

## PUPIL PREMIUM STRATEGY STATEMENT RAVENSTHORPE PRIMARY ACADEMY

This statement details our school's use of Pupil Premium funding for the academic year 2025–2026, outlining our strategic approach to closing attainment gaps, reducing the impact of disadvantage, and improving attendance. The strategy recognises the needs of a small number of pupils with EHCPs who require enhanced provision or interim arrangements while awaiting specialist placements, builds on the work from 2024–2025 and aligns with the priorities within the School Development Plan and Ofsted inspection findings.

### School Overview

Detail	Data
Number of pupils in school	314 (Oct 2025)
Proportion (%) of pupil premium eligible pupils	38.5% (121 pupils)
Academic year that this strategy covers	2025 – 2026
Statement authorised by	Emma Ward (Headteacher)
Review Dates	March 2026 July 2026 Dec' 2026
Pupil premium lead	Sarah Bryan
Link governor	Christine Cunningham

### Funding Overview

Pupil premium funding allocation this academic year	£186,000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£192,000

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

At Ravensthorpe Primary Academy, our mission is to ensure that every child - regardless of background, achieves their potential academically, socially, and emotionally. We are committed to removing barriers through high-quality teaching, inclusive practice, and targeted intervention. We recognise that a significant proportion of our disadvantage pupils also have identified or emerging SEND, particularly speech, language and communication needs and ASD. Our strategies prioritise inclusive, high-quality language-rich teaching, early identification, and carefully scaffolded use of digital and AI tools to support access to learning while developing independence. Our strategy is grounded in EEF research and focuses on four core aims:

- Meeting the needs of pupils with identified and emerging SEND including those with EHCP and EAL, through inclusive, well scaffolded teaching and where appropriate, enhanced provision.
- Close attainment gaps in reading, writing and maths
- Reduce the impact of disadvantage through strong pastoral and attendance systems
- Improve attendance, engagement, and readiness to learn for all pupils

## Challenges

The key challenges to achievement for our disadvantaged pupils are:

1	Limited cultural capital and life experiences.
2	Low early reading fluency and limited access to books at home.
3	Attendance and punctuality below national averages for some disadvantaged pupils but is improving.
4	High mobility and mid-year admissions impacting progress.
5	Low self-regulation, resilience and mental health challenges impacting learning behaviour – suspension data is above national but is improving
6	Gaps in mathematical fluency and automatic recall of number facts.
7	Inconsistency in writing stamina, spelling and handwriting impacting attainment.
8	Limited parental engagement in supporting home learning.
9	Speech, language and communication difficulties, including limited vocabulary, poor oral sentence structure, weak listening skills and reduced working memory, particularly for pupils with SEND and EAL.
10	Low proportions of disadvantaged pupils achieving greater depth.
11	A small number of pupils with EHCP require highly personalised provision, including access to the school's enhanced provision room. Two pupils are currently on hold awaiting specialist provision, requiring interim bespoke arrangements to ensure safety, regulation and access to learning.

## Intended Outcomes and Success Criteria

By the end of the 2025–26 strategy, we aim to achieve the following measurable outcomes:

- Increase the percentage of pupils achieving expected and higher standards in reading, writing and maths.
- Close the attainment gap between disadvantaged and non-disadvantaged pupils to  $\leq 8\%$  across combined RWM.
- Ensure  $\geq 96\%$  attendance and reduce persistent absence to  $\leq 12\%$ .
- Improve writing outcomes by embedding the Keys Trust Writing Plan and DfE Writing Framework.
- Raise the proportion of pupils achieving full marks (25/25) in the MTC to above national levels.
- Increase the proportion of disadvantaged pupils achieving GLD and phonics screening success rates to national levels.
- Ensure all pupils have access to high-quality teaching, strong pedagogy and inclusive practice (OAP).

Intended Outcome	March 2026	July 2026	December 2026
Increase attainment in RWM	Tracking shows narrowing gap; mid-year assessments show improved fluency and arithmetic scores.	$\geq 70\%$ of pupils at ARE; clear progress for PP pupils in KS2.	$\geq 80\%$ ARE; greater depth improving; consistent attainment across cohorts.
Close attainment gap ( $\leq 8\%$ )	Gap $< 12\%$ across combined RWM	Gap $\leq 9\%$ .	Gap $\leq 8\%$ sustained across all phases.
Attendance $\geq 96\%$ , PA $\leq 12\%$	Attendance 95.5%, PA $\leq 14\%$ .	Attendance 96%, PA $\leq 13\%$ .	Sustained $\geq 96\%$ attendance, PA $\leq 12\%$ .
Improve writing outcomes	Moderation shows improved sentence structure and stamina.	$\geq 70\%$ pupils at ARE; handwriting embedded.	Sustained improvement and confidence in extended writing.
Maintain MTC success	Average APS $\geq 22$	$\geq 60\%$ pupils 25/25.	Sustained APS $\geq 23$ ; $> 70\%$ full marks.

