



## **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	467
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22-2023/24
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Maureen Hughes Headteacher
Pupil premium lead	Maureen Hughes Headteacher
Governor lead	Amnah Iqbal

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (229 pupils)	£333,195
Pupil premium: Post LAC (3 pupils)	£7590
Pupil Premium: Early Years (16 pupils)	£5894
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£346,679

## 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	
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. Pupils have difficulty in regulating emotions which have a negative impact on learning.
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 10% 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 well-being 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. Increasing numbers of pupils presenting as homeless.
5	There has been a significant increase in the number of pupils with multiple barriers to learning. SEND 28%; pupils have EHCPs, emergency funding, or are awaiting assessment for an EHCP. EAL 27%. Both well above National figures. 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 pupils, and reduce the percentage of pupils who are classed as persistently absent.	Sustained high attendance is demonstrated by: attendance being at least 96% and overall PA figure is below national figures, reduction in unauthorised absence.
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## Activity in this academic year 2023-2024

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: £234,977.66**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of additional teacher to reduce class size in Y6 and Y5.	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	2
Commission support from One Education to deliver whole school training on the writing process	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></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><a href="https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/">https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</a></p>	1, 2

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	
Provide 'in the moment' verbal feedback to pupils about their learning as well as providing written feedback after the lesson.	Pupils are clear on what they have done well and what they need to do to improve. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	1, 2, 5
Whole staff training on the explicit teaching of spelling strategies and analysis of spelling errors.	There is some evidence to suggest that pupils who have good spelling strategies supports composition and allows them to write more fluently because they are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Explicitly teaching spellings provides pupils with extensive opportunities to practice them. Analysing the types of spelling errors pupils make help to identify appropriate strategies for improving pupils' spelling <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	1, 2, 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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1

<p>Monitoring of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Systematic phonics approaches which explicitly teach pupils a comprehensive set of letter-sound relationships for reading support sound-letter relationships for spelling.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	<p>2</p>
<p>Pupils will have access to a range of enrichment visits and visitors</p>	<p><a href="https://www.researchgate.net/publication/248953507_Education_and_Cultural_Capital_The_Implications_of_Changing_Trends_in_Education_Policies/link/57c33ea408aeda1ec3919515/download">https://www.researchgate.net/publication/248953507_Education_and_Cultural_Capital_The_Implications_of_Changing_Trends_in_Education_Policies/link/57c33ea408aeda1ec3919515/download</a></p> <p><a href="https://teacherofsci.com/cultural-capital-in-education/">https://teacherofsci.com/cultural-capital-in-education/</a></p>	<p>3</p>
<p>Fund SENDCO to be out of class to support colleagues in developing effective SEND provision</p>	<p>The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send#:~:text=The%20attainment%20gap%20between%20pupils,eligible%20for%20free%20school%20meals.">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send#:~:text=The%20attainment%20gap%20between%20pupils,eligible%20for%20free%20school%20meals.</a></p>	<p>5</p>
<p>Employ additional TA2 in EYFS to reduce ratios and support children in the provision.</p>	<p>Children’s speech develops from babble, to words, to simple sentences through hundreds of hours of interactions with adults. Studies show that once babies begin to understand words their vocabulary increases quickly:</p> <ul style="list-style-type: none"> <li>• by age 1, children recognise about 50 words</li> </ul>	<p>1</p>



