

Pupil premium strategy statement: Ravenshead C of E Primary

This statement details our school's use of pupil premium (and recovery 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	383
Proportion (%) of pupil premium eligible pupils	9% (33 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	October 2025
Statement authorised by	Emma Johnson
Pupil premium lead	Suzy Burton Sanders
Governor / Trustee lead	Nicola Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 44,740
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£ 44,740

Part A: Pupil premium strategy plan

Statement of intent

At Ravenshead C of E Primary School, we are committed to ensuring that all pupils, particularly those from disadvantaged backgrounds, have the opportunity to achieve their full potential. Our Pupil Premium strategy is designed to address the specific barriers faced by our pupils, including:

- **Lack of Times Table Knowledge:** Many of our pupils struggle with basic multiplication facts, which impacts their performance in the Year 4 Multiplication Tables Check (MTC) and their overall confidence in mathematics.
- **Special Educational Needs (SEN):** A significant proportion of our pupils have SEN, which includes both learning needs and social communication challenges. These factors can hinder their ability to engage fully in the curriculum and regulate their behaviour effectively.

Our strategy aims to:

- **Improve Times Table Knowledge:** Implement targeted interventions to enhance pupils' understanding and recall of multiplication facts, thereby improving performance in the Y4 MTC and building confidence in mathematics.
- **Support Pupils with SEN:** Provide tailored support for pupils with learning needs and social communication difficulties, focusing on both academic progress and emotional regulation. This includes training staff in effective strategies for supporting these pupils within the classroom.
- **Foster a Positive Learning Environment:** Create a nurturing and inclusive school culture that promotes self-regulation and positive behaviour among all pupils, particularly those with SEN.

Our Pupil Premium strategy is a vital part of our commitment to ensuring that all pupils at Ravenshead C of E Primary School can thrive academically and socially. By addressing the specific barriers faced by our disadvantaged pupils, we aim to create a supportive and inclusive environment that fosters learning and personal growth.

Challenges

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

Challenge number	Detail of challenge
1	The school has identified that many of its disadvantaged pupils are struggling with their times tables knowledge, which is impacting their achievement in the Year 4 Multiplication Tables Check (MTC).
2	Another key barrier is the high proportion of pupils with special educational needs, including learning difficulties and social communication challenges. This barrier is particularly significant as the school has a lower-than-average number of Pupil Premium children (9%), meaning that resources and support need to be carefully targeted to have the greatest impact.

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
School can effectively support its disadvantaged pupils in overcoming the barrier of times tables knowledge and improve their overall achievement in mathematics.	More children will get full marks in the Y4 MTC and outcomes in Maths at the end of Y2 and Y6 will improve.
School can work to overcome the significant barrier faced by its disadvantaged pupils with SEND, and ensure that all pupils receive the support and high-quality teaching they need to succeed.	Effective inclusion strategies will be in place so all children will be able to learn.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high-quality, structured professional development for all teachers on the effective teaching of times tables, drawing on the EEF's Improving Mathematics in Key Stages 2 and 3 guidance. Ensure that the school's curriculum for mathematics is well-sequenced, with clear progression in the teaching of times tables from an early age, as recommended in the EEF's Improving Literacy in Key Stage 2 guidance. Implement a whole-school approach to the teaching of times tables, with consistent teaching methods and resources used across all classes, as suggested in the EEF's Improving Mathematics in Key Stages 2 and 3 guidance. Provide regular opportunities for pupils to practise and apply their times tables knowledge across the curriculum, in line with the school's vision of an "impactful and engaging" curriculum. Encourage a growth mindset approach to learning times tables, emphasising the importance of effort and practice, as outlined in	EEF's guidance on effective implementation	1

the EEF's Improving Mathematics in Key Stages 2 and 3 guidance.		
Provide high-quality, evidence-based professional development for all teachers on effective teaching strategies for pupils with SEND, such as those outlined in the EEF's 'Special Educational Needs in Mainstream Schools' guidance report. Implement a whole-school approach to developing pupils' self-regulation and metacognitive skills, as recommended in the EEF's 'Metacognition and Self-Regulated Learning' guidance report. Ensure that the school's curriculum is well-sequenced and coherent, with a focus on building foundational skills, as highlighted in the EEF's 'Improving Literacy in Key Stage 1' and 'Improving Literacy in Key Stage 2' guidance reports. Prioritise the development of pupils' early language and communication skills, as recommended in the EEF's 'Preparing for Literacy' guidance report.	EEF's 'Special Educational Needs in Mainstream Schools' guidance report. EEF's 'Metacognition and Self-Regulated Learning' guidance report. EEF's 'Improving Literacy in Key Stage 1' and 'Improving Literacy in Key Stage 2' guidance reports. EEF's 'Preparing for Literacy'	2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver small-group or one-to-one intervention sessions focused on times tables, using evidence-based approaches such as the EEF's	EEF's Improving Mathematics in Key Stages 2 and 3 guidance.	1

