



Pupil premium strategy statement

Ravensthorpe Primary School

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	381
Proportion (%) of pupil premium eligible pupils	128
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)	2021-2022 2022-2023 2023-2024
Date this statement was published	21/11/2023
Date on which it will be reviewed	31/12/2024
Statement authorised by	Martin Fry
Pupil premium lead	Sarah Bryan
Governor / Trustee lead	Adriano Pacitti

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,600
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£17,835
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>	£192,435.00

Part A: Pupil premium strategy plan

Statement of intent

At Ravensthorpe Primary School, we support all our children to 'Explore, Succeed and Soar.' As part of Peterborough Keys Academies Trust (PKAT), we work to unlock children's potential through our five keys: personal best, leadership, learning, opportunity and community.

We have high expectations for all pupils in our school and believe that, with high quality teaching, pastoral support, effective engagement with parents and a personalised approach to meeting children's needs, every child can fulfil their individual academic, social and emotional potential. Strong leadership ensures that the Pupil Premium funding is allocated effectively each year to have the necessary impact across school so that pupils achieve at least the same academic outcomes as non-disadvantaged pupils with similar starting points, and so that they have equal access to the extended curriculum and enrichment opportunities, eradicating educational inequity. Our current strategy supports these aims by ensuring pupils receive high quality teaching in all subjects, but with a specific focus on maths, reading and phonics

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme (using in school tutoring) for pupils whose education has been worst affected, including non-disadvantaged pupils. Leaders also use the funding to create opportunities for children to develop resilience, perseverance and self-esteem through opportunities such as Forest Schools, ELSA programmes and alternative provisions.

Our approach to the whole curriculum provides children in receipt of Pupil Premium, alongside all other children in our school, with opportunities to develop into confident, independent and successful learners who will thrive in later life and make a positive contribution to society. All strategies employed at Ravensthorpe Primary School are evidence-informed using recommendations outlined by Education Endowment Foundation.

Challenges

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

Challenge number	Detail of challenge
1	Attainment in phonics, reading and mathematics at Y1, end of KS1 and end of KS2, is below national average for all pupils. For disadvantaged pupils, it is significantly below that of non-disadvantaged pupils.
2	Attainment in mathematics has been impacted by a lack of number fluency. Children do not have a firm grasp of number facts.
3	A small minority of our most vulnerable and disadvantaged pupils present with challenging behaviour. This is most often due to SEN and/or SEMH needs.
4	Overall persistent absence and lateness is above national, particularly for disadvantaged pupils
5	Limited development of cultural capital outside of the school setting, including knowledge of local area.

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
Attainment in phonics at the end of Year 1 and the end of KS1 is in line with national for disadvantaged children. Children who have not got secure phonic knowledge to make good progress in KS2 to catch up.	<ul style="list-style-type: none"> Effectiveness of Read Write Inc and Freshstart sessions will be evidenced through learning walks, observations and assessments. <p>Impact of Read, Write Inc and Freshstart tutoring will be evidenced through regular assessments and end of year assessments.</p> <ul style="list-style-type: none"> Phonics results and internal assessments will show that we are in line with national. Disadvantaged children will make accelerated progress to close the gaps to their peers.
Disadvantaged children demonstrate strong progress in maths.	<ul style="list-style-type: none"> Gaps between disadvantaged and non-disadvantaged children

