

# 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                                              | 320            |
| Proportion (%) of pupil premium eligible pupils                         | 8%             |
| Academic year/years that our current pupil premium strategy plan covers | 2026 - 2027    |
| Date this statement was published                                       | September 2026 |
| Date on which it will be reviewed                                       | July 2027      |
| Statement authorised by                                                 | Emma Johnson   |
| Pupil premium lead                                                      | Emma Johnson   |
| Governor / Trustee lead                                                 | Sam Cope       |

## Funding overview

| Detail                                                                                                                                                                             | Amount   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year                                                                                                                                | £ 43,400 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)                                                                                          | £ 0      |
| <b>Total budget for this academic year</b><br><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> | £ 43,400 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our ambition is that disadvantaged pupils at Ravenshead achieve, belong and thrive. Pupil premium is used to remove identified barriers rather than to provide a generic package of support. Every disadvantaged pupil is known individually and has a Vulnerable Learner Support Overview which considers attainment, attendance, wellbeing, participation and any additional needs.

High-quality teaching is the first and most important response. In 2026/27 this aligns closely with the School Improvement Plan: precise assessment and responsive teaching; consistent evidence-informed inclusive teaching; secure foundational knowledge in reading, writing and mathematics; and sustained challenge for pupils capable of greater depth. Targeted academic support is used where assessment identifies specific gaps, and its impact is reviewed at least half-termly.

Wider strategies address barriers to attendance, emotional wellbeing, behaviour, belonging and participation. The school's pastoral offer includes two full-time nurture workers, personalised family support and external-agency work where required. We will also monitor disadvantaged pupils' access to clubs, trips, leadership and wider opportunities.

Decisions are based on pupil-level evidence and the EEF tiered approach: high-quality teaching, targeted academic support and wider strategies. Sam Cope is the allocated governor and will provide regular support and challenge.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                     |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Attainment and progress: 2026 KS2 headline outcomes were below national in several measures. Disadvantaged pupils are a small and varied group, so individual starting points and barriers must be analysed carefully rather than relying only on headline percentages. |
| 2                | Foundational knowledge: some disadvantaged pupils have gaps in phonics/reading fluency, spelling, handwriting, language or core number knowledge which can restrict access to the wider curriculum.                                                                     |
| 3                | SEND/additional needs: there is overlap between disadvantage and additional need. Some pupils require carefully planned adaptations and targeted support while maintaining ambitious expectations and independence.                                                     |
| 4                | Attendance, SEMH and wellbeing: a small number of vulnerable pupils experience anxiety, regulation, family or attendance barriers which can reduce engagement and readiness to learn.                                                                                   |
| 5                | Participation and belonging: disadvantaged pupils must have equitable access to enrichment, clubs, trips, outdoor learning and leadership so that financial or wider barriers do not narrow experience or 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                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improve attainment and progress for disadvantaged pupils.                                          | Termly PPMs show disadvantaged pupils making demonstrable progress from starting points; gaps are identified precisely; 2027 outcomes show an improving trajectory, particularly in KS2 reading, writing and maths.                                  |
| Secure foundational knowledge and close identified gaps quickly.                                   | Pupils at risk are identified early; phonics/reading, writing/handwriting and maths keep-up is timely; half-termly intervention reviews show measurable impact and provision is adapted where needed.                                                |
| Ensure consistently strong inclusive teaching for disadvantaged pupils, including those with SEND. | Learning walks/work scrutiny show consistent explicit instruction, feedback and purposeful scaffolding; adaptations maintain cognitive demand and promote independence.                                                                              |
| Maintain strong attendance, wellbeing and engagement.                                              | Attendance of disadvantaged pupils is monitored half-termly and improves for identified cases; persistent absence is reduced where it is a barrier; nurture/pastoral case studies demonstrate improved engagement, regulation or readiness to learn. |
| Increase participation, belonging and wider opportunity.                                           | Participation in clubs, trips, leadership and enrichment is tracked; barriers are addressed; participation is at least sustained from the previous 71% disadvantaged club-participation measure and gaps in access are reduced.                      |