Continue to improve GLD and phonics	Phonics ≥80%, GLD ≥60%.	Phonics ≥85%, GLD ≥61%.	Sustained or improved vs national.
Embed inclusive pedagogy and adaptive teaching	All staff implement OAP; fidelity checks positive.	Lesson visits confirm inclusion routines.	Inclusion embedded across curriculum.

## Strategic Priorities 2025–26

Our strategy is organised under three evidence-informed priorities:

1. Raise Attainment and Close Gaps – ensuring pupils make accelerated progress in RWM, particularly disadvantaged, SEND, new arrivals and EAL pupils.
2. Effective and Impactful Teaching – ensuring fidelity to RWInc, Mastering Number, and high-quality inclusive teaching (OAP) across school.
3. Inclusion and Attendance – reducing persistent absence and improving engagement and wellbeing. This includes meeting needs of pupils with EHCPs through enhanced provision. Flexible timetabling and close multi-agency working, including pupils awaiting specialist placements.
4. Speech, language and Communication -

## Activity in this Academic Year

### Teaching (for example, CPD, recruitment and retention)

Our strategy recognises that use of AI and digital tools sits underneath strong SEND practice, not instead of it.

Activity	March 2026	July 2026	December 2026
EEF-aligned CPD (Walkthrus, RWInc, Mastering Number KS1 and KS2 etc.)	<p>Staff embed the use of WALKTHRUS - think pair share, high quality modelling, structured oral rehearsal, use of sentence stems and frames, visual supports and chunking, repetition and retrieval, pre-teaching of vocabulary</p> <p>RWInc Phonics, 5,5,5 and Mastering Number KS1 – fidelity checks show ≤ 98% adherence to the programme.</p> <p>Fidelity checks show ≥75% adherence to RWInc Handwriting, Spelling and Mastering Number KS2.</p>	<p>Fidelity checks show ≥90% adherence to RWInc Handwriting, Spelling and Mastering Number KS2.</p> <p>RWInc Phonics, 5,5,5 and Mastering Number KS1 – fidelity checks show ≤ 98% adherence to the programme.</p>	Sustained practice; improved pupil outcomes across RWM.
Work with Sync to develop use of iPad as tools for teaching and to	<b>Training Completed:</b> Introductory sessions on	<b>Intermediate Skills:</b>	<ul style="list-style-type: none"> <li>Teachers confidently use iPads as a <b>mobile teaching tool</b>, moving</li> </ul>

<p>further develop the effectiveness of classroom provision.</p>	<p>iPad basics and wireless connectivity.  <b>Core Skills Developed:</b>          Navigating iPad confidently.          Connecting iPad to classroom display wirelessly (AirPlay or equivalent).  <b>Initial Classroom Use:</b>          Teachers use iPads to display resources while moving around the room.  <b>Accessibility Awareness:</b>          Teachers can demonstrate one basic accessibility tool (e.g., zoom or voice-over).  <b>Confidence Check:</b>          Teachers report feeling comfortable using iPads untethered for simple tasks.</p>	<p>Switching between apps during lessons while moving around.          Using split-screen or multitasking features.</p> <p><b>Wireless Teaching:</b>          Teachers confidently mirror their iPad to the classroom display and control presentations from anywhere.</p> <p><b>Zoom/Video Conferencing:</b>          Teachers can run a Zoom session, share screen, and manage participants.</p> <p><b>Accessibility in Practice:</b>          Teachers actively support pupils using accessibility tools (e.g., guided access, text-to-speech).  <b>Lesson Integration:</b>          Teachers deliver lessons where mobility is key circulating to support pupils while managing content on the display.  <b>Confidence Growth:</b>          Teachers begin experimenting with creative uses (e.g., formative assessment apps, interactive whiteboards).</p>	<p>around the classroom to support pupils.          Skills include:</p> <ul style="list-style-type: none"> <li>• Switching between apps seamlessly.</li> <li>• Using Zoom or similar for remote/hybrid learning.</li> <li>• Supporting pupils with accessibility tools.</li> <li>• <b>Using wireless tools (e.g., AirPlay, screen mirroring) to present from anywhere in the room.</b></li> <li>• Teachers feel <b>untethered from the front</b>, engaging pupils individually while still controlling lesson flow.</li> </ul>
<p>Speech, language and communication are prioritised as the foundation for learning. (Explicit teaching of spoken language and structured talk before writing or digital tools)</p>	<p>Talk structures planned routinely; sentence stems visible          Learning walks, planning scrutiny, pupil voice</p>	<p>Consistent and independent use of structured talk           Learning walks, planning scrutiny, pupil voice</p>	<p>High-quality talk embedded as cultural norm           Learning walks, planning scrutiny, pupil voice</p>
<p>Ordinarily available provision meets most needs           Inclusive classroom provision - Scaffolds used before adapting or</p>	<p>Teachers adapt provision using vocabulary pre-teaching, sentence stems, oral rehearsal (WellComm)</p>	<p>Classroom strategies embedded consistently for PP and SEND pupils.           Staff confidently adapt teaching and scaffolds used appropriately</p>	<p>High-quality spoken language provision is ordinarily available and reduced need for intervention.</p>