	<ul style="list-style-type: none"> <li>• by age 3, children recognise about 1,000 words</li> <li>• by age 5, children recognise about 10,000 words</li> </ul> <p>Having a large vocabulary helps children learn more. Words allow them to make sense of the world around them.</p> <p>Communication and language is a EYFS prime area which means that it's one of the important building blocks for all the other areas. If it's not developed early it's difficult to achieve later.</p> <p><a href="https://help-for-early-years-providers.education.gov.uk/communication-and-language/exploring-language#why-exploring-language-is-important">https://help-for-early-years-providers.education.gov.uk/communication-and-language/exploring-language#why-exploring-language-is-important</a></p>	
Employ one to one support staff to support pupils with SEND	One to one support for SEND children, additional curriculum support by staff and intervention. Progress is evident for EHCP pupils around inclusion in the curriculum, reduced incidents of disruptive behaviour. TA's ensure the safety of pupil and other pupils while statutory assessment is carried out. This has ensured consistency across EHCP needs and affords us more flexibility around inclusion of pupils who are waiting for assessment or need support that is additional to universal resources.	5
SLA with Catalyst EP to carry out assessments to determine pupils with SEND	Early identification of pupils need and match provision to need. EP time is used for assessment but also to advise staff. Impact is early identification of need and no permanent exclusions.	5

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

### Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils	Targeted phonics interventions have been shown to be more effective when	1

<p>who require further phonics support.</p>	<p>delivered as regular sessions over a period up to 12 weeks:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	
<p>Staff deliver small group targeted targeted tuition to address gaps in learning.</p>	<p>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:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>And in small groups:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>2,</p>
<p>Teaching assistants deliver keep up and catch intervention sessions with identified pupils.</p>	<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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1, 2,</p>
<p>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. GPS books purchased for pupils to practice basic skills at home.</p>	<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:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>2</p>

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

**Budgeted cost: £101,531.55**

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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://www.headteacher-update.com/best-practice-article/therapeutic-interventions-to-drive-school-improvement/167065">https://www.headteacher-update.com/best-practice-article/therapeutic-interventions-to-drive-school-improvement/167065</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1, 4
TA employed as a behaviour mentor to deliver pastoral interventions to help pupils regulate their emotions and access learning.	<p>Behaviour interventions:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	2, 5
Employ PSA to support families	<p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	4, 6

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	4
Forest school accreditation	<a href="https://www.forestschoolltraining.co.uk/forest-school/research/">https://www.forestschoolltraining.co.uk/forest-school/research/</a>	1, 2, 4, 5,
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Project Chameleon Y6 To help children to make the right choices and find their social and moral positions within the community	<a href="https://www.cam.ac.uk/research/news/morality-prevents-crime">https://www.cam.ac.uk/research/news/morality-prevents-crime</a>  <a href="https://theconversation.com/why-young-people-commit-crime-and-how-moral-education-could-help-new-research-131855">https://theconversation.com/why-young-people-commit-crime-and-how-moral-education-could-help-new-research-131855</a>	2, 3, 4, 5

**Total budgeted cost: £336509.21**

## Activity in academic year 2024-2025

National nurturing schools award	<a href="https://www.headteacher-update.com/best-practice-article/therapeutic-interventions-to-drive-school-improvement/167065">https://www.headteacher-update.com/best-practice-article/therapeutic-interventions-to-drive-school-improvement/167065</a> <a href="https://www.nurtureuk.org/research-evidence/impact-and-evidence">https://www.nurtureuk.org/research-evidence/impact-and-evidence</a>	1, 2, 4, 5

## 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 2023 to 2024 academic year.

As there is no KS1 baseline data available due to Covid-19 disruption, it is not possible to produce breakdowns of attainment measures by prior attainment for 2023/2024.

Our internal assessments and observations during 2023/24 suggest that academic achievement continues to be impacted by pupil's poor behaviour, mental health and well-being primarily due to COVID-19-related issues. The impact has been particularly apparent for our disadvantaged pupils. 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 legacy of covid continues to have a negative impact on the education of our pupils.

The percentage of pupils eligible for FSM is well above national figures. Evidence from the Ofsted IDSR 2024 suggests that there is not a significant difference to national figures for all key performance indicator data.

