

**Pupil Premium Strategy**

**3 Year Plan 2021-2024**

# Pupil premium strategy statement

## 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

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| Detail | Data |
| School name | Ravensbury Community School |
| Number of pupils in school | 465 |
| Proportion (%) of pupil premium eligible pupils | 51% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/22-2023/24 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Maureen Hughes Headteacher |
| Pupil premium lead | Maureen Hughes Headteacher |
| Governor lead | Tomi Ogunbiyi |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £297,245 |
| Recovery premium funding allocation this academic year | £32,335 |
| 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 | £329,580 |

# 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 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. |

## Long-term Plan (3 year timescale): 2021-2024

## 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. |
| 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 5% 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. |
| 5 | There has been a significant increase in the number of pupils with SEND; pupils have EHCPs, emergency funding, or are awaiting assessment for an EHCP. 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. |

**Activity in this academic year 2021-2022**

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: £181,218.00**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Employment of additional teacher to reduce class size in Y6 | 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 |
| Delivery of the NCETM mastering number programme; R, Y1 and Y2  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 |
| Whole staff training on metacognition and the explicit teaching of metacognitive and self-regulatory strategies. | There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation> | 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 |
| Fund EYFS lead to access ELKLAN Speak and language 3-5 training; | Oral language interventions can have a positive impact on pupils’ language skills. 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 im-pacts on reading: Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions> | 1 |
| Purchase 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/) | 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 to support colleagues in developing effective SEND provision | <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send> | 5 |

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

**Budgeted cost: £67,059.00**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Employment of additional staff to deliver oral language intervention in the EYFS; NELI programme | Oral language interventions can have a positive impact on pupils’ language skills. 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: Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>  <https://www.nuffieldfoundation.org/news/nuffield-early-language-intervention-boosts-language-skills-three-months> | 1, 2, 5 |
| 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 |
| Additional teacher to deliver targeted interventions in LKS2 | 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 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, |
| 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.  Rising stars books for pupils to practice basic skills at home. | 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:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition> | 2 |
| DHT and SENDCO to access Switch-on reading and writing training | Tuition targeted at specific pupils.  <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/switch-on-reading> | 2, 5, 6 |

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

**Budgeted cost: £106,660.00**

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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 | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 4, 6 |
| 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:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions> | 4 |
| 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. | 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 |

**Total budgeted cost: £354,937.00**

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| **Activity in academic year 2022-2023** | | |
| 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 |
| **Activity in academic year 2023-2024** | | |
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# 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 2020 to 2021 academic year.

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| Our internal assessments during 2020/21 suggested that the attainment of our pupils was significantly impacted by school closures; whether that be due to national lockdowns or due to pupils having to self-isolate.  Despite being on track during 2018/19, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. Our assessment of the reasons for these outcomes point primarily to negative impact Covid-19 had on teaching and learning, which disrupted all areas to varying degrees including mental health and well being. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our determination to maintain a high quality curriculum, including during periods of partial closure, which we delivered online. Our online learning provision was developed using EEF research into how our pupils could make the most of remote learning and how to mitigate the impact of school closures.  When pupils were in school they had access to quality first teaching, 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. Our pupils lack ‘life experiences’ due to the additional costs incurred by such visits, so a key driver of our bespoke curriculum is to provide first hand experiences for our pupils linked to the topic they are studying. We recognise that the additional restrictions imposed by Covid-19 has meant that there has been a lack of enrichment opportunities and pupils were not able to visit places outside of school aimed at stimulating creative and imagination skills. This is why cultural capital is a focus on our current plan.  Pupils historically 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 has been exacerbated during the pandemic with many children not accessing any provision before entering school. This is why the acquisition of vocabulary and the development of language skills is a focus on our current plan.  Although overall attendance in 2020/21 (95%) was lower than in previous years it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and was below national attendance figures These gaps are larger than in previous years, which is why attendance is a focus of our current plan.  Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly apparent for our disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing to build on this approach with the activities detailed in this plan. |

## Externally provided programmes

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| Programme | Provider |
| Third Space Maths Programme | Third Space |
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# Further information (optional)

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| **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 Mathe-maticians  **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](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) 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. |