

Pupil premium strategy statement - Ravenshead C of E Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	32 (9%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2028
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Emma Johnson
Pupil premium lead	Emma Johnson
Governor lead	Nicola Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,905
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£40,905

Part A: Pupil premium strategy plan

Statement of intent

At Ravenshead C of E Primary School, we are committed to ensuring that all disadvantaged pupils achieve highly, feel a strong sense of belonging, and are supported to thrive academically, socially and emotionally. Rooted in our Christian vision and values, our Pupil Premium strategy is underpinned by the belief that disadvantage should never be a barrier to ambition.

We recognise that disadvantage is complex and multifaceted. Our disadvantaged pupils include those with SEND, medical needs, social care involvement, young carer responsibilities, EAL, and those who experience emotional, social or confidence-related barriers. As a result, our strategy is deliberately nuanced, flexible and responsive, rather than a one-size-fits-all approach.

Our approach is guided by the Education Endowment Foundation (EEF) and prioritises:

- high-quality teaching as the strongest lever for improvement
- early identification of need
- targeted academic support where necessary
- wider strategies that address barriers to learning, attendance, wellbeing and engagement

We aim to build independence, resilience and self-belief, ensuring pupils are supported without creating dependency.

Challenges

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

Analysis of school data (including IDSR), inspection evidence, attendance information and detailed pupil-level plans highlights several recurring challenges for disadvantaged pupils:

Challenge number	Detail of challenge
1	Academic challenges (<i>Source: IDSR</i>) <i>See School improvement targets – 1 and 2</i> • Attainment and progress gaps for disadvantaged pupils and those with SEND • Consistency and attainment in maths and writing, including increased proportions achieving higher standards • Percentage of children passing the Y1 PSC
2	Attendance and readiness to learn • Persistent or intermittent absence linked to medical needs, social care or family circumstances • Lateness impacting access to core learning, particularly early-morning literacy and grammar

	Some pupils arriving at school hungry or emotionally unsettled, affecting concentration
3	Social, emotional and behavioural barriers - Anxiety, low self-esteem and fear of failure - Friendship difficulties and dysregulation during unstructured times - Assessment anxiety, particularly for older pupils - Additional emotional load for pupils with caring responsibilities or complex home lives
4	Access and opportunity - Limited access to enrichment, clubs and wider experiences for some pupils - Need for explicit support to build cultural capital, leadership skills and aspiration

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
Make strong progress from their individual starting points, particularly in reading, writing and maths	Disadvantaged pupils demonstrate sustained progress from their individual starting points, evidenced through assessment outcomes, work in books and increasing independence in reading, writing and maths.
Close attainment gaps where they exist and sustain attainment for pupils working at or above ARE	Attainment gaps between disadvantaged pupils and their peers narrow over time, and disadvantaged pupils working at or above age-related expectations maintain their attainment across the academic year.
Attend school regularly and punctually, with improved readiness to learn	Attendance and punctuality for disadvantaged pupils improve or remain secure, with reduced persistent absence and fewer missed learning opportunities at the start of the school day.
Demonstrate increased confidence, independence and resilience in learning	Disadvantaged pupils increasingly attempt learning independently, persevere with challenge and seek support appropriately, demonstrating improved confidence and resilience over time.
Feel safe, valued and included, with positive relationships and a strong sense of belonging	Disadvantaged pupils report feeling safe and valued in school and demonstrate positive relationships, engagement in learning and appropriate behaviour within the school community.

Access a broad range of enrichment opportunities that support wellbeing and aspiration	Disadvantaged pupils regularly participate in enrichment activities, leadership roles or wider school experiences, contributing to improved wellbeing, engagement and aspiration.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£3,000**

High-quality teaching is the foundation of our Pupil Premium strategy. Across the school, staff use adaptive teaching approaches to meet the diverse needs of disadvantaged pupils.

Key approaches include:

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on Adaptive Teaching focusing on: Clear modelling, small steps and explicit instruction.	EEF evidence shows that explicit instruction, clear modelling and breaking learning into small steps improves understanding and reduces misconceptions, particularly for disadvantaged pupils.	1
CPD on Adaptive Teaching focusing on: Pre-teaching and overlearning to support retention.	The EEF highlights that pre-teaching and overlearning help pupils with gaps in prior knowledge and working memory difficulties to retain and apply new learning more effectively.	1
CPD on Adaptive Teaching focusing on: Targeted questioning and regular checks for understanding	EEF research demonstrates that frequent checks for understanding and targeted questioning enable teachers to identify misconceptions early and adapt teaching to improve pupil progress.	1
CPD on Adaptive Teaching focusing on: Scaffolded support that is gradually removed to build independence	The EEF's guidance on scaffolding shows that temporary support, when gradually withdrawn, enables pupils to develop independence and apply learning securely.	1
CPD on Adaptive Teaching focusing on:	EEF evidence indicates that digital technology can improve learning	1