alternative provision ( <i>Inclusive classroom practice (SEND Code of Practice)</i> )	Scaffolds used consistently for SEND pupils  SEND reviews, book scrutiny, SALT feedback	SEND reviews, book scrutiny, SALT feedback	Practice is consistent across the school.  Increased independence for SEND pupils  SEND reviews, book scrutiny, SALT feedback
Explicit vocabulary instruction and retrieval	Vocabulary identified and pre-taught  Assessment outcomes, pupil explanations	Vocabulary revisited and applied  Assessment outcomes, pupil explanations	Accurate use across subjects  Assessment outcomes, pupil explanations
Oral rehearsal supports sentence construction and reasoning	Oral rehearsal evident before tasks  Writing samples, maths reasoning	Clear link between talk and outcomes  Writing samples, maths reasoning	SEND gaps continue to close  Writing samples, maths reasoning
Develop use of AI after oral rehearsal and modelling	Guidance introduced to staff; adult-directed use  Monitoring of AI use, SEND plans	Selective, purposeful use  Monitoring of AI use, SEND plans	Personalised, time-limited use  Monitoring of AI use, SEND plans
Coaching including use of Aristotal AI and in lesson real time coaching	Cycle 1 complete; improvements in modelling and scaffolding.  All teachers and leaders have completed ≤ 3 sessions	Cycle 2 complete; greater pupil independence and books show learning that is adapted to meet pupils needs and they are making progress.  All teachers and leaders have completed ≤ 6 sessions	Cycle 3 embeds adaptive teaching approaches.  All teachers and leaders have completed ≤ 8 sessions

**Budgeted cost: £65,000**

- CPD focusing Walkthrus/ STEPLAB, inclusive/ adaptive teaching (OAP), speech, language and communication and reading fluency (EEF +6 months impact)
- Coaching and fidelity checks for RWInc, Mastering Number and Writing
- Structured talk, oral rehearsal and vocabulary development are securely embedded as part of ordinary provision.
- Enhanced provision for Pupils with EHCPs – a small number of pupils access the school’s enhanced provision room for part of the day providing a structured, low stimulus environment with high adult support. Provision focuses on regulation, communication, independence and re-integration into class learning.
- Digital and AI tools are used thoughtfully and do not replace the development of core speech, language and communication skills

### Targeted Academic Support

Activity	March 2026	July 2026	December 2026
Fresh Start Phonics and small group tutoring	Groups established; early progress visible.	≥70% targeted pupils meet expected phonics standard.	Impact sustained; gaps narrowed.

NFER and diagnostic assessment	Data used for intervention targeting.	Mid-year reviews show improved APS.	Progress tracking consistent; PP catch-up sustained.
Reading and comprehension groups	Improved fluency and confidence evident.	≥70% PP pupils reading at ARE.	Sustained progress; pupils confident and independent readers.
Immersive Reader: This is a core accessibility tool available across many Microsoft 365 apps that improves reading comprehension and fluency by providing features like text read aloud with simultaneous highlighting, adjustable text spacing, and syllable breakdowns.	Improved fluency and confidence evident.	≥70% PP pupils reading at ARE.	Sustained progress; pupils confident and independent readers.
RWI reading longer words KS2	Improved fluency and confidence evident.	≥70% PP pupils reading at ARE.	Sustained progress; pupils confident and independent readers.
Reading Theatre Groups KS2	Improved fluency and confidence evident.	≥70% PP pupils reading at ARE.	Sustained progress; pupils confident and independent readers.
Writing conferencing sessions for Y6 pupils and Y5 pupils in summer term 2	Improved confidence writing and developing the range of writing skills ensuring foundational skills are secure	≥70% PP pupils reading at ARE.  Pupils make strong progress and are more confident writers	Sustained progress; pupils confident and independent writers.
WellComm Whole-cohort language screening	WellComm screening completed for EYFS and KS1 cohorts, with PP pupils clearly identified and prioritized	Screening outcomes reviewed and used to refine support; patterns across PP and non-PP analysed	Screening is routine practice; outcomes inform curriculum planning, PP strategy and SEND identification
WellComm Targeted language intervention	PP pupils below ARE receive WellComm small-group intervention	Intervention adjusted based on progress; some pupils step down and others escalate to SEN support	Sustained impact evident; intervention is targeted, time limited and effective

