



Pupil Premium Strategy

3 Year Plan 2021-2024

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ravensbury Community School
Number of pupils in school	455 October 2022
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022/2023/2024
Statement authorised by	Maureen Hughes Headteacher
Pupil premium lead	Maureen Hughes Headteacher
Governor lead	Amnah Iqbal

Funding overview for 2022-2023

Detail	Amount
Pupil premium funding allocation this academic year	£310,085.00
Recovery premium funding allocation this academic year	£33,640.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£343725.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve the highest attainment across all subject areas as they possibly can. The focus of our pupil premium strategy is to support disadvantaged pupils and their families to achieve that goal by removing barriers to learning, this includes progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils and the barriers they face, and put in strategies to remove these barriers. The activities outlined in this statement are also intended not only to support pupils needs but also the needs of their family, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on developing firm foundations in English and maths, as well as providing a bespoke, rich and engaging curriculum which reflects the interests of our pupils and the community we serve. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for all pupils whose education has been worst affected by the pandemic.

Our approach will be responsive to challenges and the individual needs of our pupils and is rooted in diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help all pupils excel.

To ensure they are effective we will:

- ensure all pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- review the strategies in place to ensure they are continuing to have the desired outcome

Long-term Plan (3 year timescale): 2021-2024

Core Targets
<ol style="list-style-type: none"> 1. To improve the outcomes, in English; reading and writing and maths, for all pupils. Pupils have been disproportionately impacted by COVID-19. They have poor basic skills and gaps in their learning, leading to them falling further behind age-related expectations. In the majority of year groups the attainment of disadvantaged pupils is below that of other pupils. 2. To provide a range of purposeful enrichment activities, visits and visitors each half term, for pupils across the school. Disadvantaged pupils have had a lack of enrichment opportunities, they lack 'life experience' and have not visited places outside of school which stimulate creative and imagination skills, because of additional costs. 3. To develop a whole school approach to embedding a nurturing culture which focuses on social, emotional development and mental health and wellbeing. Many pupils are affected by high levels of social, emotional and mental health issues which have a significant impact on learning and wellbeing. This has been heightened during the global pandemic.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate that pupils enter school with significantly underdeveloped language skills and limited vocabulary both in spoken and written forms which impacts on all areas of learning and personal development.
2	Internal assessments and observations suggest disadvantaged pupils have been disproportionately impacted by COVID-19. They have poor basic skills and gaps in their learning, leading to them falling further behind age-related expectations. In the majority of year groups the attainment of disadvantaged pupils is below that of other pupils.
3	Observation and discussions with pupils across the school suggest that disadvantaged pupils have had a lack of enrichment opportunities. They lack 'life experience' and have not visited places outside of school which stimulate creative and imagination skills, because of additional costs.
4	Social Deprivation-The IDACI shows that the school is in the top 5% of most deprived wards in the country. Many pupils are affected by high levels of social, emotional and mental health issues which have a significant impact on learning and wellbeing. Our assessments and observations indicate that the education and

	wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
5	There has been a significant increase in the number of pupils with SEND; pupils have EHCPs, emergency funding, or are awaiting assessment for an EHCP. Most have pupil premium and their level of need is high in all areas. Their attainment is significantly behind age related expectations.
6	Internal data indicates that attendance below 90% is negatively impacting on the attainment and progress of pupils’.

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
Improved language skills and improved vocabulary in both spoken and written forms.	Assessment of pupils indicates a higher % of disadvantaged pupils reach GLD for communication and language and speaking. All pupils demonstrate good progress in spoken and written language relative to their starting point.
Improved attainment in reading, writing and maths for disadvantaged pupils at the end of KS2.	KS2 outcomes improve year on year and show that the attainment of disadvantaged pupils meeting at least the expected standard is inline with all pupils. Pupils have access to a range of home learning opportunities and extended out of hours learning opportunities
Pupils will experience residential trips, educational visits and visitors.	Pupils will have opportunities to develop their cultural capital by experiencing a range of enrichment opportunities to enhance aspiration and raise expectations. There will be a focus on providing a wide range of extra-curricular activities and funding will be provided.
To achieve and sustain improved wellbeing for all families/pupils in our school, particularly our vulnerable families and disadvantaged pupils.	Pupils access a range of targeted therapeutic approaches including play therapy, art therapy, gardening and forest school. This will increase the wellbeing and engagement of all pupils creating a purposeful learning environment. SDQ; total SDQ score and pro social score will go up. Number of recidivists in the behaviour log will reduce.
Pupils with SEND have access to the support they need and will make good progress relative to their starting point	Pupils with SEND, including those with EHCPs demonstrate good progress towards the outcomes on their plan/one page profile.
To sustain attendance in line with national figures for all	Sustained high attendance is demonstrated by:

