

# Pupil premium strategy statement – Ravenfield Primary Academy

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2024
Statement authorised by	Caroline Coates David Horigan
Pupil premium lead	Rachael Hanby
Governor / Trustee lead	Liz Buxton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,100
Recovery premium funding allocation this academic year	£3,190
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
<b>Total budget for this academic year</b>	<b>£32,290</b>

*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*

--

## 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	Fluency in writing
2	Communication and language
3	Fluency in reading
4	Gaps in systematic phonics/early reading
5	Basic mathematical facts/skills
6	Emotional wellbeing

## 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
<b>Progress in reading</b> , that disadvantaged children make accelerated progression.	Children achieve above national average progress scores in reading. Children are all fluent readers and read on a daily basis.
<b>Progress in writing</b> , that disadvantaged children make accelerated progression.	Children achieve above the national average in writing at EXS and GDS. Children get daily opportunity to become fluent writers. Children writing for extended periods across the curriculum.
<b>Progress in mathematics</b> that disadvantaged children make accelerated progress in mathematics	Children achieve above the national average progress score in mathematics.
<b>Phonics</b> that disadvantaged children achieve the expected standard by the end of Y1.	100% of disadvantaged children reach the expected standard by the end of Y1.

That children are happy and <b>ready to learn.</b>	Continue to develop the school's mental health offer including, Thrive, mental health toolkit, pastoral support, With Me in Mind. Provide support for one-to-one and small group personalised provision.
--	---

## 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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read, Write Inc phonics and training. £2,500	<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) 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 1,3 7 approaches. Synthetic phonics approaches have higher impacts, on average, than analytic approaches. Analytic 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>	1,2,3 and 4

## 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 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.	1, 2, 3 and 4
Speech and language support	Some of our children have limited speech and language skills.	1, 2,3 and 4

<p>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 (£2,500)</p>	<p>These children have been identified and will be targeted in small groups.</p>	
--	--	--

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

Budgeted cost: £ 29,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Thrive approach and pastoral support  Approx. £15,000</p>	<p>Thrive approach Thrive promotes children's and young people's positive mental health by helping adults know how to be and what to do in response to their 5-9 differing and sometimes distressed behaviour. 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</p>	<p>1,2,3 and 4</p>

	children and young people to flourish and learn	
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

**Total budgeted cost: £ 39,130**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

### Fluency in writing

Staff have attended transcription training. English leads have put together a set of non-negotiables based on what writing/transcription sessions will look like. Improvements have been seen in books and there is a consistency in writing across school. Phonics lessons have now been adapted to incorporate a transcription element.

EYFS: Mark making in FS1 can be seen on display and provision. Dough Disco is used to develop fine and gross motor skills. Transcription sessions have been added to Phonics for FS2 – using words/sounds they have practised in Phonics. 75% achieved GLDs. 25% of disadvantaged pupils achieved GLDs.

KS1: Year 2 was moderated 2022/2023. 79% of Y1 pupils achieved EXS. 0% of Y1 PP pupils achieved EXS (both working at PKS). 73% of Y2 pupils achieved EXS. 100% of Y2 PP achieved EXS.

KS2: Y3 – 53% achieved EXS. 25% of disadvantaged pupils achieved EXS. Y4 – 65% achieved EXS. 50% of disadvantaged pupils achieved EXS. Y5 – 62% achieved EXS. 33% of disadvantaged pupils achieved EXS. Y6 – 71% achieved EXS. 67% of disadvantaged pupils achieved EXS.

### Communication and language

Staff work closely with SENDCO to identify and address any speech and language concerns. SALT referrals are made promptly and resources/aids used to support communication. Any concerns are logged on CPOMs for monitoring purposes. Vocabulary is high profile across school (from maths worksheets to topic displays).

### Fluency in reading

Promoting a love of reading around school (teacher recommendations, book vending machine). Book banded books are well matched to ability. Reading at home is encouraged and celebrated. Oracy sessions happen daily from Y2 onwards. Sentence stems and discussion guidelines are displayed in every classroom.

Moving forward: Parent volunteers are going to read with key children to ensure our disadvantaged children are listened to.

KS1: Y1 -79% passed phonics. 0% of disadvantaged pupils passed. 79% achieved EXS in reading. 0% of disadvantaged pupils achieved EXS. Y2 – 97% passed phonics. 100% of disadvantaged pupils passed. 70% of pupils achieved EXS in reading.

KS2: Y3 – 68% achieved EXS. 25% of disadvantaged pupils achieved EXS. Y4 – 82% achieved EXS. 75% of disadvantaged pupils achieved EXS. Y5 – 76% achieved EXS. 33% of disadvantaged pupils achieved EXS. Y6 – 77% achieved EXS. 67% of disadvantaged pupils achieved EXS.

#### Gaps in systematic phonics/early reading

All staff, who deliver RWI lessons, are trained. Our Phonics Coach observes and coaches all phonics teachers daily, including giving them specific feedback. Books banded books are well matched to ability. Reading at home is encouraged and celebrated. Phonics groups are reviewed and changed regularly/when necessary. Phonics assessments are done in Y1/2.

Y1 – 79% passed phonics. 100% of disadvantaged pupils passed. Y2 – 97% passed phonics. 100% of disadvantaged pupils passed.

#### Basic mathematical facts/skills

Weekly arithmetic tests have been implemented. Sharp starts in maths lessons recaps fundamental mathematical facts. Pre-knowledge harvests give children an opportunity to revisit learning so they can build on this. Planning is adapted, if necessary, to ensure gaps are addressed. TTRockstars is used to promote the teaching/learning of times tables. Times Tables are set and tested weekly.

KS1: Y1 -79% achieved EXS in maths. 0% of disadvantaged pupils achieved EXS. Y2 – 67% achieved EXS in maths. 100% of disadvantaged pupils passed.

KS2: Y3 – 84% achieved EXS. 75% of disadvantaged pupils achieved EXS. Y4 – 78% achieved EXS. 50% of disadvantaged pupils achieved EXS. Y5 – 72% achieved EXS. 33% of disadvantaged pupils achieved EXS. Y6 – 68% achieved EXS. 67% of disadvantaged pupils achieved EXS.

#### Emotional wellbeing

No exclusions. Pastoral Manager is Thrive trained and strategies are implemented. Working closely with Pastoral lead at Manor to ensure consistency in approaches. SENDCO is in school weekly to support with SEMH needs. Pastoral Manager and Principal have weekly meetings to discuss pastoral interventions. Displays around school promote children to discuss how they are feeling (worry box, reading books). Every classroom has a worry monster.

Moving forward: Looking into introducing zones of regulations (like others in the Trust).  
 Planning for Pastoral Manager to work with APs on supporting emotional wellbeing.  
 Looking at setting up lunch time clubs to provide some of our most vulnerable children with a quiet space.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
TT rockstars	
Nessy	
Spelling Shed	

## Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p>No service children attend RPA at this time.</p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>
<p></p>