**Budgeted cost: £82,927**

- Fresh Start Phonics, targeted small-group tuition, and 1:1 arithmetic and fluency tutoring
- Use of diagnostic assessments (NFER, Century) to inform interventions
- Reading tutoring and comprehension groups to accelerate progress for PP pupils
- Wellcomm – speech and language toolkit
- Daily arithmetic and retrieval practice to strengthen core knowledge

### Wider Strategies (Behaviour, Attendance, Wellbeing)

Activity	March 2026	July 2026	December 2026
Improve attendance during first week back at the start of each term by planning enticing activities for pupils (e.g. inflatables)	Attendance 95.5%, PA ≤14%.  Attendance of the first week show improvement when compared the same time in the previous year	Attendance ≥96%, PA ≤13%.  Attendance of the first week show improvement when compared the same time in the previous year	Attendance ≥96%, PA ≤12% sustained.  Attendance of the first week show improvement when compared the same time in the previous year
Attendance Strategy – EBSA, Breakfast Club, sensory circuits	Attendance 95.5%, PA ≤14%.	Attendance ≥96%, PA ≤13%.	Attendance ≥96%, PA ≤12% sustained.
Pastoral work (ELSA, EBSA) and Headway Horizons/ELSA	Identified pupils accessing support.	Improved self-regulation and attendance.	Reduced incidents; improved wellbeing data.
Parental engagement – parent cafes	Increased participation at parent cafes.	≥80% engagement in workshops.	Sustained high engagement and communication.
Monthly Baby and Toddler Groups – Parental Engagement and School Readiness	Establish monthly groups with families attending.	families attending regularly.	Sustained attendance of families. Improved baseline data upon entry of those who regularly attend.
Targeted attendance strategy for Y3, EYFS and SEND parents. Including first-day home visits by the attendance team. Meeting with parents and families. Speaking to pupils about what they would like in place in school that would motivate attendance.	Decreased numbers of PA in these vulnerable year groups under 90%	Decreased numbers of PA in these vulnerable year groups under 93%	Decreased numbers of PA in these vulnerable year groups under 96%
Insight and FFT – monthly deep dive into the data – Attendance officer and Headteacher. Identify and carry out actions based on identified need.	Monthly track attendance data, identifying key pupils, families and groups to work with and target support.  The school's attendance data remains above national when comparing the groups (FSM6) and	The school's attendance data remains above national when comparing the groups (FSM6) and number of PAs continue to reduce	The school's attendance data remains above national when comparing the groups (FSM6) and number of PAs continue to reduce

	number of PAs continue to reduce		
Continue to implement the school's behaviour expectations consistently including transition into the classroom routines, Reestablish classroom, playground, dinner hall and corridor expectations.	Attendance 95.5%, PA ≤14%. Suspension data continues to follow a falling trajectory.	Attendance ≥96%, PA ≤13%. Pupil voice from survey reports they feel safe in school and know what is expected on them. Suspension data continues to follow a falling trajectory.	Attendance ≥96%, PA ≤12% sustained. Suspension data continues to follow a falling trajectory.
Develop the use of Arbor to track the types of behaviour and times when the behaviour is occurring	Internal tracking demonstrates incidents of behaviour is reducing The impact of personalised strategies is impacting positively on individuals	Internal tracking demonstrates incidents of behaviour is reducing The impact of personalised strategies is impacting positively on individuals	Internal tracking demonstrates incidents of behaviour is reducing The impact of personalised strategies is impacting positively on individuals

**Budgeted cost: £45,000**

**\*\* Enhanced provision and flexible attendance arrangements are in place for a small number of pupils with EHCPs and those awaiting specialist placements, ensuring constant routines, emotional regulation and continued access to education**

