



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Ravenshead C of E Primary School
Number of pupils in school	378 (Excluding F1 chn)
Proportion (%) of pupil premium eligible pupils	37 (9%)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
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	£55,710 (37 chn)
Recovery premium funding allocation this academic year	£5,365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£61,075

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities to enable them to fulfil their potential and, as an adult, find employment.

Our current Pupil Premium strategy plan reflects the challenges of the last 18 months that have been caused by the pandemic. Some of our children have become anxious, not knowing if/ when school is going to close again. As a result of this anxiety, we have an increasing amount of social and emotional needs. Our PP strategy plan reflects the need for children to be taught how to self-regulate their behaviours and understand how they are feeling and why.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils 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 pupils 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.

Although school has been open during the last 18 months, professional development for staff has been limited. The PP strategy reflects the need for rigorous professional development and appraisal to ensure every teacher is supported to keep improving and support the needs of disadvantaged learners.

The attainment gap has widened between disadvantaged and non-disadvantaged children, particularly within Writing as this was generally the one area which children opted out of during home learning. Our PP strategy reflects the need for a consistent whole school approach to writing which scaffolds and supports the children's learning.

Our PP strategy reflects the need to give more reactive feedback to children. During remote learning, the children were not able to receive instant feedback on their learning and as a result, progress was hindered. Within the PP strategy we are reviewing our whole school feedback policy to ensure more meaningful feedback to take the children's learning forward.

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.

Challenges

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

Challenge number	Detail of challenge
1	Anxiety: Increased social and emotional needs
2	Widening attainment gap between disadvantaged and non-disadvantaged children
3	The children do not know how to improve their work. This is limiting the progress they are making.
4	The children are struggling to write independently.

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
The children will be more aware of their emotions and be able to regulate their behaviour accordingly.	The children will be able and ready to learn. Fewer children will be accessing nurture provision.
The attainment gap between disadvantaged and non-disadvantaged children will have decreased.	The children will have the skills to help them to make greater progress with their learning. KS2 outcomes for 2022 show that 80% of disadvantaged pupils met the expected standard within the core subjects. This will increment, year on year for our aspirational outcome to be that 90% of disadvantaged pupils met the expected standard within the core subjects in 24/25.

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.

1. Teaching

Budgeted cost: **£25,750**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development and enhancement of our English teaching and curriculum planning in line with the current EEF guidance. Staff CPD, release time and new resources will allow the key elements of the EEF guidance to be embedded in the school.	The EEF guidance is based on a range of the best available evidence: Improving English in KS1 Improving English in KS2	2,3,4
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Evidence shows that phonics approaches have a positive impact on the accuracy of word reading (though not necessarily comprehension) particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2,3,4
Improve the quality of social and emotional (SEL) learning. Professional development and training for staff on SEL approaches will ensure that it is embedded into daily routine educational practices. In addition, there is a dedicated nurture TA to deliver tailored SEL to pupils.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1,2,3,4
Strong focus on professional development for all staff	As a school we going to work with The National College , for high quality, personalised training for all members of staff. Training will focus on high quality teaching and how we can close the gap between disadvantaged and non-disadvantaged learners. https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/teachers-continuing-professional-development/	1, 3, 4
To ensure children are aware of how to improve their work.	We are going to use the EEF research to create a feedback policy which enables all children, including disadvantaged learners, to improve their work and make greater progress.	2, 3

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	
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2. Targeted academic support

Budgeted cost: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted additional phonics sessions for disadvantaged pupils who will require further phonics support. Regular mentoring and training sessions to FSU/KS1 teachers will be carried out by the Early Reading Lead.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2,3,4
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3,4

3. Wider strategies

Budgeted cost: **£18,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of whole staff training on behaviour management and anti-bullying approaches to continue to develop our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1
To help foster a love of reading for pleasure.	All PP children will receive a ' Book in a Box ' once a month. This should help to foster a love of reading. All books/ magazines received are age/ ability appropriate.	2
To ensure Cultural capital amongst all PP children.	We want to ensure that disadvantaged children do not miss out on experiences which school can offer. Through pupil voice and liaising with parents, school identifies which children would like to play an instrument, participate in different clubs etc. We also make sure that all trips/ residential are subsidised and that no child misses out on life experiences. All PP children will get to experience a Library Trip, once a term, with their class. This will give them an opportunity to borrow new books on a regular basis.	All
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Below, are the data outcomes for 2020 to 2021 academic year. These have been moderated internally:

		Reading	Writing	Maths
	# pupils	% of pupils Expected ARE or higher	% of pupils Expected ARE or higher	% of pupils Expected ARE or higher
Year 1	2	100%	100%	100%
Year 2	3	100%	33%	100%
Year 3	7	57%	43%	43%
Year 4	4	50%	50%	50%
Year 5	5	60%	40%	60%
Year 6	6	83%	67%	83%