Improving Mathematics in Key Stages 2 and 3 guidance. Provide regular, targeted feedback to pupils on their times tables progress, with clear next steps for improvement, as recommended in the EEF's Feedback guidance. Implement a peer-tutoring programme, where higher-attaining pupils support their disadvantaged peers in learning times tables, drawing on the EEF's Peer Tutoring guidance. Utilise digital learning platforms and apps to provide engaging, personalised practice of times tables, as suggested in the EEF's Using Digital Technology to Improve Learning guidance.	EEF's Feedback guidance EEF's Peer Tutoring guidance EEF's Using Digital Technology to Improve Learning guidance	
Deliver high-quality, structured interventions for pupils with SEND, such as those outlined in the EEF's 'Special Educational Needs in Mainstream Schools' guidance report, to address specific learning needs. Provide small-group or one-to-one tuition, informed by diagnostic assessments, to support pupils with SEND in making accelerated progress, as recommended in the EEF's 'One to One Tuition' and 'Small Group Tuition' guidance reports. Implement a targeted reading intervention programme, such as those highlighted in the EEF's 'Improving Literacy in Key Stage 1' and 'Improving Literacy in Key Stage 2' guidance reports, to support pupils with SEND in developing their reading skills.	EEF's 'Special Educational Needs in Mainstream Schools' guidance report EEF's 'One to One Tuition' and 'Small Group Tuition' guidance reports EEF's 'Improving Literacy in Key Stage 1' and 'Improving Literacy in Key Stage 2' guidance reports	2

Ensure that the school's SENCO is well-supported and has the necessary time and resources to coordinate and monitor the effectiveness of SEND provision across the school.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage with parents and carers to support their understanding of the importance of times tables and provide them with strategies to help their children practise at home, as outlined in the EEF's Working with Parents to Support Children's Learning guidance. Ensure that the school's behaviour policy, which is based on a "restorative and relational" approach, is consistently implemented to create a positive learning environment conducive to times tables practice. Provide opportunities for disadvantaged pupils to engage in extracurricular activities, such as a times tables club or a maths-focused after-school programme, to build their confidence and enjoyment of the subject, as suggested in the EEF's Extending School Time guidance. Work closely with the school's SENCo to identify any special educational needs or disabilities that may be impacting a pupil's ability to learn times tables, and provide appropriate support and	EEF's Working with Parents to Support Children's Learning guidance EEF's Extending School Time guidance	1

accommodations, in line with the school's inclusive ethos.		
Develop a whole-school approach to supporting pupils' social, emotional, and mental health needs, in line with the EEF's 'Improving Social and Emotional Learning in Primary Schools' guidance report. Strengthen the school's partnerships with parents and carers, particularly those of disadvantaged pupils with SEND, to better understand and address their needs, as recommended in the EEF's 'Working with Parents to Support Children's Learning' guidance report. Ensure that the school's Christian ethos and values are embedded throughout the curriculum and school life, providing a nurturing and supportive environment for all pupils, including those with SEND. Explore opportunities for collaborative working with the Diocese of Southwell and Nottingham, to share best practises and access additional resources and expertise in supporting pupils with SEND.	EEF's 'Improving Social and Emotional Learning in Primary Schools' guidance report. EEF's 'Working with Parents to Support Children's Learning' guidance report.	2

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged Learners outcomes 2024

Statutory Assessment	Number of children	Outcome
Y6 SATS	7	- Reading – 43% ARE+ - Writing – 29% ARE+ - Maths – 43% ARE+
Y4 MTC	4	- 0% of children achieved full marks
Y2	7	- Reading – 43% ARE+ - Writing – 57% ARE+ - Maths – 43% ARE+
Y1 PSC	3	- 100% of children passed the PSC.
EYFSP	5	- 40% achieved GLD