

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium for the 2023 to 2024 academic year 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.

The school's Senior Leadership Team continually looks at ways to improve the life chances of our young people and the barriers that stand in the way of their development.

School overview

Detail	Data
School name	Ravenscroft CP
Number of pupils in school	207
Number of pupils in Nursery	14
Proportion (%) of pupil premium eligible pupils	47% (97 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plan are recommended)	2023 - 2024 2024 – 2025 2025 - 2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Odile Coleman
Pupil premium lead	Lee Hughes
Governor	Julia Barlow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132, 404
Recovery premium funding allocation this academic year	£13,195
School- led Tutoring Grant	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£145,599

Part A: Pupil premium strategy plan

Statement of intent



Vision

At Ravenscroft Primary School, we provide an outstanding education for ALL our children and strive for every child to make exceptional progress. Fundamental to this aim is ensuring that disadvantaged children are given every opportunity to make the same progress as those who are less disadvantaged. We use our Pupil Premium funding to ensure outstanding, sustainable provision for disadvantaged children.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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

Our approach is bespoke to the individual needs of our children, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to give our children the best chances possible to excel. To ensure they are effective we will:

- Ensure that each child's individual needs and challenges are catered for.
- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' 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	Speech, language and communication - Assessments, observations, and discussions with children evidence that many of our disadvantaged children start school with below average speech, language and communication.
2	Phonics - Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Bridge the Attainment Gap - Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in some knowledge gaps leading to pupils falling further behind age-related expectations.
4	Aspiration and Experience - 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
5	Attendance and Punctuality - Our attendance data indicates that attendance and punctuality among disadvantaged pupils is lower than for non-disadvantaged pupils.
6	Social and emotional need - Our assessments including observations and discussions with pupils and families have identified social and emotional issues for many children, notably due to changes in circumstances and ongoing challenges at home. A number of our disadvantaged children have experienced ACES that impacted their emotional well-being and ability to thrive. These challenges particularly affect disadvantaged pupils, including their attainment.

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 phonics attainment among disadvantaged pupils.	Proportion of disadvantaged pupils achieving the PSC is broadly in line with the national average.
Improved oral language skills and vocabulary amongst disadvantaged pupils.	<p>The gap between % of disadvantaged pupils reaching Communication and Language and their non-disadvantaged peers will be narrowed.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This evidence includes engagement in lessons, books scrutiny and ongoing formative assessment.</p>
Improved reading, writing and maths attainment among disadvantaged pupils at the end of KS1.	An increased percentage of disadvantaged children reach the expected standard.
Improved reading, writing and maths attainment among disadvantaged pupils at the end of KS2.	An increased percentage of disadvantaged children reach the expected standard.
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.	A wider range of opportunities are on offer to enhance and enrich the lives of our disadvantaged pupils.
To ensure that disadvantaged pupil attendance and punctuality is high priority and the gap between disadvantaged pupils and their peers closes.	<p>Improved attendance of Disadvantaged pupils.</p> <p>Gap between disadvantaged pupil's and non-disadvantaged pupils' attendance narrows</p> <p>Number of disadvantaged pupils who are PA decreases.</p> <p>Parents of disadvantaged pupils engage with all attendance processes to support them</p>
To ensure that children with SEMH - Social, Emotional and Mental Health Needs - and ACES have access to the correct support and experiences to move forward and access all educational opportunities	<p>Increased access to specialist support and supportive interventions.</p> <p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations.

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: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff updated CPD:</p> <ul style="list-style-type: none"> - Voice 21 - Wellcomm - Phonics Shed - We will fund teacher release time to embed key elements of guidance in school, to further support staff through in-house coaching and CPD. 	<p>The Voice 21 Oracy Improvement Programme supports schools to develop pupils' use of speech to express their thoughts and communicate effectively. The EEF funded this pilot of the Voice 21 programme to test the feasibility of the programme and its evidence of promise, and to assess the reliability of the oracy assessment measure developed by School 21 in collaboration with the University of Cambridge as part of a previous EEF-funded project.</p> <p>Wellcomm is a language intervention with a proven record of success in supporting children with delayed language skills which can lead to under-performance later in life; many primary school children have unidentified speech and language difficulties. This is proven to have a high impact on pupil outcomes</p> <p>Quality teaching of systematic synthetic phonics has a positive impact overall (+5moths) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 6</p> <p>1, 2, 6</p> <p>2</p>
<p>Further support the teaching of writing, particularly within small group interventions and supporting identified gaps in writing, including upskilling all staff around expectations in writing and ensuring a consistent and thorough approach across the school.</p>	<p>Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goalsetting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently.</p>	<p>1, 2, 3</p>

<p>(Literacy Counts – Meaningful Moderation)</p> <p>We will fund teacher release time to embed key elements of guidance in school, to further support staff through in-house coaching and CPD.</p>	<p>Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.</p> <p>Improving Literacy in KS2</p> <p>Improving Literacy in KS1</p>	
<p>Coaching support for staff around specific needs, including planning, delivery, targeting interventions.</p>	<p>The most effective professional development builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p>Effective Professional Development</p> <p>Special Educational Needs in Mainstream School</p>	2, 3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. (ELSA Training for Pastoral Lead)</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>	1, 3, 6
<p>Maths Mastery (White Rose) taught to Reception to Year 6</p>	<p>EEF + 5</p> <p>Mastery approach</p> <p>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>	3
<p>Purchase of resources to enable children with specific barriers to maximise learning</p>	<p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p>	1, 2, 3, 6

	Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge. Using Digital Technology to Improve Learning	
Increased focus on effective diagnostic classroom assessment	The importance of taking account of prior knowledge to ensure that pupils' learning needs are met cannot be underestimated. Anticipating common misconceptions, and using diagnostic assessment to uncover them, forms an important part of this process. By focusing on effective diagnostic classroom assessment, such as question level analysis, low-stakes retrieval quizzes, teachers can find the gaps in their pupils' understanding. This can provide important insights at a class level, by identifying whole topics in need of revisiting or reteaching, and supporting curriculum prioritisation; or, at an individual level, by indicating those pupils who would benefit from targeted interventions or additional support. EEF Blog: New case studies - Making effective use of diagnostic... EEF (educationendowmentfoundation.org.uk)	2, 3
Year 6 weekly boosting sessions/small group tuition from additional teacher.	EEF + 4	5

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

Budgeted cost: £78,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of high-quality small group and 1:1 TA targeted interventions and support around learning for specific children,	EEF +4: Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) 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	1, 2, 3

	<p>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>	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
TA in class support to facilitate class teacher to work closely with those children specifically targeted.	<p>Evidence shows that pupils who struggle most, benefit from as much 1:1/small group work as possible from the class teacher.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1, 2, 3
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> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p>	1, 3, 6
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>	1, 3, 6
Daily access to Sensory diet for those that require it to enable them to calm	<p>EEF – Behaviour interventions</p> <p>The average impact of behaviour interventions is four additional months progress over the course of a</p>	3, 6

and access the curriculum.	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. Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	
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	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 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	1, 2, 3, 6
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	1, 2, 3, 6
Use of Year 6 Peer Mentors to support specific children through 1:1 buddy sessions.	Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an older peer can provide a different source of support. https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1, 2, 3

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

Budgeted cost: £45,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Lead employed to remove barriers for specific children.	Through the support of a Pastoral Lead, it is possible to target the approach to pupils from disadvantaged backgrounds and those with particular needs. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be	1, 2, 3, 5, 6

<p>Signposting identified children and families to outside support agencies.</p>	<p>more beneficial for these pupils, as the development of trusting relationships with an adult can provide a different source of support.</p> <p>Conversations between mentors and mentees may address but would not be limited to: attitudes to school; specific academic skills or knowledge; self-perception and belief, particularly in relation to school-work; aspirations for future studies and career options.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	
<p>Parental engagement to support attendance.</p> <p>Attendance monitored daily/weekly/termly.</p> <p>Home/school liaison through Attendance/Pastoral Lead.</p> <p>Incentive approach to encourage attendance. Termly reward system.</p> <p>External Attendance officer commissioned to work with 'hard-to-reach' families.</p>	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis.</p> <p>Moderate impact for very low cost based on extensive evidence. Please follow the link for more information</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement DFE: Improving School Attendance EEF - Attendance Interventions</p>	<p>5</p>
<p>Trained member of support staff to implement interventions – Lego Therapy, Seedlings Programme and Play Therapy</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, 6</p>
<p>Specific After School Clubs, targeted at interests of Pupil Premium children.</p>	<p>Taking part in after school clubs is thought to have a range of positive benefits. These include providing access to enriching new experiences, providing opportunities for children to succeed, fostering self-esteem and confidence, supporting the academic curriculum, improving fitness,</p>	<p>5</p>

<p>Access to curriculum opportunities. Club/trip attendance to be monitored.</p>	<p>providing opportunities to socialise, as well as opportunities for relaxation and enjoyment.</p> <p>Nuffield Foundation: The value of after school clubs for disadvantaged children DFE: Education Recovery in Schools, Spring 2022</p>	
<p>Supporting children through the cost of living crisis to lessen the adverse affects of child poverty by:</p> <ul style="list-style-type: none"> - Providing an FREE breakfast club (and breakfast for children who miss it) - Providing bespoke support as needed and on a case by case basis eg. Bedding, food hampers - Providing school uniform/sports supplies to families who can't afford to buy it - Supporting families to access all financial/housing support available to them 	<p>Not having the basic essentials such as warmth, appropriate housing and food will detrimentally impact the "readiness" to learn of all children https://link.springer.com/article/</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>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>	4, 6
<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 and provision will allow pupils to access this more frequently.</p>	6
<p>Enrichment activities, such as subsidised school trips and residential trips use to broaden horizons, give children cultural capital experiences and aspiration.</p>	<p>Essential life skills EEF (educationendowmentfoundation.org.uk)</p> <p>Following the evidence above, as a school we will aim to provide rich, character-enhancing opportunities outside of the</p>	4, 6

Total budgeted cost: £165,500

Part B: Review of outcomes in the previous academic years

Outcomes for disadvantaged pupils

2022-23 KS2 performance	Disadvantaged pupils achieving the expected standard		Disadvantaged pupils Progress score		Comparison
	School	National	School	National	
Reading	53%	NYA	-2.1	-0.85	Below
Writing	60%	NYA	-1.4	-0.69	Below
Maths	40%	NYA	-3.8	-1.04	Below
Combined	33%	44%	/	/	Below

NYA – Not yet available

2022-23 KS1 performance	Disadvantaged pupils achieving the expected standard		Comparison
	School	National	
Reading	54%	73%	Below
Writing	38%	65%	Below
Maths	62%	75%	Below

2022-23 Phonics Screening Check	Disadvantaged pupils achieving the expected standard		Comparison
	School	National	
PSC Year 1	60%	67%	Below
PSC Year 2	43%	NYA	

2022-23 EYFS GLD	Disadvantaged pupils achieving the expected standard		Comparison
	School	National	
% achieving GLD	18%	NYA	
% achieving Literacy AOL	18%	NYA	