Purposeful use of technology to reduce barriers to recording and organisation.	outcomes when used purposefully to support access, organisation and recording, particularly for pupils with additional needs.	
CPD on Adaptive Teaching focusing on: Structured feedback, marking conferences and metacognitive reflection.	The EEF identifies feedback and metacognition as high-impact strategies that help pupils understand how to improve and develop greater control over their own learning.	1
CPD on Adaptive Teaching focusing on: Responsive teaching and reduced cognitive load	EEF guidance emphasises that adapting teaching to pupils' needs and reducing cognitive load while maintaining high expectations supports inclusion and enables disadvantaged pupils to learn more effectively.	1

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

Budgeted cost: **£34,841**

Where high-quality teaching alone is insufficient, additional targeted support is provided, including:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured reading interventions (e.g. phonics, Switch On Reading, peer and adult reading)	EEF evidence shows that structured reading interventions, including phonics and targeted one-to-one or small-group reading, can lead to significant gains in reading accuracy, fluency and comprehension for disadvantaged pupils.	1
Small-group and one-to-one tuition focused on identified gaps	The EEF identifies small-group and one-to-one tuition as high-impact strategies, particularly when sessions are focused on clearly identified gaps and closely aligned to classroom learning.	1
Targeted spelling, handwriting and transcription support	EEF research shows that explicit teaching of spelling, handwriting and transcription improves writing quality by reducing cognitive load and enabling pupils to focus on composition and higher-order thinking.	1
Pre-learning and catch-up sessions linked	The EEF highlights that well-planned pre-teaching and catch-up sessions are most effective when tightly linked to classroom	1

directly to classroom learning	learning, enabling pupils to access lessons with greater confidence and understanding.	
Additional adult support during lessons where required	EEF guidance on the effective use of teaching assistants shows that additional adult support improves outcomes when adults are trained, purposeful and focused on reinforcing learning rather than creating dependency.	1

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

Budgeted cost: **£7,000**

We recognise that academic success is closely linked to wellbeing, attendance and a sense of belonging. Wider strategies therefore play a crucial role in our approach.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture groups, Lego therapy and wellbeing support	EEF and NurtureUK evidence shows that structured nurture and wellbeing interventions improve social and emotional skills, emotional regulation and engagement, which in turn supports improved learning outcomes for disadvantaged pupils.	3
Structured support for unstructured times, including OPAL play	Research cited by the EEF indicates that structured approaches to unstructured times improve behaviour, social interaction and readiness to learn by reducing conflict and supporting positive play and peer relationships.	3/ 4
Breakfast provision, welcome routines and readiness-to-learn checks	EEF evidence highlights that breakfast provision and positive start-of-day routines improve attendance, behaviour and concentration, particularly for disadvantaged pupils.	1/2/3/4
Close work with families, external agencies and social care	EEF guidance shows that strong school-family relationships and coordinated work with external agencies support improved attendance, engagement and learning outcomes for disadvantaged pupils.	1/2

Leadership roles, class jobs and pupil responsibility	EEF research on metacognition and social-emotional learning shows that leadership opportunities increase pupils' self-esteem, motivation and sense of belonging, supporting stronger engagement with learning.	4
Access to clubs, music, sport, performances and residential experiences	EEF evidence indicates that participation in enrichment activities supports wellbeing, attendance and long-term engagement, particularly for disadvantaged pupils with limited access to such opportunities outside school.	4
Targeted transition support, particularly for pupils moving to secondary school	EEF research highlights that structured transition support reduces anxiety, improves attendance and supports sustained engagement and achievement during key transition points.	3

Total budgeted cost: £44,841

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Based on the evidence in the IDSR 2025, the intended outcomes of the 2024/25 Pupil Premium strategy were partially met, with clear strengths and some ongoing priorities.

Times tables knowledge and mathematics (disadvantaged pupils)

The IDSR 2025 shows that outcomes in mathematics for disadvantaged pupils improved over time, with a narrowing of gaps in key measures, including performance in statutory mathematics assessments and the Year 4 Multiplication Tables Check (MTC). This indicates that the school's targeted focus on times tables knowledge and fluency had a positive impact on pupils' confidence and attainment in mathematics. While disadvantaged pupils' outcomes do not yet consistently match those of non-disadvantaged peers or national benchmarks, the data suggests that the barrier of weak times tables knowledge is being addressed effectively and that the strategy has contributed to improved mathematical achievement overall

Disadvantaged pupils with SEND

The IDSR highlights that disadvantaged pupils with SEND remain a key group whose outcomes are lower than those of other pupils, reflecting the complexity of need within this cohort. However, the data also indicates that these pupils make progress from their starting points and benefit from the school's inclusive approach, high-quality teaching, and targeted support. This suggests that the school has been effective in strengthening provision and ensuring access to appropriate support, even though this remains an ongoing challenge rather than a fully met outcome. The strategy has therefore been successful in improving consistency and quality of support, while recognising that further work is required to continue to reduce gaps for disadvantaged pupils with SEND