



## 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 effect that last year's spending of the Pupil Premium Grant had within our school. Although this focuses on this academic year, the school takes a longer-term approach and used this strategy statement to review, evaluate and redirect accordingly.

### School overview

Detail	Data
Number of pupils in school	345 (Oct'24)
Proportion (%) of pupil premium eligible pupils	130 (35.8%)
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	21/11/2024
Date on which it will be reviewed	March 2025 July 2025 Dec' 2025
Statement authorised by	Emma Ward
Pupil premium lead	Sarah Bryan
Governor / Trustee lead	Colin Hammond

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,000.00
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£192,000.00</b>

## Part A: Pupil premium strategy plan

### Statement of intent

The contextual makeup and subsequent challenges (see p3) the school faces as well as research conducted by the EEF influence the decisions the school make in relation to Pupil Premium Funding. We recognise the challenges are variable and can change. There is 'no size fits all'. Additionally, mobility of pupils in and out of the school means that the plan needs to be flexible to meet the needs of newly arrived pupils.

### **KEY PRINCIPLES FOR USING PUPIL PREMIUM GRANT AT RAVENSTHORPE PRIMARY SCHOOL**

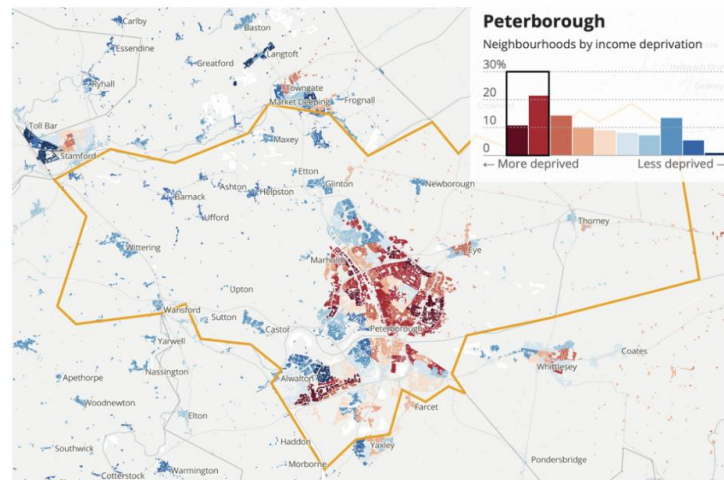
We have a school wide commitment to raise achievement for pupils who are eligible for PPG and acknowledge many of these pupils need to make faster progress than non-eligible pupils. All staff work together with determination to achieve this. At RPS, we:

- Take a longer-term approach
- Never confuse eligible pupils with low ability and strive to instil 'ambition for all' in this group of pupils and support them to achieve the highest results.
- Create an overall package of support aimed to tackle the range of barriers including: attendance, behaviour, external factors, professional development focussing on improving outcomes for eligible pupils, improving the quality of teaching and learning, language acquisition, parental engagement, opportunities for first hand experiences and development of literacy and mathematical skills.
- Use assessment systems to track and enable thorough analysis of data, reviewing work in books to identify pupils who are under achieving and why.
- Direct resources and interventions to accelerate progress of eligible and close the gap compared to their peers.
- Use data to carefully track the impact of targeted spending (interventions, projects or pedagogy) on attainment and progress of eligible pupils.
- The Headteacher, Governors, Pupil Premium Champion and subject leaders have a clear overview of how funding is allocated and the difference it is making to the outcomes of pupils each term.
- Ensure class teachers, phase leaders and subject leaders know which pupils are eligible for pupil premium so they can take responsibility for accelerating progress and accountability is shared.
- The Academy Committee is ambitious for all pupils and closely monitors the school's effectiveness in closing the gap between different groups of pupils.

