

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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

Detail	Data
School name	Ravenscroft Primary School
Number of pupils in school	579
Proportion (%) of pupil premium eligible pupils	41.5%
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	September 22
Date on which it will be reviewed	September 23
Statement authorised by	Simon Bond
Pupil premium lead	Simon Bond
Governor / Trustee lead	Louise Baker

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£322,800
Recovery premium funding allocation this academic year	£34,800
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	£357,600

# Part A: Pupil premium strategy plan

## Statement of intent

At Ravenscroft Primary School we are very proud of our bespoke curriculum and are passionate that all pupils, irrespective of their background or the challenges they face, make excellent progress across the whole curriculum. We use our *Pupil Premium* funding to support our most disadvantaged pupils to achieve this mainly through high quality teaching and early identification of any interventions needed to ensure pupils keep up rather than catch up. According to the EEF high quality teaching and early intervention are proven to have the greatest impact on closing the gaps in attainment for disadvantaged pupils. In addition to our curriculum, we believe that our most disadvantaged pupils should have access to high quality after school clubs and experiences in order to enhance their cultural capital. We also have an excellent *Wellbeing Team* comprising of two Safeguarding Officers, a Learning Mentor and a School Counsellor. Together they are very effective in supporting our disadvantaged and most vulnerable pupils and their families.

## Challenges

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

Challenge number	Detail of challenge
1	Low on entry starting points in all areas in Nursery and Reception (lower for Pupil Premium pupils than for other pupils), slowing progress in EYFS, Year 1, 2 and 6 attainment points
2	High percentage of children with poor language skills on-entry to the Nursery and Reception intake (as well as within mid-phase admissions) and impact on higher year groups
3	On entry to Nursery and Reception children lack resilience and independence (PSED) and impact on higher year groups
4	Lower attainment of Pupil Premium children requiring smaller group sizes to maximise learning opportunities.
5	Social Deprivation - Children living below the poverty line, temporary housing arrangement, Parents with mental health/Domestic violence issues – less opportunities for reading and enrichment outside of school hours
6	Attendance – term time leave as well as persistent absent

## 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
Improve percentage of Pupil Premium pupils achieving at greater depth at end of Key Stage testing	The difference in outcomes for disadvantaged and non-disadvantaged groups is diminished
Improve language and communication and written skills for Pupil Premium pupils in Reception classes.	
To ensure improved attendance rates for Pupil Premium pupils	Persistent absence is reduced
Provide similar opportunities/experiences for all Pupil Premium pupils during their time at primary school as those from more affluent areas	Pupil feedback, parental feedback, case studies, records of extracurricular and other enrichment activities provided

## 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: £62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 0.6 teacher in Year 6 to manage smaller group sizes and focussed teaching to groups and individuals. £40K	<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> <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>	1, 2, 4
Additional 0.4 teacher in Year 3 (from November 2022) to provide focussed interventions to groups and individuals. £22K	<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> <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>	1, 2, 4

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

Budgeted cost: £158,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional HLTA to work within Year 6 classes and in Year 2 classes (2 HLTAs) £70K	<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>	1, 2, 4

Phonics specialist intervention HLTA £35K	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 2, 4
Additional HLTA to work with identified pupils in Year 5 £35K	<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>	1, 2, 4
Reading, Writing, SPAG and Maths Booster Classes £6K	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	1, 2, 4
MSAs overtime to support reading in key year groups £12K	<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>	1, 2, 4
Speech and Language Therapist SLA	<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, 2, 4

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

Budgeted cost: £138,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Analysis of pupils' attendance in conjunction with Local Authority Attendance Management Officer – high levels of parental engagement £6K	<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>	6
Reading resources and books going home to read for pleasure £5K	<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>	2, 3, 5
Nurture groups and learning support (Learning Mentor) £30K	<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>	3, 5, 6
Counselling ( <i>Breathing Space</i> ) £20K	<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>	5, 6
Extra-curricular EAL Reading Club (and Year 2 pupils' Reading Club)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	2, 4, 5
Peripatetic music tuition £5K	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	5
Extensive range of extra-curricular Clubs £62K	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	5, 6
Extensive range of Educational Visits (MSA support)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	5, 6
Year 6 Residential and Sleepovers £15K	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	3, 5, 6

**Total budgeted cost: £358,000**

## 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.

#### **Pupil results for 2021/22**

EYFS GLD – 82% (Pupil Premium – 71.2%)

Phonics Screening Check – 88.1% (Pupil Premium – 88%)

#### KS1 SATs

Reading – 79.2% (Pupil Premium – 73.3%)

*Greater Depth* – 36% (Pupil Premium – 28.1%)

Writing – 80.6% (Pupil Premium – 76.7%)

*Greater Depth* – 36% (Pupil Premium – 28.1%)

Maths – 80.6% (Pupil Premium – 76.7%)

*Greater Depth* – 36% (Pupil Premium – 28.1%)

RWM – 79.2% (Pupil Premium – 73.3%)

*Greater Depth* – 36% (Pupil Premium – 28.1%)

#### KS2 SATs

Reading – 80% (Pupil Premium – 71.9%)

*Greater Depth* – 36% (Pupil Premium – 28.1%)

Writing – 86% (Pupil Premium – 78.1%)

*Greater Depth* – 27% (Pupil Premium – 15.6%)

GPAS – 82% (Pupil Premium – 68.8%)

*Greater Depth* – 55% (Pupil Premium – 50%)

Maths – 85% (Pupil Premium – 78.1%)

*Greater Depth* – 20% (Pupil Premium – 12.5%)

RWM – 79% (Pupil Premium – 71.9%)

*Greater Depth* – 14% (Pupil Premium – 6.3%)

Results for pupils, including Pupil Premium Pupils significantly above national.