- Continued implementation of the school's Attendance Strategy (and linking with Attendance Hub / RISE Schools – Tennyson Road Primary School)
- Follow attendance policy – escalate through the stages
- Follow Trust Behaviour Policy and school expectations
- Attendance Officer and Family Support Lead to monitor and challenge low attendance
- Continue to use FFT and Insight to analyse attendance data and enable to school to strategically target support work with families
- ELSA and Headway Horizons provision to improve resilience, confidence and behaviour
- Parental engagement through developing communication, workshops, cafes and Century training

### Monitoring and Evaluation

Impact will be monitored through termly pupil progress meetings, RIOT meetings, data tracking in Insight, and attendance reviews. Leaders will evaluate impact using FFT and NFER standardised data, with reports to governors termly. The progress, engagement and wellbeing of pupils accessing enhanced provision or awaiting specialist placements are reviewed regularly through SEND reviews, risk assessment and multi-agency meetings, with adjustments made as needed.

## Part B: Review of the previous academic year (2024-2025)

Pupil Premium strategy outcomes

This details the impact that our pupil premium strategy had on pupils in 2024-2025

The data shows that our pupil premium learners are benefiting from the strong teaching, careful identification of need and targeted support in place. In several key areas—early reading, phonics and multiplication—outcomes are improving or holding steady year-on-year

The school's Pupil Premium Champion compiles termly data reports to monitor the gap and attainment of eligible children.	
Aim	Outcome
To improve attendance of pupils eligible for PPG and reduce the number of pupils classed as persistent or severely absentees.	<p>FSM6 attendance moving into line with national - improve attendance from 91.9% in 23/24 to 92.5%</p> <p>Persistent absence is close to national in the most recent year. 29% PA in 23/24 to 23.3% PA in 24/25 - this is 3.3% lower than the FFT National comparator 26.6%</p> <p>YTD tracking shows attendance for children eligible for PPG (FSM6) is 1.5% above the FFT National comparator. It is currently 94.2% (up to 21/11/2025) is 1.5% higher than FFT National comparator.</p> <p>As of 21/11/2025 there are currently 15 pupils with more than 10% absence (PA) and 1 pupil is classed as Severely absent. This number has significantly reduced compared to the same period last year - 33 children.</p>
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.	<p>Year 1 PP pupils remain at 65% - this is broadly in line with the national figure of 67%</p> <p>Despite best endeavors to support pupils who arrive in year, often new to the county, mobility in Year 1 has impacted this data. 71.5% pupils who have attended the school since the start of Reception achieved the expected standard.</p> <p>The overall message is that early phonics teaching remains a strength and continues to support children as they move through school.</p>
To improve outcomes for disadvantaged pupils	<p><b>Early Years</b></p> <ul style="list-style-type: none"> <li>GLD for pupil premium children has risen from 47% to 50%.</li> </ul> <p>This is a steady improvement and shows the impact of early targeted intervention, consistent routines and strengthened communication and language work in Reception.</p> <p><b>Key Stage 2 - Year 4 MTC</b></p> <ul style="list-style-type: none"> <li>Outstanding improvement from 85% to 93% of PP pupils meeting the expected standard.</li> </ul> <p>This is a real success story. The daily 5,5,5 approach, heat-mapping and targeted practice are working incredibly well. PP pupils are showing strong fluency and increasing confidence with recall.</p> <p><b>Key Stage 2 - Year 6 SATs (Scaled Scores / Teacher Assessment)</b></p> <p>Rapid improvement in KS2 combined outcomes since 2023; now closer to national, but still some way to go.</p>

	<p>For our Year 6 pupil premium group, the data shows:</p> <ul style="list-style-type: none"> <li>• Reading: stable (54% last year, 52% this year).</li> <li>• Maths: 61% down slightly to 56%, but still in line with class performance overall. Large improvements; disadvantaged now broadly close to national disadvantaged, though still behind national non-disadvantaged.</li> <li>• GPS: 52% down to 36%, reflecting cohort vulnerabilities – this is an area where our current curriculum refinements will continue to support improvements.</li> <li>• Combined R/W/M: very stable at 43% → 44%.</li> </ul>
<p>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.</p>	<p>Internal tracking and feedback from teachers indicate the impact of TWR has supported pupils secure stronger foundations which is leading to more pupils achieving the expected standard by the end of the year.</p> <p>End of KS2 data writing shows improvement for this group of pupils. Writing is now broadly in line with national, with strong improvement since 2023, particularly for disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>• 2023/24 51% EXS+ with 3% GD</li> <li>• 2024/25 60% EXS+ with 8% GD</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.*

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