	2024 cohort	Performance in 2024	2024 value	2024 nat value
Phonics Y1 expected standard %	60	Not sig different to national and 36th percentile	78	80
RWM KS2 expected standard %	64	Not sig different to national and 34th percentile	55	61
Reading KS2 expected standard %	64	Not sig different to national and 18th percentile	64	74
Writing KS2 expected standard %	64	Not sig different to national and 27th percentile	66	72
Mathematics KS2 expected standard %	64	Not sig different to national and 42nd percentile	72	73
Reading KS2 high standard %	64	Not sig different to national and 39th percentile	23	28
Writing KS2 greater depth %	64	Not sig different to national and 24th percentile	5	13
Mathematics KS2 high standard %	64	Not sig different to national and 62nd percentile	25	24
EGPS KS2 expected standard %	64	Not sig different to national and 33rd percentile	67	72
EGPS KS2 high standard %	64	Not sig different to national and 40th percentile	25	32

Analysis of internal data shows that the attainment and progress of pupils eligible for FSM when compared to the attainment and progress of all pupils is broadly inline. Expected progress is 4 steps.

		Y1	Y2	Y3	Y4	Y5	Y6
<b>Reading</b>	Attainment All Pupils	38/60 63%	38/60 63%	37/61 61%	36/61 59%	34/60 57%	41/64 64%
	AS Progress All Pupils	4.24	4.04	4.07	4.24	4.06	4.17
	Attainment FSM	19/32 59%	22/33 67%	26/41 63%	21/37 57%	19/39 49%	15/29 52%
	AS Progress FSM	4.17	4.03	4.09	4.29	3.87	4.29

		Y1	Y2	Y3	Y4	Y5	Y6
<b>Writing</b>	Attainment All Pupils	29/60 48%	33/60 55%	20/61 33%	20/61 33%	12/60 20%	42/64 66%
	AS Progress All Pupils	4.04	4.33	3.57	4.07	3.94	4.53
	Attainment FSM	13/32 41%	19/33 58%	14/41 34%	12/37 32%	7/39 18%	15/29 52%
	AS Progress FSM	3.93	4.20	3.57	4.06	4.10	4.48

		Y1	Y2	Y3	Y4	Y5	Y6
Maths	Attainment All Pupils	36/60 60%	38/60 63%	36/61 59%	40/61 67%	34/60 57%	46/64 72%
	AS Progress All Pupils	4.23	4.30	3.95	4.33	4.02	4.13
	Attainment FSM	19/32 59%	22/33 67%	24/41 59%	25/37 65%	20/39 51%	19/29 66%
	AS progress FSM	4.28	4.27	3.80	4.35	4.10	4.25

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required; small group interventions funded through National Tutoring programme focused on plugging gaps in maths. The percentage increase for pupils working at and above age-related expectations was higher than the national increase. We are continuing to build on this approach with the activities detailed in future plans.

During 2023-2024 teachers developed 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. Reducing adult pupil ratio had a positive impact on learning, allowing pupils to focus on learning, access in class support and act on immediate feedback. Support staff in each class provided targeted interventions focused on phonics, reading, writing and maths. Our pupils lack 'life experiences' due to the additional costs incurred by visits, so a key driver of our curriculum is to immerse pupils in a topic by providing first hand experiences for our pupils linked to what they are studying.

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, this was exacerbated during the pandemic with many children not accessing any provision before entering school. Staff trained in Elklan used their pedagogy to deliver language interventions which supported pupils' oral rehearsal of sentences through the use of sentence stems.

Overall attendance in 2023/24 (95%) continues to improve year on year.

Access to external support continues to be significantly impacted. There has been an 'explosion' of referrals to local SCP pathways (and other mental health pathways and services). Employment of specialists; play therapist, Educational psychologist, garden therapist and access to forest school, have supported pupils wellbeing allowing them to access the support needed quickly.

### Externally provided programmes

Programme	Provider
Third Space Maths Programme	Third Space



## Further information (optional)

### **Additional activity**

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 Empowering learning through questioning**

<https://impact.chartered.college/article/doherty-skilful-questioning-beating-heart-pedagogy/>

<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>

### **KP2 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

### **KP3 Diversity, aspiration and inclusion**

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

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

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

### **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.