pupils, and reduce the percentage of pupils who are classed as persistently absent.	attendance being at least 96% and overall PA figure is below national figures.
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Activity in this academic year 2022-2023

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: 190,071.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of additional teacher to reduce class size in Y6 and Y4.	<p>Reduced class size will allow staff to have quality interactions with pupils and improve the quality of feedback. This strategy has proved to be highly effective in the past.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2
<p>Delivery of the NCETM mastering number programme; R, Y1 and Y2</p> <p>Fund teacher to support the development of effective maths teaching and learning</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the NCETM, drawing on evidence-based approaches:</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1, 2
Provide 'in the moment' verbal feedback to pupils about their	Pupils are clear on what they have done well and what they need to do to improve.	1, 2, 5

learning as well as providing written feedback after the lesson.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	
Whole staff training on inclusion strategies	Research suggests that there are approaches which teachers can employ to support learning and improve outcomes for all pupils, including those with Special Educational Needs. https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes	5
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 4, 5
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates 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
Pupils will have access to a range of enrichment visits and visitors	https://www.researchgate.net/publication/248953507_Education_and_Cultural_Capita_The_Implications_of_Changing_Trends_in_Education_Policies/link/57c33ea408aeda1ec3919515/download	3

	https://teacherofsci.com/cultural-capital-in-education/	
Fund SENDCO to be out of class to support colleagues in developing effective SEND provision	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	5

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

Budgeted cost: £47,579.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of additional staff to deliver oral language intervention in the EYFS.	Oral language interventions can have a positive impact on pupils' language skills. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Additional teacher to deliver targeted interventions in LKS2	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:	2,

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
Teaching assistants deliver keep up and catch intervention sessions with identified pupils.	<p>Keep up sessions can be delivered after a session to prepare pupils for the next lesson. Delivery of targeted interventions focussed on English and maths have high impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 2,
Engaging with the National Tutoring Programme to provide one-to-one maths tuition, for Y6 pupils whose education has been most impacted by the pandemic. Rising stars books for pupils to practice basic skills at home.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, one-to-one:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2
DHT and SENDCO to access Switch-on reading and writing training	<p>Tuition targeted at specific pupils.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/switch-on-reading</p>	2, 5, 6

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

Budgeted cost: £116,286.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of specialised staff to deliver therapeutic intervention.	<p>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):</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://www.headteacher-update.com/best-practice-article/therapeutic-interventions-to-drive-school-improvement/167065</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 4
Employ PSA to support families	<p>Parents supported on a range of issues which affect the household which in turn affects the families wellbeing; housing, finance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	4, 6
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	4

Forest school accreditation	https://www.forestschoolltraining.co.uk/forest-school/research/	1, 2, 4, 5,
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>New attendance policy and procedures introduced to reduce PA and unauthorised absence.</p>	6
Project Chameleon Y6 To help children to make the right choices and find their social and moral positions within the community	<p>https://www.cam.ac.uk/research/news/morality-prevents-crime</p> <p>https://theconversation.com/why-young-people-commit-crime-and-how-moral-education-could-help-new-research-131855</p>	2, 3, 4, 5
To sustain attendance in line with national figures for all pupils, and reduce the percentage of pupils who are classed as persistently absent.		6

Total budgeted cost: £353,936.81

Planned activity in academic year 2023-2024		
National nurturing schools award	<p>https://www.headteacher-update.com/best-practice-article/therapeutic-interventions-to-drive-school-improvement/167065</p> <p>https://www.nurtureuk.org/research-evidence/impact-and-evidence</p>	1, 2, 4, 5
Rights Respecting School Bronze award.	https://www.unicef.org.uk/rights-respecting-schools/getting-started/bronze/what-is-bronze/	2, 3, 4

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 2022 to 2023 academic year.