### Context of the school

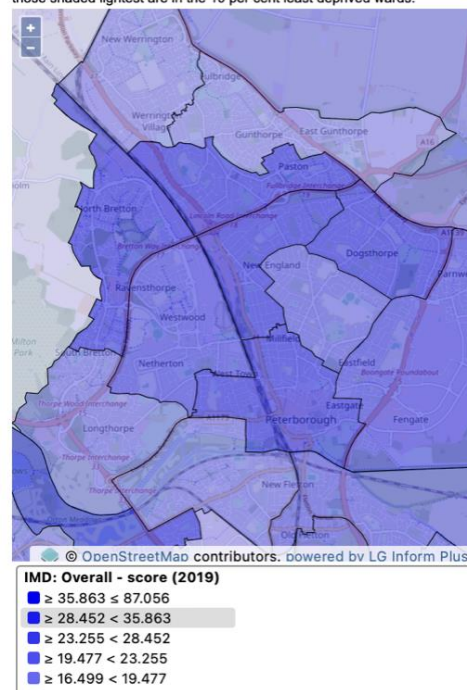
Ravensthorpe is a two-form entry school located on the edge of two wards and admits most children from Bretton and Ravensthorpe. The school is situated in the most income deprived areas of the city where children are from homes among the 20% most income deprived in England (2019 Information). The IDACI score is 17.7 (2024 information).

Of the 112 neighbourhoods in Peterborough, 36 were among the 20 percent **most income-deprived** in England. This is shown in the first two bars in the chart on the top right in red.



Distribution of IMD in Peterborough (2019)

In the map each ward in Peterborough has been allocated to one of ten equal groups based on its score across all wards in England. Those shaded darkest are in the 10 per cent most deprived wards in England and those shaded lightest are in the 10 per cent least deprived wards.



## ULTIMATE OBJECTIVES

To increase the number of children who are ready for the next phase of their education journey. We aim to achieve this by:

- To improve attendance of pupils eligible for PPG and reduce the number of pupils classed as persistent or severely absentees.
- Continue to embed RWInc to increase the number of pupils in Y1 achieving higher scores (APS) and passing the phonics screening check (32+) and improve fluency across school.
- To establish 'Mastering Number' in EYFS and KS1 to improve confidence and outcomes at the end of Y2.

- To establish 'The Writing Revolution' in EYFS and KS1 to support the acquisition of essential writing skills and develop a consistent approach to the teaching of writing.
- Striving for all pupils to make strong progress in reading, writing and math in order to increase the number of the children achieving age related expectations.
- To increase the number of children scoring >30 on termly arithmetic papers.
- To increase the number of children achieving higher scores in MTC and scoring 25/25
- Establishing a therapeutic, preventative approach to supporting improvement mental health and wellbeing
- Developing effective working partnerships with parents and harness support to support pupils to achieve their full potential.

### **STRATEGIES FOR ACHIEVING THESE OBJECTIVES**

- The range of provision the Academy Committee considers making for this groups include and would not be limited to:
- Pupils engage in lessons where they are exposed to learning that pitched at age related expectations
- Deploying teachers to reduce teaching group size thus improving opportunities for effective teaching and accelerating progress
- Implement a tiered (BRAG) plan approach in all year groups to inform the deployment of resources and support
- Implement repetitive, consistent pedagogies (RWInc) to other areas of the curriculum
- Programme of CPD (Walkthrus) to continue the development of quality first teaching across school
- ELSA tutor
- CBT therapist
- Attendance Office and school strategy

This list is non exhaustive and will change according to the needs and support of our vulnerable pupils.

## Challenges

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

Challenge number	Detail of challenge
1	In many cases, pupils have limited access to activities and experiences that enrich their cultural capital.
2	Early reading and developing reading for enjoyment can be attributed to, for some pupils, to: limited access to a range of books in the home, daily phonics teaching during their formative years and developing reading comprehension skills.
3	Regular attendance for a group of pupils
4	Parental confidence in Reading, Writing and Maths has led to some parents finding it difficult to support their child at home
5	Mobility – some children are attending several schools during their primary education and arriving at RPS part way through the school year.
6	Rapid recall of number facts is limited
7	The number of pupils achieving higher standards RWM are low
8	Some children find it difficult to manage their feelings and emotions which impacts their ability to develop relationships
9	Limited vocabulary, low levels of speech and language on arrival to the school

