

**Pupil Premium Strategy**

**3 Year Plan 2024-2027**

# 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

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| Detail | Data |
| School name | Ravensbury Community School |
| Number of pupils in school | 467 (Autumn Census) |
| Proportion (%) of pupil premium eligible pupils | 49% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-2025  2025-2026  2026-2027 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | March 2025 |
| Statement authorised by | Maureen Hughes Headteacher |
| Pupil premium lead | Maureen Hughes Headteacher |
| Governor lead | Amnah Iqbal |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year (228 pupils) | £337,000 |
| Pupil premium: Post LAC (3 pupils) | £7710 |
| Pupil Premium: Early Years (16 pupils) | £6202 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **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 | £350,912 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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 |

| **Core Targets** |
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| 1. To improve the outcomes, in English; reading and writing and maths, for all pupils. Pupils continue to be 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. |

## Long-term Plan (3 year timescale): 2024-2927

## Challenges

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

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| 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 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. 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 23%; pupils have EHCPs, emergency funding, or are awaiting assessment for an EHCP. EAL 38%. 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.

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| 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. |

**Activity in this academic year 2024-2025**

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: £197,296.72**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Employment of additional teacher to reduce class size in Y6 and Y5. | 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.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies> | 2 |
| Commission support from One Education to deliver explicit teaching of sentence construction. | <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2>  Explicitly teaching sentence construction provides pupils with extensive opportunities to practice them. Studies have shown that the colourful semantics approach is a useful approach when working with children | 2 |
| Commission support from One Education to support the moderation of writing. | <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2> | 2 |
| Delivery of the NCETM mastering number programme; R, Y1, Y2 and Y3  Fund teacher to support the development of effective maths teaching and learning. | The DfE non-statutory guidance has been produced in conjunction with the NCETM, drawing on evidence-based approaches:  <https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning> | 1, 2 |
| 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.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback> | 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:  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 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 |
| Monitoring 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](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/)  Systematic phonics approaches which explicitly teach pupils a comprehensive set of letter-sound relationships for reading support sound-letter relationships for spelling.  https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 | 2 |
| Pupils will have access to a range of enrichment visits and visitors | <https://www.researchgate.net/publication/248953507_Education_and_Cultural_Capital_The_Implications_of_Changing_Trends_in_Education_Policies/link/57c33ea408aeda1ec3919515/download>  <https://teacherofsci.com/cultural-capital-in-education/> | 3 |
| Fund SENDCO to be out of class part time to support colleagues in developing effective SEND provision | 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  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send#:~:text=The%20attainment%20gap%20between%20pupils,eligible%20for%20free%20school%20meals>. | 5 |
| Employ additional TA2 in EYFS to reduce ratios and support children in the provision. | 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:   * by age 1, children recognise about 50 words * by age 3, children recognise about 1,000 words * by age 5, children recognise about 10,000 words   Having a large vocabulary helps children learn more. Words allow them to make sense of the world around them. 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.  <https://help-for-early-years-providers.education.gov.uk/communication-and-language/exploring-language#why-exploring-language-is-important> | 1 |
| Employ PT teacher to work with pupils who have EAL | <https://www.lambeth.gov.uk/sites/default/files/2021-06/The_Achievement_of_Pupils_with_EAL-An_Empirical_Study_2013.pdf>  Language barriers remain the key factor affecting the performance of pupils with English as an Additional Language | 5 |
| 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 Speech Bubble to carry out SALT assessment and to work with children. | Speech and language therapy improves the ability to talk and use other language skills. It helps people express their thoughts and understand what other people are saying. It can also improve skills memory skills and ability to solve problems | 2 |
| SLA with Catalyst EP to carry out assessments to determine pupils with SEND | Ealy 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 |
| Staff have time to undertake professional development. | Supporting the recruitment and retention of teaching staff; ECT time, NPQ courses, ML Curriculum development course and SLT Curriculum development course |  |