## 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: £13,000

| Activity                                                                                                                                       | Evidence that supports this approach                                                                                                                                                                                                                                            | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Embed evidence-informed inclusive teaching through sequenced CPD, modelling and coaching, with agreed universal approaches across all classes. | EEF evidence identifies high-quality teaching as the strongest lever for improving outcomes for disadvantaged pupils. The school's 2026/27 SIP prioritises explicit instruction, effective feedback, purposeful scaffolding, positive relationships and predictable classrooms. | 1,2,3                         |

|                                                                                                                                                                         |                                                                                                                                                                                                            |       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Strengthen assessment and pupil-progress meetings so teachers identify precise gaps/misconceptions and agree short, reviewed actions for disadvantaged pupils.          | Responsive teaching and formative assessment allow support to be matched to actual need. School evaluation identifies greater precision in assessment and follow-up as a key improvement priority.         | 1,2,3 |
| Implement curriculum priorities with fidelity: Maths Mastery/Oak resources, Literacy Tree, daily Supersonic Phonics, handwriting and reading-for-pleasure/fluency work. | A coherent curriculum, secure foundational knowledge and effective implementation support long-term attainment. Subject action plans identify these as whole-school priorities arising from 2026 outcomes. | 1,2,3 |

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

Budgeted cost: £12,000

| Activity                                                                                                                                             | Evidence that supports this approach                                                                                                   | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Rapid keep-up and targeted 1:1/small-group support in phonics, reading, writing and mathematics where assessment identifies specific gaps.           | Targeted support is most effective when diagnostic, time-limited, closely linked to classroom teaching and regularly evaluated.        | 1,2,3                         |
| Half-termly review of interventions using assessment, work and engagement evidence; stop, adapt or intensify provision where impact is insufficient. | Regular implementation and impact review prevents pupils remaining in low-impact interventions and keeps provision responsive to need. | 1,2,3,4                       |
| Individual Vulnerable Learner Support Overviews for all disadvantaged pupils, linked to PPMs and, where relevant, APDR/EHCP targets.                 | Individual barrier analysis avoids assumptions about disadvantage and supports precise allocation of resources.                        | 1,2,3,4,5                     |

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

Budgeted cost: £18,400

| Activity                                                                                                                                                                     | Evidence that supports this approach                                                                                                                                                                | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Maintain targeted nurture and pastoral support, including access to the school's two full-time nurture workers, regulation support and external-agency input where required. | Social and emotional needs can be a significant barrier to learning; strong relationships and targeted pastoral support improve readiness to learn and participation.                               | 3,4,5                         |
| Half-termly attendance analysis and personalised support through family liaison, ATTEND and multi-agency work for identified pupils.                                         | Attendance is essential for achievement. School attendance is currently strong overall, but personalised approaches remain necessary for a small number of vulnerable pupils.                       | 4                             |
| Remove financial/practical barriers to enrichment, trips, clubs, OPAL, woodland learning and leadership opportunities; track participation by disadvantaged pupils.          | Wider participation supports belonging, confidence and cultural capital. Previous school monitoring showed 71% of disadvantaged pupils attended extracurricular clubs, providing a useful baseline. | 5                             |
| Governor monitoring by Sam Cope, including termly review of spend, implementation and impact against pupil-level evidence.                                                   | Strong implementation requires clear accountability, regular monitoring and adaptation based on evidence of impact.                                                                                 | 1-5                           |

**Total budgeted cost: £43,400**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

2025/26 evidence shows a mixed but improving picture and underpins the new strategy. Overall attendance was strong at 95.4%, with persistent absence at 9.4%, and leaders used personalised approaches for vulnerable pupils. The wider pastoral offer, including nurture and family support, helped pupils experiencing SEMH, anxiety or attendance barriers to remain engaged.

2026 attainment information is provisional. EYFS GLD was 70.7%, Year 1 phonics 80.6% and Year 4 MTC was strong. KS2 outcomes were below national in reading, writing, mathematics and combined RWM. Disadvantaged/FSM groups in national assessments were very small, so percentages are volatile and are interpreted alongside individual starting points, SEND, mobility and other contextual factors. School evaluation therefore focuses on pupil-level progress and whether identified gaps are closing.

The school's review identified strengths in early identification, relationships, inclusive curriculum access, pastoral support and strong attendance. The main next steps are greater precision in assessment and responsive teaching, more consistent universal inclusive practice, stronger foundational knowledge and more rigorous half-termly evaluation of intervention impact. These findings directly shape the 2026/27 activity above.

Wider participation remains important. Previous monitoring found that 71% of disadvantaged pupils attended extracurricular clubs in the Summer Term; this will continue to be tracked so that barriers to participation can be removed.

### Externally provided programmes

| Programme          | Provider                  |
|--------------------|---------------------------|
| Supersonic Phonics | Supersonic Phonic Friends |
| Literacy Tree      | The Literacy Tree         |

## Further information

The strategy should be read alongside the School Improvement Plan, Inclusion Strategy, SEND Information Report and Equality Action Plan. Pupil premium implementation will be reviewed termly by senior leaders and Sam Cope, with a full annual review by July 2027.