## 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
<p>Children with the potential for high attainment are identified and provided for through effective pedagogies</p>	<ul style="list-style-type: none"> <li>• Teachers and leaders have identified children with the potential to achieve higher standards in RWM</li> <li>• Year 2 and Year 3 improved outcomes in reading and writing</li> <li>• Writing outcomes across the school</li> <li>• Year 6 – improved outcomes in RWM leading to an increase in the % of pupils achieving ARE by the end of KS2</li> <li>• More children achieve high standards in combined RWM at the end of the year</li> </ul>
<p>RWInc will improve phonics attainment across EYFS, Y1 and Y2 and the APS improves from 2024.</p>	<ul style="list-style-type: none"> <li>• Inclusive approach supports all learners to achieving age-appropriate learning</li> <li>• Targeted programmes including Fresh Start, Breakfast Phonics, 1:1 tutoring, supports those children with gaps</li> <li>• Regular fluency assessment and fluency tracker shows improvements in fluency across school</li> <li>• Pedagogy and rationale for the daily reading pledge is consistent across school and contributes to improvement in reading attainment and vocabulary.</li> <li>• More children achieve expected standard in reading</li> <li>• Regular release of Phonics Champion to continue to support and monitor provision in phonics lessons</li> <li>• Weekly RWInc Phonics coaching ensures fidelity.</li> </ul>
<p>Daily arithmetic sessions (KS2) and Mastering Number (KS1) improves secure knowledge of number facts and the four operations</p>	<ul style="list-style-type: none"> <li>• Term on term increase of children achieving &gt;30 on arithmetic paper</li> <li>• Increase in the number of arithmetic questions being answered correctly increases</li> <li>• Weekly arithmetic quizzes increases automaticity</li> <li>• More children score full marks on the MTC and the APS increases (47% 25/25 22.4 APS)</li> <li>• Attainment in Maths improves and more children achieve ARE and HS</li> </ul>
<p>The Writing Revolution (KS1), Spelling programme (RWInc Spelling), tier 3 vocabulary and handwriting are implemented consistently and effectively.</p>	<ul style="list-style-type: none"> <li>• Children's work (KS1) clearly demonstrates the TWR approach</li> <li>• Independent writing shows increased exposure to tier 3 vocabulary</li> </ul>

	<ul style="list-style-type: none"> <li>Monitoring shows improved handwriting and fluency.</li> <li>Attainment in writing improves and more children achieve ARE</li> </ul>
Develop the culture of reading and reading for pleasure within the school to help pupils realise the value of reading as an important life skill	<ul style="list-style-type: none"> <li>Reading lessons highlight the importance of reading as a life skill, source of entertainment and enjoyment extending our knowledge and for information gathering</li> <li>Pupil survey demonstrates an understanding of the value of reading, they can articulate this and talk about stories and authors they like or dislike giving explanations</li> <li>Revised Reading Spine exposes children to range of different stories and texts linked to the curriculum.</li> <li>Reading pledge time promotes reading for pleasure</li> <li>Reading baskets are introduced at lunchtimes</li> </ul>
The school attendance strategy improves attendance of identified pupils and overall attendance improves	<ul style="list-style-type: none"> <li>Work with Willows academy (Attendance Hub) to develop strategies to improve PA and SA absence</li> <li>Teachers and staff know which children are PA and/or persistently late and liaise with families</li> <li>Attendance figures of disadvantaged pupils is inline with peers and comparable with National Data.</li> </ul>
Increase opportunities for parents to come to school to engage with their child's learning	<ul style="list-style-type: none"> <li>Attendance of parents at events and cafes</li> <li>Weekly book exchange introduced in EYFS, Y1, Y2 and Y3 is well supported by families</li> <li>Parent survey confirms parents know about what is happening in school – Dojo</li> <li>Comments slips from parents who attend cafes and workshops are positive overall.</li> </ul>
Forecasting meetings generate provision maps (interventions), identifies the programme of support for pupils that is additional to QFT delivering learning in line with QFT	<ul style="list-style-type: none"> <li>Utilise test data (SS), attainment and FFT to forecast for each pupil, identifying who will achieve EXS or HS</li> <li>Regular monitoring and discussions with teachers and teams reviews focus for target teaching groups (T2) and 121 (T3) sessions. Over the year, pupils move from red or yellow or yellow to green.</li> <li>Improved attainment in RWM and more children EXS combined and GDS combined in all year groups.</li> </ul>
Improve the self-esteem, confidence and behaviour of the most vulnerable and disadvantaged children.	<ul style="list-style-type: none"> <li>Teachers planning and ordinarily available provision is judged as effective in meeting the needs of disadvantaged children.</li> <li>Targeted support within the classroom environment and where needed, by a member of the pastoral team. External support accessed as and when necessary.</li> <li>Alternative provisions are in place to support children with learning behaviours. These are all vulnerable and disadvantaged children.</li> </ul>