	<p>will close in progress and attainment.</p> <ul style="list-style-type: none"> Disadvantaged children will achieve in line with their peers and make at least expected progress.
<p>Improve the self-esteem, confidence and behaviour of the most vulnerable and disadvantaged children.</p>	<ul style="list-style-type: none"> Teachers planning and ordinarily available provision is judged as effective in meeting the needs of disadvantaged children. Targeted support within the classroom environment and where needed, by a member of the pastoral team. External support accessed as and when necessary. Alternative provisions are in place to support children with learning behaviours. These are all vulnerable and disadvantaged children. Forest School provision to develop self-esteem, confidence, and resilience for our most vulnerable and disadvantaged children. ELSA-trained staff work with identified children to improve their emotional literacy and self-esteem. This will reduce exclusions, positively impact attendance, improve academic achievement, and reduce bullying incidents.
<p>Improve attendance and punctuality of targeted disadvantaged pupils. particularly those who are PA and disadvantaged, reaching the national target of 96%</p>	<ul style="list-style-type: none"> The attendance of disadvantaged learners meets the national target of 96%. Safeguarding and Attendance leaders meet regularly. There is a clear plan for pupils with low attendance, including regular home visits, meetings and challenge of parents, using FPN as appropriate.

	<ul style="list-style-type: none"> Strategies and incentives to encourage good behaviour are used, both individual and class rewards to raise the profile of attendance and punctuality.']
Increased opportunities to widen experiences, promote a life-long love of learning and raise aspirations for disadvantaged children.	<ul style="list-style-type: none"> A wide range of trips, visits and experiences offered and accessible for all. Curriculum planning will include opportunities for visits, visitors, links to the community when it is possible to do so. Increased timetabling of forest school provision and use of the community garden and outdoor learning evidenced through planning and 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: £ 42,157.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children to receive Quality First Teaching	Improving the impact of teachers on pupil achievement in the UK - interim findings, The Sutton Trust, 2011 – ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged background: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.	1, 2
Trust Wide Assessment model (based around PiXL) to be embedded across the school, led by	Evidence highlights that schools should make decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points DfE document - What works for raising the attainment of pupils from disadvantaged backgrounds?	1, 2

the Raising Standards Lead	(available via National Archives/The Key)	
All children to receive targeted teaching in phonics and reading with access to CPD and ongoing support for staff	There is an extensive evidence base for the impact of phonics on pupil's reading progress. For the best impact, phonics must be explicit, systematic and matched to the child's level of understanding. Fresh Start EEF (educationendowmentfoundation.org.uk)	1
All children to receive targeted teaching in maths, developing both fluency and reasoning	Two EEF toolkits – Improving mathematics in the Early Years and Key Stage 1 and Improving mathematics in Key Stage 2 provide the evidence for this approach. The starting point in Early Years and KS1 is pedagogy, with use of manipulatives and building on prior learning key to success. Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	1, 2
Staff CPD and INSET	High quality staff CPD is essential to follow EEF guidance on implementation. Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk)	1, 2, 3,

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

Budgeted cost: £99,895.01

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring for Year 6	Small group tuition has an average impact of four months' additional progress over the course of a year, evidence suggests that it is most effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support and this forms a key part of the PiXL approach. Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2

Targeted 1:1 or small group phonics support in Years 1 - 3	On average, one to one tuition is very effective at improving pupil outcomes. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. National Tutoring Programme: guidance for schools, academic year 2023/24 - GOV.UK (www.gov.uk) One to one tuition EEF (educationendowmentfoundation.org.uk)	1
KS2 Phonics intervention (Fresh Start)	For the best impact, phonics must be explicit, systematic and matched to the child's level of understanding. Fresh Start EEF (educationendowmentfoundation.org.uk)	1
Workout Maths intervention to support children to make progress in place value and number	Small group tuition EEF (educationendowmentfoundation.org.uk) Workout Maths case studies show that out of 822 children 97% moved from 'bronze' to 'silver' and 73% moved from silver to gold. 88% felt more confident in maths and 85% that they had a better understanding of maths.	1, 2
L3 TAs to work with targeted children within a small group provision to children at risk of exclusion, including permanent exclusion.	In addition to the evidence supporting the use of small groups, Social and Emotional interventions are also seen to have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress) The EEF toolkit and nurture groups - NurtureUK Small group tuition EEF (educationendowmentfoundation.org.uk)	3, 4