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

**Budgeted cost: £7,896.00**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 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 |
| Staff deliver small group targeted tuition to address gaps in learning. | 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:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition>  And in small groups:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 2, |
| Teaching assistants in each class deliver keep up and catch intervention sessions with identified pupils. | 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.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies> | 1, 2, |
| SLA with Third Space Maths to deliver 1:1 sessions with 11 pupils in Y6 Autumn and Spring terms and 10 Y5 pupils in the Summer term. | Targeted maths tuition at specific needs and knowledge gaps can be an effective method to support low attaining pupils one-to-one:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition> | 2 |
| Targeted maths tuition for pupils in Y6 1:6. | Targeted maths tution at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind; 1:6  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition> | 2 |
| Involvement with the Flying Start Project to improve the life chances of young children living in some of the most disadvantaged areas | The programme aims to make a decisive difference to the life chances of children aged under 4 in the areas which it runs. It includes four core elements –free quality childcare, parenting support, intensive health visitor support, and support for early literacy  <https://assets.publishing.service.gov.uk/media/605c572b8fa8f545d23f8a73/Early_Years_Report.pdf> |  |

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

**Budgeted cost: £81,311.98**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Employment of specialised staff to deliver therapeutic intervention. | 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):  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions>  <https://www.headteacher-update.com/best-practice-article/therapeutic-interventions-to-drive-school-improvement/167065>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 1, 4 |
| Employ PSA to support families | 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.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 4, 6 |
| Whole school staff training on reflective language, attachment and ACES. | Experiencing ACEs can have an impact on future physical and mental health, and often ACEs can be barriers to healthy attachment relationships forming for children.  <https://mft.nhs.uk/rmch/services/camhs/young-people/adverse-childhood-experiences-aces-and-attachment/>  <https://nationalcollege.com/news/aces-adverse-childhood-experiences-in-schools> | 5 |
| SENCO to access training on recognising and responding to eating disorders | There is a lot of research about eating disorders and it’s affect on mental health. Research shows that Social media often presents distorted portraits of body image. A [2023 study](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10032524/) found that “Social media usage is a plausible risk factor for the development of eating disorders.  <https://www.beateatingdisorders.org.uk/news/beat-news/largest-study-eating-disorders/>  <https://www.psychiatrist.com/news/new-insights-into-eating-disorders/>  <https://pmc.ncbi.nlm.nih.gov/articles/PMC10032524/> | 5 |
| Behaviour lead to access training by Healthy Schools on ‘Behind the Behaviour’ and Boxall profile training | Research suggests that on average, over a third of pupils have some social, emotional or mental health (SEMH) need which can have a significant impact on pupils’ learning  <https://www.boxallprofile.org/>  <https://www.nurtureuk.org/wp-content/uploads/2021/11/Boxall-Profile-Leaflet-2019.pdf> | 1, 2, 4, 5 |
| National nurturing schools award | <https://www.headteacher-update.com/best-practice-article/therapeutic-interventions-to-drive-school-improvement/167065>  <https://www.nurtureuk.org/research-evidence/impact-and-evidence> | 1, 2, 4, 5 |
| Targeted intervention aimed at supporting pupils’ well-being. | Children have access to Thrive sessions delivered by CITC Thrive staff will deliver a bespoke curriculum, where participants will:   * Gain an understanding of mental wellbeing, and the effect that different actions/ scenarios can have on this * Explore how their emotions work, how our minds function and how we can cope with negative feelings * Investigate coping strategies, and their use and evaluate their own processes of coping through everyday scenarios * Build an action plan which includes a mental health first aid kit for use throughout the course and beyond |  |
| Forest school accreditation | <https://www.forestschooltraining.co.uk/forest-school/research/> | 1, 2, 4, 5, |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) 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.  <https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/> | 6 |
| Project Chameleon Y6 To help children to make the right choices and find their social and moral positions within the community | <https://www.cam.ac.uk/research/news/morality-prevents-crime>  <https://theconversation.com/why-young-people-commit-crime-and-how-moral-education-could-help-new-research-131855> | 2, 3, 4, 5 |
| Extra-curricular activities, including sporting competitions, wellbeing, music, The Big Sing, | Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation> |  |

**Total budgeted cost: £286,504.70**

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| **Activity in academic year 2025-2026** | | |
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