	<ul style="list-style-type: none"> <li>• Forest School provision to develop self-esteem, confidence, and resilience for our most vulnerable and disadvantaged children.</li> <li>• 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.</li> </ul>
<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"> <li>• The attendance of disadvantaged learners meets the national target of 96%.</li> <li>• 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.</li> <li>• Strategies and incentives to encourage good behaviour are used, both individual and class rewards to raise the profile of attendance and punctuality.']</li> </ul>
<p>Targeted children are increasingly confident in managing feelings, emotions and anxieties</p>	<ul style="list-style-type: none"> <li>• Conferencing with children will allow them to think about their actions and impact of those actions</li> <li>• ELSA tutor and CBT to work with identified children with strategies to manage feelings, emotions and anxieties</li> <li>• Proud Books are used to recognise when children are achieving their targets and support them to acknowledge to when they haven't achieved their target and the impact of this.</li> </ul>



### 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: £ 65,340.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with New Wave and RWINC to further support fidelity of implementation of RWInc, Pedagogical approaches are consistent with programme	In April 2021, DfE published revised core criteria for effective systematic phonic teaching programmes DfE Reading framework, July 2021 EEF Toolkit	2,4,9
Work with Cambridge Maths Hub to implement Mastering Number in EYFS - Y2	A report by the Fair Education Alliance looks at schools with good outcomes for disadvantaged children in maths. Investigating 20 schools and Early Years providers, it pinpoints the factors in their success. Many of the schools cite teaching for mastery as a key factor. EEF reports Mastering Number +5 months	6, 7
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. 'If you get one of the best teachers, you will learn in six months what an average teacher will take a year to teach you. If you get one of the worst teachers, that same learning will take you two years.' Dylan Wiliam, 2007	2, 7, 9
Experience days are built into the writing journey and curriculum	Dynamic cultural capital has strong effects on students schooling outcomes – Tarmonte and Wiliams 2009	1
Fund after school provision for children		

Handwriting strategy to be consistent and effectively embedded	A 2012 study led by psychologist at Indiana University found 5 year olds stimulated key parts of the brain needed for reading when they were first learning to write. Cognitive load theory confirms that handwriting proficiency is proven to reduce the cognitive load of writing tasks	7
Spelling and vocabulary to be explicitly taught. Spelling Bee to raise the profile of spelling	Closing the Vocabulary Gap – Alex Quigley 2018 In order to comprehend a text we need to know 90-95% of the vocabulary – After age 5 most vocabulary is acquired through reading unless explicitly taught	9, 7
Additional 0.4 teacher in Y6 and 0.5 in Y2 (from January)	Where there are smaller teaching groups, pupils achieve better.	7
Daily arithmetic in KS2 to allow children to use what they know	Improving maths in KS2	6, 7

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

Budgeted cost: £79,195.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release for Phonics Champion to support and coach in RWInc	Creating a coaching culture – upskilling the workforce in times of change (National College 2011)	2, 7
KS2 Phonics intervention (Fresh Start)	For the best impact, phonics must be explicit, systematic and matched to the child's level of understanding. <a href="#">Fresh Start   EEF (educationendowmentfoundation.org.uk)</a>	2, 7
Workout Maths intervention to support children to make progress in place value and number	<a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a> 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.	6, 7
Everyday readers intervention aimed at specific children, teaching and support staff to be trained	Effective intervention supports children's overall learning by addressing gaps in learning and misconceptions Adams (2006) observed, 10 minutes of teacher reading a sat will expose children to 700,000 words a year. If a child reads for a further 10 minutes this number almost doubles (The Write Stuff by Jane Considine p32) EEF toolkit shows that enhancing teacher competence in teaching reading comprehension strategies can have a significant impact in attainment overall (EEF Reading Comprehension strategies, 6 months)	2, 7
Times tables blast sessions provide 15 minutes repeated TT in Y4	Effective intervention supports children's overall learning by addressing gaps in learning and misconceptions	6
Tiered intervention map to be reviewed termly, identifying target children and impact of interventions	Effective intervention supports children overall learning by addressing gaps in learning and misconceptions	7

