruitment and retention)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teacher to work across KS2 to provide targeted support for key groups of children in Reading Comprehension, Writing composition and SPAG	EEF +4 small group support Evidence show that small group tuition is effective, the smaller the group the better. Some studies suggest greater feedback from the teacher more sustained the engagement in smaller groups or work which is closely matched with learners needs explaining the impact	5
Additional TA3/HLTA to work across KS1 to provide targeted support for key groups of children	EEF +4 small group support Evidence show that small group tuition is effective, the smaller the group the better. Some studies suggest greater feedback from the teacher/HLTA more sustained the engagement in smaller groups or work which is closely matched with learners needs explaining the impact	5
High quality CPD for teachers and TA's. Collaborative/Literacy Counts/POR/ SIL, Maths Hub	Teachers and Support staff all feel more confident in delivering interventions when they have had access to high quality CPD. Staff regularly review the CPD that they have accessed and share best practice with others.	2, 5
Delivery of Phonic and reading	EEF + 6 Reading Comprehension Strategies	2, 5

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<p>comprehension strategies across KS1</p>	<p>Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities and involve activities and texts that provide an effective challenge.</p> <p>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts.</p>	
<p>Maths Mastery (White Rose) taught to Reception to Year 6</p>	<p>EEF + 5</p> <p>Mastery approach The impact of mastery learning approaches is an additional five months progress on average over the course of a year.</p> <p>There is a lot of variation behind this average. It seems to be important that a high bar is set for achievement of 'mastery' (usually 80% to 90% on the relevant test). By contrast, the approach appears to be much less effective when pupils work at their own pace.</p> <p>Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress.</p>	<p>5</p>
<p>Mapped enrichment activities and raising aspiration</p>	<p>We recognise that many of the children do not access activities that will broaden their cultural experiences. Experiences and enrichment opportunities are carefully mapped by the whole staff team to enhance the curriculum.</p>	<p>3, 4, 5</p>
<p>Year 6 weekly boosting sessions/small group</p>	<p>EEF + 4</p>	<p>5</p>

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Targeted academic support (e.g. tutoring, one-to-one support structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA in class support for 1:1 and small group interventions	<p>EEF +4</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.</p> <p>In England, positive effect have been found in studies where teaching assistants deliver high quality structured interventions which deliver short sessions, over a finite period and link learning to classroom teaching.</p>	2, 5,
Speech and Language therapist (half a day a fortnight) delivered by Chatty Therapy	<p>EEF + 6</p> <p>The average impact of oral language interventions is approximately an additional six months progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p>	2, 5

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	Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.	
Speech and Language intervention delivery to small groups – Wellcomm, Chatty Therapy/Talk Boost	<p>EEF + 6</p> <p>The average impact of oral language interventions is approximately an additional six months progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p>	2, 5
Daily access to Sensory diet for those that require it to enable them to calm and access the curriculum	<p>EEF – Behaviour interventions</p> <p>The average impact of behaviour interventions is four additional months progress over the course of a year. Evidence suggests that on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes.</p>	3, 4, 5
SEND specialist teacher, provides skilled support/advice of PP pupils on SEND register and support and training of support staff to regularly provide individual or small group support of PP targets	<p>ST/EEF +5 months progress achieved as impact in study completed on FSM pupils</p> <p>Personal Provision Plans are used and reviewed regularly to determine impact of provision in class and PPP time</p> <p>The Specialist teacher will support teachers to provide individual PPP targets, liaise with support staff and INCo to review and monitor progress. Class support and children needing short bursts of intervention. 2 X 30 min sessions per week will be reviewed half termly by the class teacher/INC</p>	2,4,5

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Additional EP time to provide detailed advice and strategies for pupils with SEMH/ACES and specific SEND need	ST/EEF +5 months progress achieved as impact in study completed on FSM pupils Personal Provision Plans are used and reviewed regularly to determine impact of provision in class and PPP time The EP will support teachers to provide additional strategies and advice to support individual need, the INCo will review and monitor progress	4,5
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Wider strategies (e.g. related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Lead & Head oversee attendance	Year on Year attendance of disadvantaged pupils is lower than their peers. Since giving attendance as a responsibility to a member of SLT this gap has begun to diminish.	1, 5
Trained TA to implement interventions – Lego Therapy, Seedlings Programme and Play Therapy	<p>EEF + 4</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and emotional learning approaches have a positive impact, on average 4 months additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p>	1, 3, 4, 5
Inclusion and Behaviour support services	EEF + 4	1,3,4,5

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	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	
<p>Pastoral Lead and L3 TA to implement nurture support 3 x a week</p>	<p>EEF + 4</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and emotional learning approaches have a positive impact, on average 4 months additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p>	<p>1, 3, 4, 5</p>
<p>Free Breakfast places</p>	<p>As a school, we acknowledge that many of our families struggle with morning routine and often come to school either late, or without having had breakfast. Offering a free breakfast club place means that children have time to relax and eat before they start the academic school day.</p>	<p>1, 3</p>
<p>Pre-loved school uniform so that children are all wearing the correct uniform and have a sense of belonging</p>	<p>Pre-loved uniform stall that is accessible to all, provide nearly new uniforms and PE kits free of charge. We know that our families are keen to 'belong' to the Ravenscroft School family and wear their uniform with pride.</p>	<p>3, 4</p>
<p>Sensory resources and areas established</p>	<p>Many children require sensory intervention to help them to self-regulate and enable them to learn. Designated sensory areas</p>	<p>4</p>

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	and provision will allow pupils to access this more frequently.	
Subsidised annual school residential visit for KS2	It has been recognised that many of our disadvantaged pupils are unable to access residential visits before leaving primary school. These experiences have helped children build resilience and self-confidence over the years. By subsidising these visits, they are accessible to all families.	3, 4, 5

Total budgeted cost: £

Part B: Review of outcomes in the previous academic years

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Aim	Review
To ensure that disadvantaged pupils make rapid progress towards catching up missed learning following the COVID 19 school closure	Due to further COVID lockdown and disruption, disadvantaged pupils continue to be working below their non-disadvantaged peers. Closing the gap will continue to be high priority over the next 3 years.
To ensure that attendance of disadvantaged pupils is high priority and that it is targeted in line with National attendance data	No National data to compare.
To purchase hardware and software to facilitate the delivery of online learning	New hardware and software purchased. All pupils having regular access to interventions daily. These are having impact on progress.
To ensure that enrichment remains at the heart of our curriculum despite COVID restrictions	The enrichment calendar had to be adapted in 2020-2021 in line with national restrictions. New enrichment map plotted for 2021-2023.
To provide nurture and sensory provision for pupils with SEMH needs	Staff trained in delivering sensory provision. Numerous children accessing support to meet their needs. Staff note significant changes in behaviour.

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Staff to access and use Wellcomm as an assessment tool for speech and language and Chatty Therapy training to enhance speech and language early intervention

Staff are able to assess using the Wellcomm system and then deliver and support Speech and Language intervention and provision. Staff note some impact on outcomes this year. This will all be embedded and reviewed again over the next 2 years.