

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged learners. 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.

Detail	Data
School name	Ravenfield Primary Academy
Number of pupils in school	189 (including nursery)
Proportion (%) of pupil premium eligible pupils	10.3%
Academic year/years that our current pupil premium strategy plan covers	2022-25
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Caroline Coates David Horrigan
Pupil premium lead	Caroline Coates
Governor / Trustee lead	Liz Buxton

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year (based on October 2021 census (£1385 x 19)) (£2410 x 4 post LAC)	£26,315 estimated deprivation pp £9640 post LAC
Recovery premium funding allocation this academic year	£3,335
National Tuition money	£3,564 (need to spend £5,130)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
Total	£39,290

Part A: Pupil premium strategy plan

Statement of intent

Pupils who are entitled to receive the pupil premium grant or are disadvantaged for another reason have the right to the same diet of teaching and learning as all of the other children. Quality first teaching for all of our children and high quality support, as needed, ensures that all of our children can achieve their full potential and make rapid progress.

It is essential that children leave the academy fluent readers and with secure mathematical skills and knowledge. A common barrier to this is children falling behind during Covid-19 due to a lack of systematic teaching, a lack of exposure to and the study of rich vocabulary and fewer opportunities to develop their communication skills. The challenges for our children differ by individual but it is essential that their needs are identified quickly so that support can be put in.

All staff across school have been involved in identifying the needs of the children. Support put into place is analysed informally on a weekly basis and more formally at half termly at pupil progress meetings. The ongoing needs of the children are identified so that support can be put into place.

Principles

- It is vital that the % of disadvantaged children reaching the expected standard in EYFS, KS1 and KS2 is equal to that of the cohort overall.
- All children are to be ambitious for their own achievement and fully engaged with learning.
- Children receive support to build their confidence and self-esteem.
- That children's ongoing needs are quickly and regularly identified.
- That the teaching and learning provision meets the needs of all children
- That knowledge about our disadvantaged children is shared so that their needs are a focus.
- That our pupil premium/recovery funding will support all the children with need and this may not necessarily always be the children who have historically been identified as disadvantaged.
- All of the children in school have been disadvantaged because of missing school during the Covid-19 pandemic.

Challenges

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

Challenge number	Detail of challenge
1.	The children need to develop their fluency in writing.
2.	The children need to develop their oral language skills and vocabulary. Sometimes there is a gap between the outcomes for disadvantaged pupils and the rest of the cohort.
3.	The children are not yet fluent readers that have a toolkit of vocabulary to feed into their writing. Disadvantaged children sometimes achieve lower in their outcomes in areas of English than the cohort overall.
4.	Some of the 'early readers' have missed out on systematic phonics teaching during EYFS/Y1. Our disadvantaged children enter school from a variety of providers.
5.	Some children do not yet have embedded number skills and need to cement their knowledge of place value and times tables. Some children have missed out on using their basic skills during the past year and need to engage in some intensive basic number work.
6.	Some children need pastoral/one to one support to ensure readiness to learn.

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
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<p>Progress in reading, that disadvantaged children make accelerated progression.</p>	<p>Children achieve above national average progress scores in reading.</p> <p>Children are all fluent readers and read on a daily basis.</p>
<p>Progress in writing, that disadvantaged children make accelerated progression.</p>	<p>Children achieve above the national average in writing at EXS and GDS.</p> <p>Children get daily opportunity to become fluent writers.</p> <p>Children writing for extended periods across the curriculum.</p>
<p>Progress in mathematics that disadvantaged children make accelerated progress in mathematics.</p>	<p>Children achieve above the national average progress score in mathematics.</p>
<p>Phonics that disadvantaged children achieve the expected standard by the end of Y1.</p>	<p>100% of disadvantaged children reach the expected standard by the end of Y1.</p>
<p>That children are happy and ready to learn.</p>	<p>Continue to develop the school's mental health offer including, Thrive, mental health toolkit, pastoral support, With Me in Mind.</p> <p>Provide support for one-to-one and small group personalised provision.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2,500 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Read, Write Inc phonics and training.</p> <p>£2,500</p>	<p>It is vital that our children learn to read, quickly. The read, write inc programme supports the children to make rapid progress in early reading. This package supports teachers, leaders of phonics, parents and children.</p> <p>EEF (how effective is the phonics approach)</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. There is some variation in impact between different phonological approaches. Synthetic phonics approaches have higher impacts, on average, than analytic approaches. Analytic</p>	<p>1,2,3 and 4</p>
	<p>phonics approaches has also been studied less overall (only 9 studies). The small number of analogic phonics approaches identified in this review (6 studies) have a negative impact on average.</p>	