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

Budgeted cost: £50,382.84

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure children have a breadth of experiences to contextualise their learning	EEF Toolkit: Arts Participation EEF Guidance report - Life Skills and Enrichment The EEF highlight that enriching education has intrinsic benefits (sometimes referred to as "arts for arts sake." We support the EEF assertion that all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education	3, 4, 5

Targeted activities at lunchtime and breaktime to support with social skills	The EEF toolkit and nurture groups - NurtureUK	3, 4
Two members of staff to be trained as an ELSA to support children across the school.	The positive impact of Metacognition and Self Regulation (+7) and Social and Emotional Learning (+4) are noted with the EEFs Teaching and Learning Toolkit . The ELSA programme is recommended and training provided through the Local Authorities Educational Psychology Team. The Journal Educational Psychology in Practice also provides evidence that the programme had a positive impact on children's well-being.	3, 4
Provide access to Forest School teaching and base	Forest Schools: impact on young children in England and Wales - Forest Research Forest School has been found to impact on social skills, communication, motivation, physical skills and knowledge and understanding. It is recommended that making this more widely available for more children would have positive impact.	3, 5
Trust-wide approach to targeting attendance concerns and persistent late arrivals, including support from the Local Authority	The Link between Absence and attainment at KS2 and KS4, Research Report DfE (March 2016) – this is based on evidence gathered from schools that have significantly reduced levels of absence including persistent absence.	4

Total budgeted cost: £192,435.00

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

Attainment Outcomes

The leadership of Early Reading was noted as a strength in the Ofsted Section 8 Inspection in July 2022. Phonics outcomes have improved by 20% from 2022. Analysis shows that the core cohort achieved in line with national (removing from data set, 3 children with SEND who were disapplied). Year 1 PP children achieved 82%, which is above the national average. 80% of PP children passed the Phonics Screening check by the end of Key Stage 1 compared to 84% of the whole cohort and 89% nationally. CPD for staff on Read Write Inc. is ongoing and will be supported by the New Wave English Hub for 2023-24, with access to additional training opportunities as a result. The impact of one-to-one tutoring in phonics can clearly be seen in the data set and will continue to be high priority in 2023 – 2024. Outcomes at the end of KS1 and KS2 for PP children are broadly in line with the cohort but below national. The focus of tutoring has been on decoding but in 2023-2024 reading fluency tutoring will be added to close the gap at the end of KS1/2.

A new times table intervention was trialled with Year 4 children which resulted in a 30% increase in outcomes at the Year 4 multiplication check with PP broadly in line with the cohort. This has now been rolled out to the whole of KS2 with children making slower progress receiving extra tutoring to catch up. Outcomes in maths at the end of KS2 are below the expected standard. Whilst tutoring and extra teaching capacity did not raise overall outcomes, it had a significant impact on progress from starting points. Maths has been a high CPD school priority over the last year. A new scheme was introduced in November 2022 and the impact of this and the CPD can clearly be seen in teaching and books. The maths lead has also introduced additional mental arithmetic teaching across the school.

There were significant changes to the pastoral team during 2022-23 with a new Assistant Head in post with responsibility for inclusion. The team now consists of the Assistant Head, SENCO, a Safeguarding and Family Engagement Officer, one Level 3 TA and 2 part time Forest School trained staff.

Attendance for PP

In 2022-23 attendance for the whole school was 99.1% which was significantly below the national average. Attendance for children eligible for pupil premium was 89.45%. Improving attendance is a whole school priority for 2023/24 with a target of 95% set for the whole school. A number of strategies are now in place to address this with a new Assistant Head in post to oversee and drive improvements.

Behaviour

In 2022 –23 suspensions were significantly higher than the national average. Of the suspensions recorded 85% were issued for children with Pupil Premium. Reducing suspensions is a high school priority for 2023/24 and re-launch of the school behaviour policy is planned for September 2023.

Opportunities

PP funding subsidised a wealth of trips and experiences for PP children over the course of the year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Work Out Maths	Just Do Sports
Play Therapy	Alternative Approaches