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

Budgeted cost: £54,728.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Attendance Officer and pastoral team to work closely to monitor attendance and punctuality and work closely with target families	The DfE 2016 – The higher the overall absence rate across KS2 the lower the likely attainment at the end of KS2	3
Weekly Attendance Spin the Wheel and half termly class prizes		
Attendance strategy implemented		
Focussed first week	Children's Commissioner found that children with 100% attendance for the first week of each term is more likely to have better attendance for the term	3
Two members of staff maintain training 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.	8, 9
Learning and Pastoral workshops in place to support parents with home learning and managing behaviour	EEF 'Working with parents guidance report' = EEF toolkit +4 months	8, 4
Breakfast Bagels to support early arrival and reduce lateness	DfE National School Breakfast Programme – March 2024 - 'It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.'	

**Total budgeted cost: £198,263.00**

## Part B: Review of the previous academic year (2023-2024)

### Pupil Premium strategy outcomes

This details the impact that our pupil premium strategy had on pupils in 2023-2024

The school's Pupil Premium Champion compiles termly data reports to monitor the gap and attainment of eligible children.	
Aim	Outcome
Attainment in phonics at the end of Y1 and the end of KS1 is in line with national for disadvantaged children. Children who have not got a secure phonic knowledge to make good progress in KS2 to catch up.	In 2023, 88% of Y1 achieved the expected standard in Phonics and the average score was 35. In 2024, 65% of Y1 achieved the expected standard in Phonics and the average score was 27.8 This is a drop compared to 2023, however there is a higher number of children with additional needs in this year group.
Disadvantaged children demonstrate strong progress in maths	<b>KS2</b> <ul style="list-style-type: none"> <li>At the end of KS2 in 2023, 10% of eligible pupils achieved the expected standard in Maths. This increased to 61% in 2024. An improvement of +51%</li> <li>Attainment in Maths improved in KS2 (Y3 – Y6)</li> </ul>
Improve self-esteem, confidence and behaviour of most vulnerable and disadvantaged children.	In 2022-2023; 47 of the 49 (96%) suspensions logged were by pupils eligible for PPG In 2023-2024; 11 of the 18 (61%) suspensions logged were by pupils eligible for PPG
Improve attendance and punctuality of target disadvantaged pupils, particularly those who are PA, SA and disadvantaged, reaching national target of 96%	Attendance is improving <ul style="list-style-type: none"> <li>Attendance improved from 88.9% in 2022-23 to 92.2% in 2023-24</li> <li>PA – reduced from 34.5% in 2022-23 to 21% in 2023-24</li> <li>SA – reduced from 4% in 2022-23 to 1.2% in 2023-24</li> </ul>
Increased opportunities to widen experiences, promote a life-long love of learning and raise aspirations of disadvantaged children	Aspirations Weeks Theatre Trips Young Voices Y5 residential Sporting opportunities Trip to the Houses of Parliament Trips to Flag Fen, Ferry Meadows, Music Tuition in Y2/4 from Music Hub Swimming Y4/5
	<b>End of KS1</b> <ul style="list-style-type: none"> <li>Reading improved from 31% EXS+ to xx%</li> <li>Maths improved from 50% EXS+ to xx%</li> <li>Writing improved from 44% EXS to xx%</li> </ul> <b>End of KS2</b> <ul style="list-style-type: none"> <li>Reading improved from 33% EXS+ to 54%</li> <li>Maths improved from 10% EXS+ to 61%</li> <li>Writing improved from 47% EXS to 54%</li> </ul>



### 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.

<b>Programme</b>	<b>Provider</b>
Work Out Maths	Just Do Sports
Play Therapy	Alternative Approaches
CBT	Headway Horizons
	NewArk
Music tuition	Music Hub