Our internal assessments during 2022/23 suggested that the attainment of our pupils continues to be impacted by covid. Academic achievement has been impacted by poor pupil's mental health and well-being. However, pupils made at least expected progress relative to their starting points

	Y1	Y2	Y3	Y4	Y5	Y6
Number of Pupil Premium	22	33	26	36	24	39
Reading AS Pupil Premium	4.14	4.12	4.00	4.58	4.35	3.89
Writing AS Pupil Premium	3.77	4.09	3.92	3.92	4.09	3.76
Maths AS Pupil Premium	3.68	4.24	4.15	4.00	4.26	3.92

Despite being on track the outcomes we aimed to achieve in our previous strategy by the end of 2022/23 were not fully realised even with the strategies put in place to mitigate this. Our assessment of the reasons for these outcomes point primarily to negative impact Covid-19 had on teaching and learning, which continued to be disrupted in all areas to varying degrees including mental health and well being. The legacy of covid continues to have a negative impact on the education of our pupils and children missed out on important milestones. Missed education in lockdown included social activities and interactions -which impact on the way the brain develops e.g. social perception, interpretation –possible long term impact on social understanding. Brains continue to develop into adulthood –we can still mitigate the effects. Yorke et al (2021) - importance of focus on emotional regulation, self efficacy, social skills. Even a significant increase in classroom teaching following the pandemic would only result in small improvements –including children from disadvantaged backgrounds (Connolly 2021 in Arnold 2022).

The table below shows how the 2022/23 cohorts of children were impacted by the pandemic.

Year group in 2020 (School Closures from March – June 2020)	Year group in 2021 (School Closures from January - March 2021)	Current year group (2022/2023)
Nursery (1 – 2 years old)	Nursery (2 – 3 years old)	Reception
Nursery (2 – 3 years old)	Nursery (3 – 4 years old)	Year 1
Nursery (3 – 4 years old)	Reception	Year 2
Reception	Year 1	Year 3
Year 1	Year 2	Year 4
Year 2	Year 3	Year 5
Year 3	Year 4	Year 6

What are Manchester LA teachers reporting?

- Children seem fearful of taking risks –including with learning
- On their return to school, lots of re-assurance needed, less able to work independently, unwilling to tackle challenging tasks
- ‘Hypervigilance’ –anticipating negative outcomes
- At key stages of development, they have missed out on important learning/social experiences) relating to emotional regulation
- Some children show disproportionate distress

Teachers continued to develop programmes of learning based on gaps in children’s knowledge and understanding. They identified the most important 20% of knowledge, skills and understanding which the children needed to prepare them for the next part of their learning journey. Our pupils lack ‘life experiences’ due to the additional costs incurred by such visits, so a key driver of our bespoke curriculum is to provide first hand experiences for our pupils linked to the topic they are studying. This is why cultural capital continues to be a focus on our current plan.

Externally provided programmes

Programme	Provider
Tutor in a box	Tutor in a box

Further information (optional)

Additional activity 2022-2023

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include: developing pedagogy around areas identified on the school improvement plan.

KP1 Language of Inclusion

<https://www.diverseeducators.co.uk/>

<https://www.bameednetwork.com/>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>

KP2 Leadership in the Foundation Subjects

<https://www.gov.uk/government/collections/curriculum-research-reviews>

<https://blog.irisconnect.com/uk/10-tips-on-how-to-be-a-better-subject-leader>

Support from external consultant and CC leader

KP3 Teaching and learning in writing

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2>

Support from One Education in the development of long term and medium term plans

Cross moderation with cluster schools

KP2 Teaching and Learning in maths

<https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/>

<https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools>

<https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/>

<https://www.hand2mind.com/resources/benefits-of-manipulatives>

Nrich The Role of Mastery in Nurturing Young Mathematicians

Planning, implementation, and evaluation

In planning our current pupil premium strategy, we evaluated what activity undertaken in previous years had not had the success that we had expected. We triangulated this with evidence from data collection, engagement in workbook scrutiny and engagement with stakeholders in order to identify the challenges faced by our pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and diagnose specific pupil needs and work out which activities and approaches were likely to work in our school. We will continue to use it through the implementation of the activities we have identified.

We have put an evaluation framework in place for the duration of our three-year plan and will adjust our plans over time to ensure that there are continued improved outcomes for all of our pupils.