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

Budgeted cost for tuition (from pupil premium NOT recovery): £ 5,130

Budgeted cost for speech and language £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one tuition in English and maths as part of School Led Tuition (£5,130)	Individual pupils have been identified at pupil progress meetings who are in danger of falling behind Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that small group and one-to-one tuition can boost progress by 3 to 5 months per pupil. By providing high-quality tuition to pupils through the NTP, we want to extend this catch-up opportunity to pupils whose education has been impacted the most by the COVID-19 pandemic. (DFE Sept 2021)	1,2,3 and 4
Read, write, inc (fresh start) (see above)	There are a group of children in Y6 that have not yet managed to secure fluent reading. The use of this programme will support them to become confident and fluent readers quickly. R/W/Inc website While there have been fewer studies examining phonics with older 1,2,3 8 readers, there is evidence that it can be a positive approach. With any	1,2,3 and 4

	reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If an older reader is struggling with decoding, phonics approaches will still be appropriate. Where readers are struggling with vocabulary or comprehension, other interventions may be more appropriate.	
<p>Speech and language support from SALT. (Emmie speech and language therapist employed by school)</p> <p>Train staff on administering PLP assessment and running Pictoys groups Session: Going through assessments and triaging pupils into Pictoys groups to be run in Talking Tables groups to be run in Spring/ Summer</p> <p>(£2,500)</p>	Some of our children have limited speech and language skills. These children have been identified and will be targeted in small groups.	1,2,3 and 4

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

Budgeted cost: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Thrive approach	Thrive promotes children's and young people's positive mental	1,2,3 and 4
And pastoral support Approx. £15,000	<p>health by helping adults know how to be and what to do in response to their 5 9 differing and sometimes distressed behaviour.</p> <p>The Thrive Approach is appropriate for anyone working with children and young people - such as in education (early years settings through to primary schools, secondary schools, special schools and pupil referral units), social care, healthcare, local authorities and community groups, as well as for parents and carers. Based on established neuroscience, attachment theory and child development, the Thrive Approach provides training and an online profiling and action-planning tool to equip adults with the knowledge, insights and resources needed to develop the relationships that help children and young people to flourish and learn</p>	

Support for children to engage in learning. £14,000	Individual and small group support for pp children as needed. To ensure inclusion and access to the whole curriculum.	6
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Total budgeted cost: £ £39,130 (approx.)

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 2021 to 2022 academic year.

Impact on Year 1 phonics (phonics support and speech and language intervention)

100% of our disadvantaged children achieved the standard to pass the phonics screen. 80% of the whole class achieved the expected standard. ***The national average for 2022 in Year 1 achieving the phonics screen was 75% and 62% for disadvantaged children.***

	National Average Y1 Phonics Attainment	Academy Previous Y1 Phonics Attainment	HT1	HT2	HT3	HT4	HT5 (results)	Final
Overall	82%	84%	53%	87%	83%	83%	80%	80%
Girls	85%	90%	45%	91%	91%	82%	91%	91%
Boys	78%	78%	47%	47%	79%	74%	74%	74%
Disadvantaged	84%	0%	0%	0%	0%	0%	100%	100%
SEND	82%	0%	0%	0%	0%	0%	0%	0%

Impact on the Year 2 Cohort (phonics support as needed)

	National Average Y2 Phonics Attainment	Academy Previous Y2 Phonics Attainment	HT1	HT2	HT3	HT4	HT5 (results)	Final
Overall	92%	96%	89%	89%	89%	95%	95%	95%
Disadvantaged		100%	67%	67%	67%	67%	50%	50%
SEND		100%	25%	25%	25%	67%	67%	67%
Girls		100%	90%	90%	90%	100%	100%	100%
Boys		96%	89%	89%	89%	89%	89%	89%

Phonics in Year 2

	National Average Y2 Phonics Attainment	Academy Previous Y2 Phonics Attainment	HT1	HT2	HT3	HT4	HT5 (results)	Final
Overall	92%	96%	89%	89%	89%	95%	95%	95%
Disadvantaged		100%	67%	67%	67%	67%	50%	50%
SEND		100%	25%	25%	25%	67%	67%	67%
Girls		100%	90%	90%	90%	100%	100%	100%
Boys		96%	89%	89%	89%	89%	89%	89%

50% of the pupil premium children achieved the expected standard in phonics and 95% of the whole cohort achieved the expected standard. **The national average for 2022 for the whole cohort was 87%.**

Impact on the Year 6 cohort (tuition)

Combined	National Average Year 6 Attainment		Previous Academy Performance		End of Year 5		Aut		Spr		Sum (results)		Academy Target	
On track for	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Overall	65%	11%	73%	13%	51.72%	3.45%	76%	14%	83%	28%	72%	0%	90%	41%
Girls	70%	13%	83%	17%	46.67%	0%	87%	13%	93%	27%	87%	0%	94%	39%
Boys	60%	9%	58%	8%	57.14%	7.14%	69%	15%	71%	29%	57%	0%	79%	44%
Disadvantaged	71%	13%	100%	0%	60%	0%	67%	0%	33%	33%	66%	0%	84%	31%
SEND	65%	11%	0%	0%	20%	0%	20%	20%	20%	20%	20%	0%	20%	20%

72% of the cohort reached the combined standard at the end of KS2. The % for the disadvantaged children was 66%. Both figures are above the national average for 2022. **The national average for combined in 2022 was 59%.**

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read Write Inc	Ruth Miskin
Thrive	The Thrive Approach

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
2 x service pupil premium funding	£640
How did you spend your service pupil premium allocation last academic year?	To provide pastoral support as needed for those children.
What was the impact of that spending on service pupil premium eligible pupils?	Children made good progress across school.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.